

DOUGLAS SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA

Monday, August 26, 2024

**VANDENBERG ELEMENTARY SCHOOL - Library Conference Room
561 Briggs Street
Box Elder, SD 57719**

5:00 PM

DOUGLAS SCHOOL DISTRICT INVITES YOU TO ATTEND A SCHEDULED ZOOM ROOM MEETING:

Join Zoom Meeting <https://sdk12.zoom.us/j/92637129446?pwd=j8r1fVqO5n9x7OfBOD3Gk0X1tRfYiU.1>
Meeting ID: 926 3712 9446
Passcode: 032021

Individuals attending virtually and desiring to speak during public forum should email their request to the Superintendent's Office (Kevin.Case@k12.sd.us or Jackie.McPherson@k12.sd.us), including all identifying information by noon of the day of the board meeting.

{{Name: Agenda Item Name}}

1. Call Meeting To Order:
2. Pledge of Allegiance and Moment of Silence In Honor Of Fallen Soldiers And Active Duty Persons:
3. Recognition:
4. Review of Board Working Agreements:
 - We ask
 - We learn
 - We lead
- 5.
6. Public Forum:
7. Approval of Agenda:
8. Consent Agenda Items:
 - A. Approval of Regular Meeting Minutes of August 12, 2024.
 - B. Approve Personnel Action
 - C. Approve Financial Reports

- D. Approve the Purchases and Issuing of Accounts Payable.
 - E. Approve Conflict Disclosures and Waiver Authorizations Pursuant to SDCL 3-23-3
 - F. Approve Payment for Additional Contract Days for Superintendent.
9. Items Removed From Consent Agenda
10. Elementary and Secondary Curriculum and Instruction Items:
- A. Professional Development Reflection
 - B. Approve CTE Bids (3) as recommended.
11. Superintendent Items:
- A. Approve Student Assignment Requests as recommended to attend Douglas School District for the 2024-25 school year.
 - B. First Day Of School Historical Enrollment Data
12. Fiscal Resources Items:
13. Operational Support Services Items:
- A. Informational Reading of revised Board Policy ACAA - Title IX Policy Revision and new Board Policy ACAC - Pregnant and Parenting Students.
 - B. Project Updates
 - C. Approve Proposed School Resource Officer (SRO) Memorandum of Understanding.
14. Reports:
- A. Superintendent:
 - 1. BOE Listening Session Follow Up.
 - B. Committee Reports From Board Members and Comments from Associate Board Members
15. Upcoming Calendar Events:
Sept 2 - Holiday, No School
Sept 9 - BOE Meeting, 5:00
Sept 23 - BOE Meeting, 5:00
16. Executive Session for Personnel according to SDCL 1-25-2.1.

17. Action As A Result of Executive Session

18. Adjournment

SECTION	B	TITLE	Board Governance and Operations	FILE	BDDH
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Public Participation at Board Meetings

The School Board recognizes and respects the input which may be provided by the public on school district matters. The Board also recognizes and respects the distinction between a school board meeting that is open to the public and a public hearing held by the school board.

- At a school board meeting which is open to the public, members of the public may be present, observe and listen to the school board conduct its business and may speak during the school board meeting consistent with this policy.
- At a public hearing held by the school board, there is usually one topic to be presented by the District and discussed. The public is given the opportunity to speak and be heard on the topic which is the reason for the public hearing. This type of meeting allows for public participation under the rules designed specifically for that meeting and is not subject to this policy.

This Policy applies only to regularly scheduled school board meetings held in open session. Matters addressed in executive session pursuant to SDCL 1-25-2 are not open to the public.

Personnel matters or complaints that directly or indirectly identify an employee shall not be discussed. Complaints against school employees or students, and complaints related to sexual harassment or bullying, must be addressed according to specific school district policies before being addressed by the School Board.

When a complaint against a school employee or a student is brought to the Board during the public forum, the Board President will direct the person bringing the complaint to the applicable complaint procedure. The complaint procedures are designed to ensure the proper balance in protecting the rights of the person(s) bringing the complaint and the rights of the person against whom the complaint is made. The Board will address the complaint only if the matter has been appealed to the Board pursuant to the applicable complaint policy

Persons making references about a specific school employee or employees, or a specific student or students during the public forum should be mindful that based upon what the person says during the public forum the employee(s) or student(s) about whom the comments are made may have legal recourse against the person voicing the complaint.

Persons speaking during the Public Forum at a school board meeting shall not cause public inconvenience, annoyance, or alarm to the school board or any person, and shall not engage in threatening behavior, make unreasonable noise, be disruptive, boisterous, argumentative, or threatening, shall not make comments which

are disrespectful to one or more persons, and shall not use profanity.

The time designated for Public Forum on the agenda shall be immediately before the adoption of the meeting agenda by the school board.

In order to assure that the Board may conduct its meetings in a respectful and efficient manner, the procedure for public participation at regularly scheduled monthly school board meetings is as follows:

1. Agenda and Non Agenda Items:

- a. Before the meeting is called to order, an individual who desires to speak at a school board meeting must in writing inform the Superintendent, the Business Manager or the Board President of the person's desire to speak and the topic upon which the person intends to speak. The requesting party must sign a form (prepared by the school district) with their name, address, email and topic to be addressed. Individuals attending virtually and desiring to speak during public forum, should email their request to the superintendent's office, including all identifying information, by noon the day of the meeting.
- b. During the time designated for Public Forum, the Board President will recognize the person who signed up to speak and the person may speak on the topic according to the rules set forth in this policy
- c. A speaker shall be granted 5 minutes to present comments to the school board. Upon receiving a request for an extension of time from the speaker, the school board, upon a motion being made and passed by a majority of school board members present and voting, may grant an additional amount of time not to exceed 5 minutes. Additional extensions may be granted only upon a two-thirds vote of school board members present and voting.
- d. Should a number of persons wish to address the school board on the same agenda item, or should the comments become repetitious, the School Board President, in the President's sole discretion, may shorten the time for comments to two minutes per person in order that persons wishing to address the school board may be heard and still allow the school board sufficient time to conduct its agenda business.

2. Adding an Item to the School Board Meeting Agenda in Order to Request Specific School Board Action:

- a. Any person or delegation (with one person being the spokesperson for the delegation) making a specific request to the school board which would require formal action by the school board must present a written request to the Superintendent for the item to be placed on the school board meeting proposed agenda. The written request must be submitted to the Superintendent at least five calendar days before the school board meeting.
- b. The specific request to add an item to the agenda shall clearly identify what is being requested and why, signed by the person making the request, and include the person's name, address, email and telephone number.
- c. The Superintendent will forward the request to the School Board President and the Board President will decide whether the item will be placed on the proposed agenda. Whether any item is to be addressed at the school board meeting is determined by a majority of school

board members at the beginning of the school board meeting when the school board adopts the proposed agenda as printed or adopted after being modified.

- d. If the item on the meeting agenda is adopted by the school board, the person or spokesperson for the delegation who has submitted the request for specific school board action will be granted 10 minutes to explain the request to the school board. Upon receiving a request for an extension of time from the speaker, the school board, upon a motion being made and passed by the majority of school board members present, may grant an additional amount of time not to exceed 5 minutes. Additional extensions may be granted only upon a two-thirds vote of school board members present and voting.
- e. In the sole discretion of the school board, requests to the school board for specific action submitted after the proposed agenda has been posted may be:
 - deferred until the next regular meeting or a special school board meeting, or
 - added to the meeting agenda for discussion purposes only, or
 - added to the agenda for discussion and possible action.

3. Authority of Presiding Officer:

The Board vests in its presiding officer the authority to terminate the right of any person to speak at the end of the time granted pursuant to provision 1.d, provision 1.e, or provision 2.d. as set forth in this policy. The presiding officer may also terminate the right of a person to speak at a school board meeting should the person cause public inconvenience, annoyance, or alarm to the school board or any person, engage in threatening behavior, make unreasonable noise, disturb or be disruptive of an official school board meeting, or when comments are disrespectful to one or more persons, boisterous, argumentative, threatening, or contain profanity.

If deemed necessary by the presiding officer, the presiding officer may contact local law enforcement to have a person removed from the school board meeting as it is a violation of law for a person to intentionally cause or create a risk of serious public inconvenience, annoyance, alarm or disturbance at a school board meeting.

REFERENCES

State Reference:

SDCL 1-25-1	Official meetings open to the public
SDCL 1-25-2	Executive or closed meetings
SDCL 13-32-6	Disturbance of school as a misdemeanor
SDCL 13-8-39	Management of schools by board
SDCL 22-18-35(3)	Disturbing any lawful assembly or meeting

Policy Cross Reference:

BD	School Board Meetings
Bddb	Board Meeting Agendas and Format
BDDC	Agenda Preparation and Dissemination

Adoption History

Approved	9/8/1977		
First Reading of Revision	10/10/1985		
Approved - Revision	11/14/1985		
First Reading	11/17/2014		
Approved	12/8/2014		
First Reading-Rewrite	2/13/2017		
Approved	2/27/2017		
First Reading-Revision	2/28/2022		
Approved	3/14/2022		

**DOUGLAS SCHOOL BOARD
REQUEST TO COMMENT
SPEAKER SIGN IN**

DATE _____

Persons speaking during the Public Forum at a school board meeting shall not cause public inconvenience, annoyance, or alarm to the school board or any person, and shall not engage in threatening behavior, make unreasonable noise, be disruptive, boisterous, argumentative or threatening, shall not make comments which are disrespectful to one or more persons, and shall not use profanity.

Please print legibly.

	Name & Address	Email & Phone #	Topic / Item #
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SECTION	B	TITLE	Board Governance and Operations	FILE	BDDH-E(2)
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Introduction to Public Forum

If the Board/Board President wishes to have the Board President make an introductory statement at the beginning of the Public Forum, the following may serve as a starting point which could be modified at the discretion of the Board/Board President and which is consistent with local Board policy.

This is the time for the Public Forum.

Each individual wishing to address the Board is asked to sign the form on the table in the back of the room with their name, address, email and topic to be addressed being legible. Persons having signed in will be recognized and have an opportunity to speak.

Speakers will have five (5) minutes to present comments to the school board. An extension of time may be granted pursuant to Board policy. Should more than one person wish to address the school board on the same agenda item, or should the comments become repetitious, speaker time may be shortened.

The District has policies related to complaints involving bullying, sexual harassment, school employees or students. Those policies include procedures designed to balance the rights of the person(s) bringing the complaint and the rights of the person against whom the complaint is made. If a complaint about bullying, sexual harassment, school employees or students is brought to the Board during the public forum, the person will be informed as to the applicable complaint procedure.

* Individuals attending virtually and desiring to speak during public forum, instructions are given on the meeting agenda when it is posted to email their request to the superintendent’s office, including all identifying information, by noon the day of the board meeting.

Notes: All Board members should be aware that SDCL 22-18-35(3) says any person who intentionally causes serious public inconvenience, annoyance, or alarm to any other person, or creates a risk thereof by disturbing any lawful assembly or meeting of persons without lawful authority is a criminal offense (Class 2 Misdemeanor). This statute could be referenced in extreme situations if a speaker/group fails to respect the decorum expected during a formal governmental meeting

Adopted: 3/14/2022

MINUTES
DOUGLAS SCHOOL DISTRICT
BOARD OF EDUCATION MEETING

Monday, August 12, 2024

The Douglas School District No. 51-1 Board of Education held a Regular meeting on Monday, August 12, 2024 at 5:00 PM in the library conference room at Vandenberg Elementary School, Box Elder, South Dakota. President Tanya Gray presided. Those present were:

Ben Frerichs: Present, Tanya Gray: Present, Amy McGovern: Present, Chris Misselt: Present, Tonya Welch: Present. Col Derek Oakley, Guest; Tia Mullins: Associate Board Member, Present; JoAnne Mulholland: Alternate Associate Board Member, Present.

All actions in these Minutes were by unanimous vote unless otherwise stated.

President Tanya Gray called the meeting to order at 5:00 p.m.

Superintendent Kevin Case commented on new staff starting last week and veteran staff back this week. He commended the administration for their hard work--it shows the process of continuous improvement. It feels like our best start of year ever.

Public Forum:

During public forum, several parents residing near the Liberty Center requested an additional bus stop for child safety issues--no sidewalks and crossing Liberty Boulevard.

A retired staff member and parent asked the Board to consider adding more advanced placement classes for the top 10% of students who excel in their academics.

Motion to approve the agenda. This motion, made by Ben Frerichs and seconded by Amy McGovern, Carried.

Motion to approve the consent agenda items 7A-E. This motion, made by Chris Misselt and seconded by Amy McGovern, Carried.

Approved Regular and Annual School Board Meeting Minutes for July 15, 2024.

Approved June 2024 Financial Report. (Attachment)

Approved the Purchases and Issuing of Accounts Payable and July Payroll Reports. (Attachments)

Approved Conflict Disclosures and Waiver Authorizations as Fair and Reasonable Pursuant to SDCL 3-23-3.

Approved Mammoth Sports Construction Change Order in the amount of \$15,995.26 to add additional sidewalks to ensure traffic flow works efficiently.

Motion to approve personnel action for August 12, 2024. This motion, made by Amy McGovern and seconded by Tonya Welch, Carried. Abstain (With Conflict): Gray.

Elementary and Secondary Curriculum and Instruction Items:

Executive Director of Elementary Academics Ann Pettit introduced Jamie Williams who has completed her second year as Summer School Administrative Intern. The Summer Transition program's purpose included continuing academic progress, providing STEAM opportunities, and promoting social skills, study skills, and transitional skills to the next grade level/building. Students also received breakfast and lunch through the Summer Feeding program. This summer, 279 students attended from grades K-9. Of those students, 80 attended for the second year and 46 for their third year.

Executive Director of Secondary Academics Sandi Jimenez gave an update on the partnership with Lifeways, a nonprofit adolescent prevention, early intervention and outpatient treatment agency. Lifeways will provide two licensed addiction prevention counselors at the middle school who will provide substance abuse prevention programming through individual, group and classroom sessions for the 2024-25 school year.

Motion to approve new DMS/DHS Coaches Handbook as presented for the 2024-25 school year. This motion, made by Ben Frerichs and seconded by Amy McGovern, Carried.

Superintendent Items:

Motion to approve Student Assignment Requests as recommended for the 2024-25 school year. This motion, made by Amy McGovern and seconded by Tonya Welch, Carried.

Approve Open Enrollment Applications as recommended to attend Douglas School District effective for the 2024-25 school year. This motion, made by Amy McGovern and seconded by Ben Frerichs, Carried.

Fiscal Resources Items:

Motion to approve Items 11A-C as one motion. This motion, made by Chris Misselt and seconded by Amy McGovern, Carried.

Approved additional contingency transfers in the amount of \$28,153.58 for 2023-24.

Approved additional supplemental budget in the amount of \$28,337.23 for 2023-24.

Approved revised grant for ARP Homeless II and Title 1, 1003 School Improvement Funds as presented for 2023-24.

Approve the following resolution as presented. This motion, made by Ben Frerichs and seconded by Amy McGovern, Carried.

LET IT BE RESOLVED that the Douglas School District 51-1 Board of Education hereby approves and authorizes the transfer of Impact Aid funds

Operational Support Services:

School Nutrition Coordinator Jennifer Garner presented the Why, the How, and the What of Summer Feeding at Douglas. During June, all summer school students were fed breakfast and lunch. Participation increased this summer in July due to the Grab 'n Go meals. Breakfast was up 50.5% and lunch was up 35.9% from June. The Grab 'n Go meals consisted of 5 breakfasts and 5 lunches for each child age 18 and under, as well as the instructions on food storage and cooking. The Grab 'n Go meals were picked up each Monday to provide healthy, nutritious meals for students and children in the community while school was not in session.

Approve second reading of revised Board Policy GCLA-R Travel Allowance. This motion, made by Chris Misselt and seconded by Tonya Welch, Carried.

Motion to approve the low bid of \$24,657 from Tatco to remove the modular unit north east of Patriot Stadium. This motion, made by Amy McGovern and seconded by Tonya Welch, Carried.

Reports:

Superintendent Kevin Case had Buildings & Grounds Coordinator Jace Waltman provide an update on the football field/track project. The football field portion of the project is completed. The asphalt on the track portion requires a 28-day cure time before installing the top finish. Right now, Mammoth is finishing up the shotput and long jump areas, adding additional sidewalks and making changes in the fencing.

Superintendent Kevin Case provided board members with the one-page summary "Growing Together" prepared for the EAFB Summer Task Force meeting this morning on the base. There were 11 state legislators, US Senator Rounds, and Col Oakley attending, as well as the City, SDEDA, and Elevate Rapid City.

He added that 110 staff members including existing and new staff attended the Adaptive Schools Training sessions this summer. Thanks to the School Board. All Douglas administrators attended the 3-hour Title IX Training last week hosted here at Douglas. Administrators also attended their first session with Studer Education which will assist in implementing strategies to connect the dots with our Strategic Direction. All staff will have the opportunity tomorrow to choose their professional development sessions. There are approximately 30 sessions scheduled with presenters.

Committee Reports from Board Members and Comments from Associate Board Members

Amy McGovern attended the Box Elder Area Chamber of Commerce meeting.

Tonya Welch added that the first Booster Club meeting of the school year is tomorrow night at the high school. Booster Club's main focus is fundraising and funding senior scholarships.

Col Derek Oakley added his thanks for the district's support of EAFB, stating we are all one big

family. He discussed the legislator meeting held today on base and the need for alignment as growth happens and funding is needed.

Tanya Gray stated Douglas School District had two presentations at the ASBSD Joint Convention in Sioux Falls last week. Superintendent Kevin Case presented on how we use data which was well attended. Board member Chris Misselt did a presentation on Current Standards of Care. There were many good sessions offered. She also attended the ASBSD Board of Directors meeting. They would like Douglas to host the region meeting this fall.

Motion to adjourn the meeting at 6:10 p.m. This motion, made by Amy McGovern and seconded by Tonya Welch, Carried.

Tanya Gray, President

Trista Olney, Business Manager

_____ Initials

_____ Date

Published once at the total approximate cost of _____.

June 1, 2024 FINANCIAL	GENERAL FUND	CAPITAL OUTLAY	SPECIAL EDUCATION
BALANCE 5/31/24	(215,188.63)	1,385,006.53	2,367,208.13
RECEIPTS:			
TAXES	112,591.50	77,362.97	40,684.08
INTEREST	857.56	0.00	0.00
ADMISSIONS	0.00	0.00	0.00
LOCAL	2,113.30	171.94	0.00
COUNTY	15,509.67	0.00	0.00
STATE	1,269,917.00	0.00	273,930.00
FEDERAL	400.43	0.00	6,272.00
OTHER	875.00	0.00	0.00
INTERFUND TRAN.	18,591.71	0.00	0.00
TOTAL RECEIPTS:	1,420,856.17	77,534.91	320,886.08
DISBURSEMENTS:			
VERIFIED CLAIMS	501,296.93	803,339.43	54,843.43
SALARIES	1,890,400.08	0.00	360,112.26
TRANSFERS OUT			
BALANCE 06/30/24	(1,186,029.47)	659,202.01	2,273,138.52
BALANCE 06/30/23	(564,705.59)	2,182,162.30	1,654,083.83

June 1, 2024 FINANCIAL	FEDERAL PROJECTS	UNEMPLOY- MENT FUND
BALANCE 5/31/24	(3,828,899.17)	49,497.51
RECEIPTS:		
LOCAL		
STATE		
FEDERAL	229,382.00	0.00
REIMBURSEMENTS		
OTHER (LOCAL) -AFROTC	0.00	0.00
INTERFUND TRAN.		
TRANSFER IN		
TOTAL RECEIPTS:	229,382.00	0.00
DISBURSEMENTS:		
VERIFIED CLAIMS	54,112.97	0.00
SALARIES	396,371.25	0.00
TRANSFERS OUT		
BALANCE 06/30/24	(4,050,001.39)	49,497.51
BALANCE 06/30/23	(3,379,776.32)	49,497.51

June 1, 2024 FINANCIAL	DEP CARE	MEDICAL REIMB	IMPACT AID
BALANCE 5/31/24	2,141.37	880.68	31,510,539.54
RECEIPTS:			
INTEREST	0.00	0.00	18,591.71
FEDERAL	0.00	0.00	0.00
LOCAL	1,051.52	2,093.00	0.00
OTHER			
INTERFUND TRAN.			
LOANS			
TOTAL RECEIPTS:	1,051.52	2,093.00	18,591.71
DISBURSEMENTS:			
VERIFIED CLAIMS	1,087.15	2,468.65	0.00
EXPENDITURES/TRANSFERS OUT	0.00	0.00	18,591.71
BALANCE 06/30/24	2,105.74	505.03	31,510,539.54
BALANCE 06/30/23	86.36	3,318.21	27,848,776.54

June 1, 2024 FINANCIAL	FOOD SERVICE	FIDUCIARY FUNDS
BALANCE 5/31/24	274,353.24	303,638.61
RECEIPTS:		
INTEREST		
SALES	(48.88)	0.00
STATE	2,462.40	0.00
FEDERAL	55,778.19	0.00
LOCAL	478.49	8,770.81
OTHER		
INTERFUND TRAN.		
LOANS		
TOTAL RECEIPTS:	58,670.20	8,770.81
DISBURSEMENTS:		
VERIFIED CLAIMS	66,402.69	12,139.01
SALARIES	56,576.04	22.76
BALANCE 06/30/24	210,044.71	300,247.65
BALANCE 06/30/23	336,935.81	246,422.41

Board Report - For School Board 08/15/2024

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
ACE HARDWARE - WEST	184386		23.98
ALL SEASONS PEST CONTROL	184306		215.00
AMERICAN AIRLINES	184382		568.46
ANCORA PUBLISHING	184307		14,782.05
ARBOR SCIENTIFIC	184308		444.46
ASCD	184309		125.00
ATHLETIC.NET LLC	184382		135.00
BERS WINDY FLATS RUBBLE SITE	184310		35.00
BIO CORPORATION	184311		554.67
BLACK HILLS CONFERENCE	184387		600.00
BLACK HILLS ROOFING, INC.	184312		191.00
BLACK HILLS SPORTS OFFICIALS ASSOCIATION	184313		650.00
BLICK ART MATERIALS	184388		2,280.08
BOX ELDER HARDWARE	184315		475.04
BRANDON VALLEY SCHOOL DISTRICT 49-2	184389		2,179.20
BRIGHTLY SOFTWARE	184390		5,493.33
CARSON-DELLOSA PUBLISHING LLC	184317		10.29
CENTURY BUSINESS	184319		99.00
CENTURYLINK	184392		494.90
CITY OF BOX ELDER/PUBLIC WORKS DEPT	184320		2,412.33
CLARK PRINTING, INC.	184393		820.35
COLUMN SOFTWARE PBC	184394		391.28
CR'S CRAFTS	184382		408.79
CREATIVE EDUCATION SERVICES	184322		195.00
DAKOTA POTTER'S SUPPLY	184397		906.22
DELTAMATH SOLUTIONS	184325		750.00
DEMCO, INC	184398		123.68
DOUGLAS PETTY CASH	184326		1,535.00
DUET RESOURCE GROUP/DJMI	184327		160.00
DYNA-KLEEN SERVICE	184401		30,732.00
EBACH ENTERPRISES	184402		25,323.60
EVERGREEN OFFICE PRODUCTS	184328		7,320.10
FIDUCIARY ACCOUNT	184404		3,630.90
FLINN SCIENTIFIC INC	184329		2,586.63
FREED'S FLOORS	184405		150.00

Board Report - For School Board 08/15/2024

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
Gettysburg Flag Works	184331		577.83
GEYER INSTRUCTIONAL AIDS INC	184332		176.95
GLOBAL INDUSTRIAL	184333		128.25
GOPHER SPORT	184334		643.99
GRAINGER, INC	184406		2,287.86
GRAMMARLY INC	184336		3,454.00
GREAT WESTERN TIRE COMPANY	184407		29.95
HAALAND, JOSHUA	184408		75.49
HAUFF MID-AMERICA SPORTS INC.	184383	X	3,822.13
HILLYARD INC	184337		2,525.13
HILTON GARDEN INN-NASHVILLE DOWNTOWN	184382		1,833.17
IMAGINE LEARNING INC	184338		32,900.00
INNOVATIVE OFFICE SOLUTIONS	184339		5,716.72
JIM'S PRIVATE UTILITY LOCATING	184411		170.00
KAHOOT! ASA	184412		522.62
KOCH, MaATTHEW	184300	X	180.00
KSB SCHOOL LAW	184413		2,000.00
KUTA SOFTWARE	184341		150.00
LEXIIA VOYAGER SOPRIS LEARNING INC	184415		13,942.50
LYNN JACKSON SHULTZ & LEBRUN PC INC	184342		738.00
M E MILLER TIRE CO	184382		551.35
MAXIMUM PROMOTIONS	184301	X	4,348.52
MCPHERSON, JACKIE	184417		184.79
MIDWEST CONNECT	184347		144.00
MINILOTS	184348		102.41
MONTANA DAKOTA UTILITIES COMPANY, INC.	182		1,169.27
MOSYLE CORPORATION	184419		808.50
MYSTERY SCIENCE IN.C	184349		1,495.00
NAFIS	184382		1,400.00
NAVIGATE 360, LLC	184420		262.50
NORTH CENTRAL BUS & EQUIPMENT CO. INC	184302	X	503.38
NORTHWEST PIPE FITTINGS, INC.	184421		158.70
OLNEY, TRISTA	184353		327.76
PEACHJAR INC	184422		2,800.00
POWER HOUSE	184354		66.98

Board Report - For School Board 08/15/2024

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
PRAIRIE RIDGE	184423		3,500.00
PROGRESS PUBLICATIONS	184357		550.00
PROMODIRECT	184382		623.88
RAPID CITY JOURNAL LEE ADVERTISING	184384	X	303.88
REGION IV ADMINISTRATORS	184424		270.00
RIO GRANDE	184359		206.59
RIVERSIDE TECHNOLOGIES INC	184304	X	8,144.00
RUSHMORE PLAZA HOLIDAY INN	184425		90.19
SAM'S CLUB	184382		330.77
SANDAL, SHANNA	184361		38.02
SASD	184426		7,782.00
SCHOLARBUYS	184363		2,500.00
SCHOLASTIC NEWS	184364		464.40
SCHOOL MATE	184365		249.00
SCHOOL NURSE SUPPLY	184427		2,736.12
SCHOOL SPECIALTY INC.	184428		524.36
SDACTE	184429		795.00
SDHSAA	184367		496.00
SG CONSULTING	184368		690.00
SHI INTERNATIONAL CORP.	184369		19,702.97
SOFTWARE UNLIMITED INC	184430		150.00
STUDIES WEEKLY	184431		714.17
TEACHER INNOVATIONS INC	184371		1,586.00
TEMPERATURE TECHNOLOGY INC	184432		590.00
TIME RENTAL	184372		86.08
UNITED AIR LINES	184382		160.00
US BANK	184382		3,491.16
VALLEY SWEEPING, INC.	184434		6,010.74
VANWAY TROPHY & AWARD, INC.	184374		87.40
VERIZON WIRELESS	184435		397.00
VOYAGER FLEET SYSTEMS, INC.	184436		1,132.85
WADDELL, KELLI	184437		150.00
WAGEWORKS, INC	184375		1,351.64
WARNE CHEMICAL & EQUIPMENT, INC.	184376		709.00
WEST RIVER ELECTRIC-AUTOPAY	181		1,395.25

Board Report - For School Board 08/15/2024

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
WESTERN COMMUNICATIONS, INC.	184377		768.00
GENERAL FUND			261,776.56
BORDER STATES ELECTRIC INC	184314		2,673.38
CENTURY BUSINESS	184391		3,111.30
CO-OP ARCHITECTURE	184396		22,900.00
CRESCENT ELECTRIC	184323		3,657.99
DAKOTA SUPPLY GROUP, INC.	184324		3,928.24
HAUFF MID-AMERICA SPORTS INC.	184409		5,372.90
MAMMOTH SPORTS CONSTRUCTION, LLC	184343		632,200.00
MATH LEARNING CENTER, THE	184344		9,504.00
MENARDS	184418		3,658.84
NORTHWEST PIPE FITTINGS, INC.	184352		86.56
POWER HOUSE	184354		35,358.00
PRINT MARK-ET	184355		155.25
RIVERSIDE TECHNOLOGIES INC	184360		2,409.88
STAGES LEARNING	184370		36,725.00
WEBSTAIRANT STORE	184382		10,062.49
CAPITAL OUTLAY			771,803.83
ACE HARDWARE - WEST	184386		451.90
AMERICAN AIRLINES	184382		431.95
CHILDREN'S CARE HOSPITAL & SCHOOL	184296	X	6,800.00
CPI	184297	X	200.00
CROOKS, TERESA	184298	X	176.40
EDUCATIONAL ADVANTAGES, INC.	184403		6,388.80
FIDUCIARY ACCOUNT	184404		4,751.18
FUN AND FUNCTION	184330		312.09
MENARDS	184418		581.00
N2Y LLC	184350		174.99
NCS PEARSON, INC.	184351		8,040.00
PRO-ED, INC.	184356		702.90
RATWIK, ROSZAK & MALONEY, P.A	184303	X	79.50
SD DEPARTMENT OF HUMAN SERVICES	184305	X	13,800.66
TOTEM PD	184433		420.00
USD CENTER FOR DISABILITIES	184373		600.00
WESTERN PSYCHOLOGICAL SERVICES	184378		121.00
SPECIAL ED			44,032.37

Board Report - For School Board 08/15/2024

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
WEBSTAIRANT STORE	184382		1,054.79
FOOD SERVICE			1,054.79
1 HOTEL NASHVILLE	184382		3,256.40
AANENSON MEDIA LLC	184385		3,987.00
CARPETS FOR KIDS	184316		544.89
CENGAGE LEARNING	184318		454.50
COMMUNITY PLAYTHINGS	184395		1,040.00
DISCOUNT SCHOOL SUPPLY	184399		4,791.13
DREAMBOX LEARNING	184400		11,150.00
LEADERSHIP MATTERS LLC	184414		13,360.17
MCGRAW HILL SCHOOL EDUCATION	184416		34,654.54
NAVIGATE 360, LLC	184420		2,543.10
RIVERSIDE TECHNOLOGIES INC	184360		299,974.00
UNITED AIR LINES	184382		80.00
GRANTS			375,835.73
SUBTOTAL			1,454,503.28
CASH-WA DISTRIBUTING COMPANY, INC.	12489		7,345.75
DOUGLAS PETTY CASH	12490		495.00
PAN-O-GOLD BAKING COMPANY, INC.	12491		216.04
PARTS TOWN	12492		308.13
PRAIRIE FARMS	12493		3,598.05
REINHART FOOD SERVICE LLC	12494		8,052.96
SERVALL TOWEL & LINEN SUPPLY, INC.	12495		99.93
FOOD SERVICE			20,115.86
Grand Total:			1,474,619.14

PAYROLL EXPENDITURES

JULY 5 2024

JULY 19 2024

TOTALS

\$942,604.67

\$897,180.78

DOUGLAS SCHOOL DISTRICT				
PERSONNEL ACTION 8/12/2024				
Classified Service Factor Bonus				
Name	Position/Years	Amount	Dates of Service	
Jessica Gaudino	Registered Nurse / 5 years	\$261.45	8/12/2019 - 8/12/2024	
Kristyn LaBine	Instructional Aide / 5 years	\$269.86	8/12/2019 - 8/12/2024	
Classified Resignations/Terminations				
Name	Position	Location	Effective Date	
Amanda Schroeder	Instructional Aide	VES	08-02-2024	
Megumi Woroniecki	Food Services	MS	08-06-2024	
Holly Howie	Asst Dance Coach	HS	08-07-2024	
Pamela Crowther	Instructional Aide	BC	07-31-2024	
Classified Voluntary Transfer Request				
Name	From Bldg / Position / Hrs / Wage	To Bldg / Position / Hrs / Wage	Effective Date	
Kristen Goff	VES/Food Services/\$17.00 hr	HS/Food Services/\$17.00 hr	2024-2025	Assignment
Certified Staff Hiring				
Name	Location / Position	Wage	Effective Date	
Sherry Oyler	HS/.5 Math	\$36,600.00	2024-2025	
Classified Staff Hiring				
Name	Location / Position	Wage	Effective Date	
Amanda Senft	Carr/EC Instructional Aide	\$17.75	2024-2025	
Tina Lee	VES/Lunchroom Aide	\$17.00	2024-2025	
Elizabeth Nelson	Carr/EC Instructional Aide	\$17.00	2024-2025	
Carrie Barbee	VES/Lunchroom Aide	\$15.50	2024-2025	
Janine Ysidro	BC/Instructional Aide	\$18.50	2024-2025	
Billie Keester	BC/Instructional Aide Library	\$17.00	2024-2025	

	Kayla Neuschwander	VES/FSW	\$15.50	2024-2025	
	Ronald Timblin	Trans/Bus Driver	\$21.73	2024-2025	
	Patti Schroeder	Trans/Bus Aide	\$15.50	2024-2025	
Temporary Hires					
	Name	Position	Salary	Effective Date	
	Jordyn McPherson	HS Asst Volleyball Coach	\$4,213.00	2024-2025	
	Kimberly Cook	HS Deptment Head Coach	\$1,500.00	2024-2025	
	Jennifer Stelzig	HS Band	\$6,720.00	2024-2025	
	Jennifer Stelzig	HS Chorus	\$3,463.00	2024-2025	
	Jesse Hamer	HS Student Council Head/Asst Coach	\$859/\$1597.50	2024-2025	
	Arianna Grindle	HS Student Council Head/Asst Coach	\$859/\$1597.50	2024-2025	
	Amy Rowe	HS National Honors	\$1,886.00	2024-2025	
	Jason Boeding	HS Industial Tech/Robotics	\$1,742.00	2024-2025	
	Dawn Beltan	HS Youth 2 Youth	\$1,718.00	2024-2025	
	Anthony Burns	HS Yearbook	\$3,629.00	2024-2025	
	LuAnn Stukerjurgan	HS Competitive Cheer Head Coach	\$6,293.00	2024-2025	
	Ashley Von Eye	HS Competitive Cheer Asst Coach	\$1,960.00	2024-2025	
	Ashley York	HS Competitive Dance Head Coach	\$6,036.00	2024-2025	
**	Holly Howie	HS Competitive Dance Asst Coach	\$1,933.00	2024-2025	
	Chris Wieman	HS Cross Country Head Coach	\$6,207.00	2024-2025	
	Marlee Wieman	HS Cross Country Asst Coach	\$4,465.00	2024-2025	
	Kevin Plooster	HS Drama (Fall) Head Coach	\$7,062.00	2024-2025	
	Anna Vaughn	HS Drama (Fall) Asst Coach	\$3,240.00	2024-2025	
	Jesse Hamer	HS Drama (Fall) Asst Coach	\$3,284.00	2024-2025	
	Alex Ferdinand	HS Football Head Coach	\$6,989.00	2024-2025	
	Dale Daugherty	HS Football Asst Coach	\$4,588.00	2024-2025	
	Tony Keen	HS Football Asst Coach	\$4,895.00	2024-2025	
	George Johnson	HS Football Asst Coach	\$4,465.00	2024-2025	
	Randy Thibeau	HS Football Asst Coach	\$4,465.00	2024-2025	
	Paul Ferdinand	HS Football Asst Coach	\$4,526.00	2024-2025	
	Amy Rowe	HS Golf (Boys) Head Coach	\$6,635.00	2024-2025	

	Matthew Koch	HS Knowledge Bowl	\$1,694.00	2024-2025	
	Nick Mayer	HS Soccer (Boys) Head Coach	\$6,036.00	2024-2025	
	Andrea Murphy	HS Soccer (Boys) Asst Coach	\$4,465.00	2024-2025	
	Oscar Maturano	HS Soccer (Girls) Head Coach	\$6,293.00	2024-2025	
	Sarah Tucker	HS Volleyball Head Coach	\$7,583.00	2024-2025	
	Mike Clark	HS Volleyball Asst Coach	\$4,526.00	2024-2025	
	Rachel Quimby	HS Volleyball Asst Coach	\$4,834.00	2024-2025	
	Rebekah Varilek	HS Volleyball Asst Coach	\$4,711.00	2024-2025	LOA
	Travis Miller	HS Basketball (Boys) Head Coach	\$7,880.00	2024-2025	
	Kraig Blomme	HS Basketball (Boys) Asst Coach	\$4,403.00	2024-2025	
	Travis Ladwig	HS Basketball (Boys) Asst Coach	\$4,711.00	2024-2025	
	Jeff Wimp	HS Basketball (Boys) Asst Coach	\$4,895.00	2024-2025	
	Mike Clark	HS Basketball (Girls) Head Coach	\$7,286.00	2024-2025	
	Brooke Clark	HS Basketball (Girls) Asst Coach	\$4,588.00	2024-2025	
	Tony Keen	HS Basketball (Girls) Asst Coach	\$4,895.00	2024-2025	
	Tori Nielsen	HS Basketball (Girls) Asst Coach	\$4,403.00	2024-2025	
	LuAnn Stukerjurgan	HS Cheer Head Coach	\$3,284.00	2024-2025	
	Tony Mraz	HS Debate Head Coach	\$6,207.00	2024-2025	
	Amanda Awe	HS Debate Asst Coach	\$3,195.00	2024-2025	
	Kevin Plooster	HS Drama (One Act) Head Coach	\$7,062.00	2024-2025	
	Jesse Hamer	HS Drama (One Act) Asst Coach	\$3,284.00	2024-2025	
	Anna Vaughn	HS Drama (One Act) Asst Coach	\$3,240.00	2024-2025	
	Dale Daugherty	HS Wrestling (Boys) Head Coach	\$7,484.00	2024-2025	
	Jason Eddy	HS Wrestling (Boys) Asst Coach	\$4,403.00	2024-2025	
**	Amanda Leak	HS Wrestling Asst Coach	\$4,342.00	2024-2025	
	Nick Ferguson	HS Wrestling (Girls) Head Coach	\$7,781.00	2024-2025	
	Kevin Plooster	HS Drama (Spring) Head Coach	\$7,062.00	2024-2025	
	Jesse Hamer	HS Drama (Spring) Asst Coach	\$3,284.00	2024-2025	
	Anna Vaughn	HS Drama (Spring) Asst Coach	\$3,240.00	2024-2025	

	Amy Rowe	HS Golf (Girls) Head Coach	\$6,635.00	2024-2025	
	Courtney Tribby	HS Track & Field Head Coach	\$7,781.00	2024-2025	
	Jason Boeding	HS Track & Field Asst Coach	\$4,526.00	2024-2025	
	Mike Clark	HS Track & Field Asst Coach	\$4,526.00	2024-2025	
	Kaitlin Heier	HS Track & Field Asst Coach	\$4,895.00	2024-2025	
	Chris Wieman	HS Track & Field Asst Coach	\$4,465.00	2024-2025	
	Travis Miller	HS Track & Field Asst Coach (0.5)	\$2,417.00	2024-2025	
	Timothy Simonich	HS Track & Field Asst Coach (0.5)	\$2,201.50	2024-2025	
	Janee Leigh	MS Newspaper Head Coach	\$1,742.00	2024-2025	
	Cari Kennedy	MS Student Council Head Coach	\$1,694.00	2024-2025	
	Matt Howard	MS Knowledge Bowl Head Coach	\$1,718.00	2024-2025	
	Lindsay Scott	MS Chorus Head Coach	\$1,987.00	2024-2025	
	Luann Rosetter	MS Band Head Coach	\$2,179.00	2024-2025	
	Richard Hamil	MS Band Head Coach	\$2,179.00	2024-2025	
	Brian Palmer	MS Annual (Yearbook) Head Coach	\$1,718.00	2024-2025	
	Kevin Militello	MS Robotics Head Coach	\$1,766.00	2024-2025	
	Robert Rath	MS 7th Football Head Coach	\$3,437.00	2024-2025	
	Philip Morgan	MS 7th Football Asst Coach	\$2,443.00	2024-2025	
	Nick Ferguson	MS 8th Football Head Coach	\$3,533.00	2024-2025	
	Jason Boeding	MS 8th Football Asst Coach	\$2,648.00	2024-2025	
	Travis Miller	MS Cross Country Head Coach	\$3,773.00	2024-2025	
	Eric Elder	MS Cross Country Asst Coach	\$2,614.00	2024-2025	
	Brook Clark	MS 7th Girls Volleyball Head Coach	\$3,581.00	2024-2025	
	Tori Nielsen	MS 7th Girls Volleyball Asst Coach	\$2,477.00	2024-2025	
	Megan Steiger	MS 8th Girls Volleyball Head Coach	\$3,629.00	2024-2025	
	Shae Weber	MS 8th Girls Volleyball Asst Coach	\$2,477.00	2024-2025	
	Logan Phelps	MS Wrestling Head Coach	\$3,437.00	2024-2025	
	Brook Clark	MS 6th Girls Basketball Head Coach	\$1,287.00	2024-2025	
	Tori Nielsen	MS 7th Girls Basketball Head Coach	\$3,581.00	2024-2025	
	Jace Caldwell	MS 7th Girls Basketball Asst Coach	\$2,546.00	2024-2025	
	Danielle Hirvela	MS 8th Girls Basketball Head Coach	\$3,437.00	2024-2025	
	Kaitlin Heier	MS 8th Girls Basketball Asst Coach	\$2,648.00	2024-2025	
	Cassie Hamer	MS Drama Head Coach	\$3,240.00	2024-2025	
	Lindsay Scott	MS Drama Asst Coach	\$1,987.00	2024-2025	
	Abraham Wheeler	MS 6th Boys Basketball Head Coach	\$1,235.00	2024-2025	

	Kaitlin Heier	MS 7th Boys Basketball Head	\$3,821.00	2024-2025	
	Robert Rath	MS 7th Boys Basketball Asst	\$2,477.00	2024-2025	
	Jace Caldwell	MS 8th Boys Basketball Head	\$3,533.00	2024-2025	
	Allison Schuch	MS Cheerleading Head Coach	\$3,151.00	2024-2025	
	Cassie Hamer	MS Drama Head Coach	\$3,240.00	2024-2025	
	Lindsay Scott	MS Drama Asst Coach	\$1,987.00	2024-2025	
	Eric Elder	MS Track Head Coach	\$3,677.00	2024-2025	
	Melissa Poley	MS Track Asst Coach	\$2,477.00	2024-2025	
	Shae Weber	MS Track Asst Coach	\$2,580.00	2024-2025	
	Rachel Quimby	MS Track Asst Coach	\$2,682.00	2024-2025	
	Kaylee Knudson	MS Track Asst Coach	\$2,477.00	2024-2025	
	Aaron Kowaleski	MS Track Asst Coach	\$2,580.00	2024-2025	
**	Personnel Action additions and updates made after initial publication and before scheduled school board meeting.				

**DOUGLAS SCHOOL DISTRICT
PERSONNEL ACTION 8/26/2024**

Classified Service Factor Bonus

	Name	Position/Years	Amount	Dates of Service
	Chonda Prentice	Food Services/5 year	\$178.85	8/19/2019-8/19/2024
**	Timothy Ulrich	Custodian/10 years	\$831.87	8/25/2014-8/25/2024
**	Michelle Brown	Instructional Aide/15 years	\$933.73	8/19/2009-8/19/2024

Classified Resignations/Terminations

	Name	Position	Location	Effective Date
	Oscar Maturano	Head Girls Soccer	HS	7/1/2024
	Princess Thomas	Lunchroom Aide	VES	8/12/2024
**	Mitchell Fortner	Transportation Coordinator	Transportation	2/1/2024

Classified Voluntary Transfer Request

	Name	From Bldg / Position / Hrs / Wage	To Bldg / Position / Hrs / Wage	Effective Date
	Chonda Prentice	MS/FSW/7.5hrs/\$18.50hr	MS/FSW/6hrs/\$18.50hr	8/13/2024

Certified Staff Hiring

	Name	Location / Position	Wage	Effective Date
	Allie Truitt	Carr/SLP .5 Position	\$35,714.28	8/19/2024

Classified Staff Hiring

	Name	Location / Position	Wage	Effective Date
	Amanda Leak	HS/Instructional Aide	\$17.75/hr	2024-2025
	Amy Coberley	HS/Instructional Aide	\$17.00/hr	2024-2025
	Lydiette Hodo	VES/Instructional Aide	\$17.00/hr	2024-2025
	Angela Milliken	Maint/Custodian Floater	\$19.25/hr	2024-2025
	Jessica Page	VES/Instructional Aide	\$17.00/hr	2024-2025
	Kevin Christ	HS/Instructional Aide	\$17.00/hr	2024-2025

Temporary Hires

	Name	Position	Salary	Effective Date
	Emily Trainer	MS/Intramural Volleyball	\$1,218.00	2024-2025

** Personnel Action additions and updates made after initial publication and before scheduled school board meeting.

July 1, 2024 FINANCIAL	GENERAL FUND	CAPITAL OUTLAY	SPECIAL EDUCATION
BALANCE 6/30/24	(1,186,029.47)	659,202.01	2,273,138.52
RECEIPTS:			
TAXES	18,180.53	11,465.99	6,095.28
INTEREST	969.44	0.00	0.00
ADMISSIONS	0.00	0.00	0.00
LOCAL	6.24	14.11	0.00
COUNTY	136,795.95	0.00	0.00
STATE	1,344,164.00	0.00	329,364.00
FEDERAL	194,789.00	541,492.00	30,833.00
OTHER	3,894.13	2,346.00	0.00
INTERFUND TRAN.	3,719,295.34	125,000.00	0.00
TOTAL RECEIPTS:	5,418,094.63	680,318.10	366,292.28
DISBURSEMENTS:			
VERIFIED CLAIMS	876,307.70	192,150.49	32,987.18
SALARIES	1,460,007.60	0.00	290,194.26
TRANSFERS OUT			
BALANCE 07/31/24	1,895,749.86	1,147,369.62	2,316,249.36
BALANCE 07/31/23	1,991,525.13	1,942,764.88	1,686,911.88

July 1, 2024 FINANCIAL	FEDERAL PROJECTS	UNEMPLOY- MENT FUND
BALANCE 6/30/24	(4,050,001.39)	49,497.51
RECEIPTS:		
LOCAL		
STATE		
FEDERAL	0.00	0.00
REIMBURSEMENTS	1,203,538.89	
OTHER (LOCAL) -AFROTC	0.00	0.00
INTERFUND TRAN.		
TRANSFER IN		
TOTAL RECEIPTS:	1,203,538.89	0.00
DISBURSEMENTS:		
VERIFIED CLAIMS	4,801.96	0.00
SALARIES	120,689.60	0.00
TRANSFERS OUT		
BALANCE 07/31/24	(2,971,954.06)	49,497.51
BALANCE 07/31/23	(3,400,239.29)	49,497.51

July 1, 2024 FINANCIAL	DEP CARE	MEDICAL REIMB	IMPACT AID
BALANCE 6/30/24	2,105.74	505.03	31,510,539.54
RECEIPTS:			
INTEREST	0.00	0.00	19,295.34
FEDERAL	0.00	0.00	0.00
LOCAL	585.44	3,054.22	0.00
OTHER			
INTERFUND TRAN.			
LOANS			
TOTAL RECEIPTS:	585.44	3,054.22	19,295.34
DISBURSEMENTS:			
VERIFIED CLAIMS	451.68	4,801.29	0.00
EXPENDITURES/TRANSFERS OUT	211.29	206.43	3,844,295.34
BALANCE 07/31/24	2,028.21	(1,448.47)	27,685,539.54
BALANCE 07/31/23	402.97	658.75	27,848,776.54

July 1, 2024 FINANCIAL	FOOD SERVICE	FIDUCIARY FUNDS
BALANCE 6/30/24	210,044.71	300,247.65
RECEIPTS:		
INTEREST		
SALES	25.00	0.00
STATE	0.00	0.00
FEDERAL	21,449.32	0.00
LOCAL	(24.18)	16,643.25
OTHER		
INTERFUND TRAN.		
LOANS		
TOTAL RECEIPTS:	21,450.14	16,643.25
DISBURSEMENTS:		
VERIFIED CLAIMS	33,261.14	9,404.05
SALARIES	15,844.82	0.00
BALANCE 07/31/24	182,388.89	307,486.85
BALANCE 07/31/23	336,912.85	223,704.61

Board Report - For School Board 08/30/2024

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
AMAZON.COM	184450		23,308.36
AMICK SOUND INC	184454		534.26
BLACK HILLS CHEMICAL CO	184456		18,143.20
BLACK HILLS ENERGY- AUTO PAY	184		24,690.30
BLICK ART MATERIALS	184457		170.10
BORDER STATES ELECTRIC INC	184458		25.90
BOX ELDER HARDWARE	184459		1,802.09
BOX EVENT CENTER, THE	184460		1,000.00
BSN SPORTS, LLC	184461		2,503.80
CCASD	184462		110.00
DAKOTA SUPPLY GROUP, INC.	184464		148.67
DAYLIGHT DONUTS	184465		102.00
EBACH ENTERPRISES	184466		2,671.50
EVERGREEN OFFICE PRODUCTS	184467		153.40
FIDUCIARY ACCOUNT	184468		216.25
FLINN SCIENTIFIC INC	184469		67.50
FOLLETT CONTENT SOLUTIONS, INC	184470		6,744.65
FOOD SERVICE	184471		1,441.14
GARNER, JENNIFER	184472		75.00
GHOLSON, SEAN	184473		118.47
GOPHER SPORT	184498		382.36
GRAINGER, INC	184474		10.77
HAUFF MID-AMERICA SPORTS INC.	184475		313.00
HILLYARD INC	184476		517.83
KIEFFER SANITATION, INC.-AUTO PAY	183		2,751.82
KNECHT HOME CENTER OF RAPID CITY, LLC	184499		719.85
LYNN JACKSON SHULTZ & LEBRUN PC INC	184479		167.00
MENARDS	184480		3,778.73
MIDCONTINENT COMMUNICATIONS- AUTO PAY	185		1,361.41
MILITARY IMPACTED SCHOOLS ASSOCIATION	184481		6,000.00
NASCO	184483		383.43
NORTHWEST PIPE FITTINGS, INC.	184485		1,615.50
RISK ADMINISTRATION SERVICES INC	184487		3,407.30
RIVERSIDE TECHNOLOGIES INC	184488		11,747.00
SCHOOL NURSE SUPPLY	184489		750.57

Board Report - For School Board 08/30/2024

<u>Vendor Name</u>	<u>Check #</u>	<u>Expensed</u>	<u>Amount</u>
SCHOOL SPECIALTY INC.	184490		3,838.76
SHERATON HOTEL AND CONVENTION CENTER	184492		169.00
US CASE CORPORATION	184500		2,479.00
VEX ROBOTICS INC	184496		2,352.88
GENERAL FUND			126,772.80
ALL AMERICAN ROOFING & SALES, INC	184497		754,187.00
AMERICAN TIME & SIGNAL COMPANY, INC.	184453		1,840.39
CHEERLEADING COMPANY	184463		3,490.99
KNODEL WELDING LLC	184477		4,000.00
MONTANA DAKOTA UTILITIES COMPANY, INC.	184482		29,515.25
RIVERSIDE TECHNOLOGIES INC	184488		44,638.93
SECO CONSTRUCTION INC	184491		35,625.00
TATCO CONSTRUCTION SERVICES	184493		16,625.00
CAPITAL OUTLAY			889,922.56
AMAZON.COM	184450		1,129.42
LEARNING WITHOUT TEARS	184478		54.40
NCS PEARSON, INC.	184484		945.26
PRO-ED, INC.	184486		257.40
RISK ADMINISTRATION SERVICES INC	184487		735.80
TIMMONS MARKET	184494		112.38
TOTEM PD	184495		5,098.00
SPECIAL ED			8,332.66
AMAZON.COM	184450		3,042.56
APPLE INC	184455		958.00
GRANTS			4,000.56
SUBTOTAL			1,029,028.58
CASH-WA DISTRIBUTING COMPANY, INC.	12502		8,550.08
GENERAL FUND	12503		35,107.50
PRENTICE, CHONDA	12504		88.05
RISK ADMINISTRATION SERVICES INC	12505		121.90
SERVALL TOWEL & LINEN SUPPLY, INC.	12506		115.28
WATER TREE, INC.	12507		984.00
FOOD SERVICE			44,966.81
GRAND TOTAL:			1,073,995.39

TAB RECORDING SHEET

Project: Robotic Welder
Location: Douglas School District Administration Building
Bid Date: Friday, August 23, 2024
Time: 11:00 am MT



	BIDDERS	AMOUNT	TOTAL
1	Matheson	\$81,443	
2	A&B Welding*	\$71,600	
3	Air Gas	\$98,449	
4			
5			

* Low bid - Recommended

TAB RECORDING SHEET

Project: Flight Simulator
Location: Douglas School District Administration Building
Bid Date: Friday, August 23, 2024
Time: 11:00 am MT

	BIDDERS
1	Redbird*
2	
3	
4	
5	

* Low bid - Recommended

ding



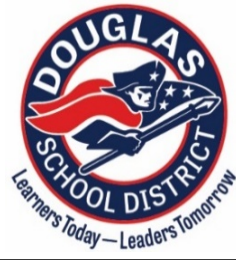
AMOUNT	TOTAL
\$75,184	

Project: Industrial Electric Stoves (4)
Location: Douglas School District Administration I
Bid Date: Friday, August 23, 2024
Time: 11:00 am MT

	BIDDERS
1	Burkett (Imperial Brand)
2	Burkett (Vulcan Brand)*
3	
4	
5	

\$

Building



AMOUNT	TOTAL
\$36,586	
\$55,295	

District Enrollment Beg. of Year

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Patriot								
PK (8/21/24)								34
Kindergarten	254	238	215	212	218	205	241	233
Grade 1	235	240	243	213	239	227	219	242
Grade 2	237	243	214	230	207	225	230	235
Grade 3	249	240	229	202	242	205	235	237
PATRIOT Total	975	961	901	857	906	862	925	981
Vandenberg								
Grade 4	226	247	223	219	231	243	209	245
Grade 5	241	218	237	240	215	194	232	207
VES Total	467	465	460	459	446	437	441	452
Middle School								
Grade 6	225	242	213	235	242	211	203	248
Grade 7	248	220	235	208	223	212	203	214
Grade 8	219	251	205	233	197	220	205	199
MS Total	692	713	653	676	662	643	611	661
High School								
Grade 9	209	253	267	248	266	228	250	256
Grade 10	193	204	202	209	203	213	185	205
Grade 11	153	160	160	175	164	157	175	155
Grade 12	170	134	140	145	153	139	137	150
HS Total	725	751	769	777	786	737	747	766
DISTRICT TOTAL	2859	2890	2783	2769	2800	2679	2724	2860

*Note The 2024-25 Enrollment Number Includes The District's New 4 Year Old PreSchool Numbers
The actual comparison number from 2023-24 would be 2,826, which would be a first day of school enrollment increase of 102 students

SECTION	A	TITLE	Foundations & Basic Commitment	FILE	ACAA
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Sexual Harassment

Nondiscrimination. The school district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates including in admission and employment. Inquiries about Title IX may be referred to the school district’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both. The school district’s Title IX Coordinator may be contacted at Title IX Coordinator, 400 Patriot Dr. Box Elder, SD 57719, Timothy.Kosters@k12.sd.us, (605) 923-0000. The school district’s nondiscrimination policy and grievance procedures are included in this policy, or can be accessed at: <https://www.dsdk12.net/>. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the Title IX Coordinator.

Publication Notice. The school district will include the following notice on its website and in each handbook, catalog, announcement, bulletin, application form, and other places as required by law:

The school district prohibits sex discrimination in any education program or activity that it operates and individuals may report concerns or questions to the Title IX Coordinator. The school district’s Title IX policy, notice, and other information may be accessed at the following link: <https://www.dsdk12.net/>

Retaliation Prohibited. Retaliation, including peer retaliation, is prohibited in the school district’s education program or activity. If the school district has information about conduct that reasonably may constitute retaliation under Title IX, it may be required to treat it as an allegation of sex discrimination. Upon receiving a complaint alleging retaliation, the school district will initiate its grievance procedures or informal resolution process.

Definitions. As used in this policy, the following terms are defined as follows:

Complainant means an employee, a student, or a parent, guardian, or other individual with the legal right to act on behalf of a complainant who is alleged to have been subjected to conduct that could constitute sex discrimination, including sex-based harassment; or any other person who may have been subjected to sex discrimination when that person was participating or attempting to participate in the school district’s education program or activity.

Complaint means an oral or written request to the school district that objectively can be understood as a request for the school district to investigate and make a determination about alleged sex discrimination under Title IX.

Consent for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. School district officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

Respondent means a person who is alleged to have violated the school district's prohibition on sex discrimination. When a sex discrimination complaint alleges that the school district's policy or practice discriminates on the basis of sex, the school district is not considered a respondent.

Sex-based harassment prohibited by this part is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex that is:

Quid pro quo harassment. An employee, agent, or other person authorized by the school district to provide an aid, benefit, or service under the school district's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;

Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the school district's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

- The degree to which the conduct affected the complainant's ability to access the school district's education program or activity;
- The type, frequency, and duration of the conduct;
- The parties' ages, roles within the school district's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
- The location of the conduct and the context in which the conduct occurred; and
- Other sex-based harassment in the school district's education program or activity.

Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

Sex Offenses, Forcible—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.

- **Rape**—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
- **Sodomy**—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
- **Sexual Assault With An Object**—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
- **Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

Sex Offenses, Non-forcible—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.

- **Incest**—Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law
- **Statutory Rape**—Non-Forcible sexual intercourse with a person who is under the statutory age of consent

Dating violence meaning violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length and type of relationship and the frequency of interaction between the persons involved in the relationship;

Domestic violence meaning felony or misdemeanor crimes committed by a person who:

- Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the school district, or a person similarly situated to a spouse of the victim;
- Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
- Shares a child in common with the victim; or
- Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction

Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress.

Response to Sex-based Harassment.

All Employees. All school district employees must notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination, including sex-based harassment under Title IX.

Title IX Coordinator. The school district will designate and authorize at least one employee as the school district's "Title IX Coordinator," to coordinate the school district's efforts to comply with its responsibilities under Title IX and this policy. The superintendent or Title IX Coordinator is authorized to delegate specific duties to one or more designees.

For conduct that could constitute sex-based harassment, the Title IX Coordinator must take the following actions:

- Offer and coordinate supportive measures for the complainant and for the respondent;
- Notify the complainant or the individual who reported the conduct of the grievance procedures and, if appropriate, the informal resolution process.
- Take other appropriate steps to avoid the recurrence of sex discrimination and restore or maintain equal access to the school district's programs and activities.

Supportive Measures. The school district will provide supportive measures, as appropriate, in cases involving sex-based harassment. These measures may include but are not limited to: counseling; extending deadlines; increased supervision; no-contact directives; leaves of absence; changes in class, work, or activities, regardless of whether there is a comparable alternative; and training and education programs related to sex-based harassment. Supportive measures may be continued, modified, or discontinued at the conclusion of any grievance process. Supportive measures will not be disclosed to anyone other than the person to whom

they apply and others, including school officials, who need to know the supportive measures to implement them.

Requests to Modify Supportive Measures. A complainant or respondent may request modification or reversal of the school district's decision to provide, deny, change, or terminate supportive measures applicable to them. Requests must be made to the Title IX Coordinator in writing, and an impartial individual will review the request.

Students with Disabilities. If the complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or more members of the student's IEP or Section 504 team to determine compliance with those laws while implementing supportive measures and all other requirements of this policy and Title IX.

Emergency Removal. The school district is authorized to remove a respondent from the school district's education program or activity on an emergency basis, provided that the school district undertakes an individualized safety and risk analysis; determines that an imminent and serious threat to the health or safety of a complainant or other persons arising from the allegations of sex discrimination justifies removal; and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Administrative Leave. The school district is authorized to place an employee respondent on administrative leave from employment responsibilities during the pendency of the school district's grievance procedures.

Informal Resolution. The school district may offer an informal resolution process unless the complaint includes allegations that an employee engaged in sex-based harassment of a student or informal resolution would be contrary to law. Prior to initiating informal resolution, the parties will be provided with notice of the allegations. Participation in informal resolution is voluntary, and any informal resolution will include consent from the complainant and respondent, the ability to withdraw from the process, and the right to resume the grievance process. If an agreement is reached, it precludes the parties from initiating or resuming the grievance process.

The informal resolution facilitator will not be the same person as the investigator or the decisionmaker in the school district's grievance procedures. Potential terms that may be included in an informal resolution agreement include but are not limited to restrictions on contact, restrictions on participation in programs or activities, and disciplinary sanctions.

If informal resolution is offered, the school district will maintain all evidence gathered, communications about the informal resolution process, and the agreement reached. This information will be disclosed to outside individuals only as permitted by law and if

required to implement the requirements of the agreement or Title IX. If no agreement is reached, only relevant and permissible evidence received during the informal resolution process will be considered during the grievance process.

Grievance Procedures to Resolve Complaints of Sex Discrimination. Any person designated as Title IX Coordinator, investigator, or decision maker will not have a conflict of interest or bias for or against any party, generally or specifically. The decisionmaker may be the same person as the Title IX Coordinator or investigator.

Complaint. Complaints of sex-based harassment may only be made by a complainant; a parent, guardian, or other individual with the legal right to act on behalf of a complainant; or the Title IX Coordinator. Complaints of sex discrimination (excluding complaints of sex-based harassment) may be made by any person who was participating or attempting to participate in the school district's education program or activity at the time of the alleged sex discrimination.

Complaint by Coordinator. In the absence of a complaint made by any other individual, the Title IX Coordinator will determine whether to initiate a complaint of sex discrimination. The Title IX Coordinator must consider, at a minimum, the following factors:

- The complainant's request not to proceed with the initiation of a complaint;
- The complainant's reasonable safety concerns regarding the initiation of a complaint;
- The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
- The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee of the school district;
- The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
- The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
- Whether the school district could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

If the Title IX Coordinator initiates a complaint, they will notify the complainant prior to doing so and address reasonable concerns about the complainant's safety or the safety of others, including by providing supportive measures.

Consolidation of Complaints. The school district may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references in this section to a party, complainant, or respondent include the plural, as applicable.

Basic Procedures. This grievance procedure is governed by the following basic requirements:

- A respondent is presumed not responsible for the alleged sex discrimination until a determination is made at the conclusion of the grievance procedure;
- The school district will treat the complainant and respondent equitably throughout the grievance process;
- The school district will take reasonable steps to protect the privacy of individuals participating in the grievance process in a manner that does not restrict the parties from obtaining and presenting evidence, speaking to witnesses, consulting with family members or advisors, or otherwise participating in the grievance process;
- The District will use the following timelines for each complaint, but the Title IX Coordinator or designee may extend them as needed:

Major Stage	Target Duration (calendar days)
Completion of the school district's decision whether to dismiss or investigate a complaint of sex discrimination	1-15
Investigation	1-30
Determination	1-30
Appeal	1-20

Notice of Allegations. Upon initiation of the grievance procedure, the school district will provide notice of the allegations to the parties whose identities are known. The notice will include a copy of this policy; the parties involved in the incident(s); the conduct alleged to constitute sex discrimination; and the date(s) and location(s) of the alleged incident(s), if available. Retaliation is prohibited.

If the school district decides to investigate additional allegations of sex discrimination that are not included in the initial notice, the school district will provide notice of the additional allegations to the parties.

Complaint Investigation. The burden is on the school district to conduct an investigation that gathers sufficient evidence to determine whether sex

discrimination occurred. The individual investigating and deciding the complaint will:

- Provide an equal opportunity for the parties to present fact witnesses and relevant and permissible evidence;
- Objectively review all evidence gathered through the investigation and determine what evidence is relevant and permissible;
- Provide each party with an accurate description of the relevant and permissible evidence, and upon request, copies of this evidence;
- Provide the parties a reasonable opportunity to respond to the evidence;
- Use a process that enables the decisionmaker to question parties and witnesses to adequately assess a party's or witness's credibility, but credibility will not be based upon any individual's status as a complainant, respondent, or witness; and
- Take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. For purposes of this paragraph, disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Relevant and Permissible Evidence. The school district will consider relevant and permissible evidence. Relevant evidence is evidence related to the allegations of sex discrimination under investigation as part of the grievance procedure. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

Generally relevant evidence is permissible, but does not include:

- Evidence that is protected under a privilege as recognized by Federal or State law;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional in connection with the provision of treatment to the party or witness unless the school district obtains that party's or witness's voluntary, written consent for use in this grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless that evidence is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's

consent to the alleged sex-based harassment or preclude a determination that sex-based harassment occurred.

Determining Whether Sex Discrimination Occurred. The school district will:

- Use the preponderance of the evidence standard of proof, that it is more likely than not, to determine whether sex discrimination occurred;
- Use only relevant and permissible evidence to reach a determination;
- Notify the parties in writing of the determination whether sex discrimination occurred, including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable;
- If there is a determination that sex discrimination occurred, coordinate and provide remedies to restore equal access, coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions, and require the Title IX Coordinator to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur;
- Not discipline a party, witness, or others participating in a school district's grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the school district's determination whether sex discrimination occurred.

Dismissal of a Complaint. A complaint of sex discrimination made through the grievance procedure may be dismissed for any of the following reasons:

- The school district is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the school district's education program or activity and is not employed by the school district;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the school district determines that without the complainant's withdrawn allegations, the remaining alleged conduct would not constitute sex discrimination even if proven;
- The school district determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint under this paragraph, the school district must make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the school district will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the school district must also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

The school district will notify the complainant that a dismissal may be appealed and provide the complainant with an opportunity to appeal the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the school district must also notify the respondent that the dismissal may be appealed on the bases set out in this policy. Upon the dismissal of a complaint, at a minimum, the school district will:

- Offer supportive measures to the complainant, and offer supportive measures to the respondent if the respondent has been notified of the complaint;
- Require its Title IX Coordinator to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the school district's education program or activity.

Appeal. The school district will provide the parties the opportunity to appeal the decisionmaker's written determination or a dismissal of a complaint, on the grounds identified below. The school district will implement appeal procedures equally for the parties, including a reasonable and equal opportunity to make a statement in support of or challenging the outcome being appealed. Appeals under Title IX, like other comparable proceedings, will be handled consistent with the school district's general complaint policy.

Time for Appeal. Appeals may only be initiated by submitting a written Notice of Appeal to the superintendent within three (3) calendar days of the party's receipt of (1) the written determination of whether sex discrimination occurred from which the appeal is taken, or (2) the written dismissal of the complaint from which the appeal is taken.

Notice of Appeal Filed By Party. The Notice of Appeal must include (a) the name of the party or parties appealing, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from the following subsection) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy and Title IX.

Appeals of Dismissals. If a dismissal is appealed, the school district will provide notice of the allegations to the complainant and respondent if not provided previously.

Appeal Decision. The decisionmaker for the appeal will be an individual who did not take part in the investigation, determination, and/or decision to dismiss the complaint. The appeal decisionmaker will notify the parties of the result of the appeal and the rationale for the result.

Disciplinary Sanctions and Remedies. If it is determined that sex-based harassment occurred, the school district may impose disciplinary sanctions that may include suspension, expulsion, mandatory reassignment, adverse employment action up to and including termination, or any other actions regarding student behavior that are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include counseling of students, parent conferences, referral to restorative justice practices or services, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation.

Superintendent Authorized to Contract. The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the school district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

Recordkeeping. The school district will maintain the following documents for a period of at least seven years:

- For each complaint of sex discrimination, records documenting the informal resolution process or grievance procedures and the outcome.
- Records documenting the actions the school district took to meet its obligations under Title IX for any allegation of sex discrimination.
- All materials used to provide training as required by this policy. The school district will make these training materials available upon request for inspection by members of the public.

Adopted on: _____

Reviewed on: _____

Revised on: _____

New KSB Language

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REFERENCES

State Reference:

SDCL

Federal Reference:

USC Title

Adoption History

First Reading	Date		
Approved			

SECTION	A	TITLE	Foundations and Basic Commitments	FILE	ACAA-R
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Complaint Procedure

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to complaints unless the complaint is subject to a different procedure required by law, policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems at the lowest level of the chain of command. When those efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth in any specific policy addressing those areas or the procedures set forth below. Allegations of sex discrimination covered by Title IX will be addressed through the board’s Title IX policy.

References to “coordinator” in this policy refer to the board-designated coordinator for the applicable area, such as the Section 504 Coordinator for allegations of disability-based discrimination.

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant reasonably believes speaking directly to the person would subject complainant or complainant’s student to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, coordinator, superintendent, or president of the board of education, as set forth below. Anyone with questions about the appropriate person to speak with may request clarification from the superintendent.
 - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.

- b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may be submitted to the applicable coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.
3. When a complainant submits a complaint to an administrator or coordinator, the administrator or coordinator shall first determine whether another applicable procedure is required by policy or law and if so, direct the complaint to the appropriate person to follow that procedure. If not, the administrator or coordinator will promptly and thoroughly investigate the complaint, and shall:
- a) Determine whether the complainant has discussed the matter with the respondent.
 - 1) If the complainant has not, urge the complainant to discuss the matter directly with the respondent, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the respondent, the administrator or coordinator shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Interview the complainant and, if necessary, the respondent against whom the complaint is filed, to determine:
 - 1) All relevant details of the complaint;
 - 2) All witnesses and documents which the complainant believes support the complaint;
 - 3) The action or solution which the complainant seeks.

- d) Respond to the complainant. If the complaint involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the administrator or coordinator receives the complaint.
4. If either the complainant or the respondent is not satisfied with the decision, he or she may appeal the decision to the superintendent. The superintendent may assign a qualified designee to hear any appeal. This provision applies to appeals under the board's policies governing complaints of discrimination or harassment, including Title IX and any other policy with a separate grievance or complaint procedure, unless that other procedure includes its own appeal process. All requirements for appeals within any other policy apply, and in addition to those requirements, the following also apply.
- a) The appeal must be in writing.
 - b) This appeal must be received by the superintendent no later than three (3) calendar days from the date of the decision.
 - c) For complaints addressed through other applicable procedures that do not include a separate investigatory process, the superintendent will investigate as he or she deems appropriate.
 - d) The superintendent will prepare a written decision and provide it to the complainant and any other person entitled by law to receive the appeal decision. For complaints involving discrimination or harassment, the superintendent shall submit the decision within 180 calendar days after the superintendent received complainant's written appeal. Appeals to the superintendent from complaints involving discrimination or harassment are final once the superintendent delivers the written decision, as are all other appeals/complaints to the superintendent unless the complaint can be appealed on the limited grounds to appeal to the board below.
5. The board's role is to set policy, establish and implement a budget, and evaluate the superintendent. The board does not manage the daily operations of the school district entrusted to its administration unless required by law or policy. Because of the board's statutory roles, it does not hear complaints or appeals that may involve oversight or discipline of students, staff, or others, unless those involve allegations against the superintendent as discussed below. The board does not hear complaints or appeals based on allegations of discrimination or harassment unless otherwise required by law. The board will hear appeals only in the following circumstances:
- a) When the complaint is about a board policy, not implementation of the policy;

- b) When the complaint involves the budget or school expenditures that have been or must be approved by the board; or
- c) When the board is required by law, policy, or contract to hear a complaint or appeal.

If a complaint involves those limited grounds and a party is not satisfied with the superintendent's decision regarding the complaint or appeal, he or she may appeal the decision to the board.

- d) This appeal must be in writing.
- e) This appeal must be received by the board president no later than ten (10) calendar days from the date the superintendent communicated the decision to the complainant.
- f) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint or appeal. However, all matters involving discrimination or harassment allegations against the superintendent shall be promptly and thoroughly investigated by the board president or a designee.
- g) The board president will notify the complainant and any other person legally required to receive the decision in writing of the decision. If the complaint involves discrimination or harassment allegations against the Superintendent, the board president shall submit the decision within 180 calendar days after receiving the written appeal.
- h) There is no appeal from any decision of the board unless authorized by law.

6. Formal complaints about the superintendent shall be filed with the president of the board. However, complaints about the superintendent do not include disagreement with the superintendent's decision on appeal based on a complaint of discrimination, harassment, or action of any other employee who is not the superintendent. Upon receipt of a complaint, the board president or his or her designee shall promptly and thoroughly investigate the complaint, and shall:

- a) Coordinate with school district staff, other than the superintendent, to determine if another procedure in policy or law requires the complaint against the superintendent to follow another procedure. If so, the board president will coordinate handling the complaint through that procedure. If another procedure applies, such as in the case of allegations of sex discrimination against the superintendent, the board president or, at his or her discretion, the full board will serve only to hear any appeal by a party to the complaint.

- b) Determine whether the complainant has discussed the matter with the superintendent.
 - 1) If the complainant has not, the board president or designee will urge or require the complainant to discuss the matter directly with the superintendent, if appropriate or required.
 - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.
- c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting by the full board.
- d) Respond to the complainant or appeal. If the complaint or appeal involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the president received the complaint.
- e) Appoint or contract with other individuals qualified to assist the board through this process or any other applicable procedure used to address allegations against the superintendent.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities. Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student’s individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district’s Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the South Dakota Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district’s 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district’s Director of Special Education or to the district’s 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district’s refusal to do so.

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Individuals who file complaints (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (d) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent or board president without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

REFERENCES

Adoption History

SECTION	A	TITLE	Fundations and Basic Commitments	FILE	ACAA-E(1)
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Sex Discrimination Written Complaint Form

Instructions: Please complete this form to the best of your ability. This information is necessary to investigate and respond to your complaint effectively. Submit the completed form to the Title IX Coordinator.

Complainant Information

- **Full Name:** _____
- **Role:**
 - Student
 - Parent/Guardian
 - Employee
 - Other: _____

Incident Details

Date(s) of Incident: _____

Location of Incident: _____

Person(s) Involved:

- Name(s): _____
- and Role(s): _____

Description of Incident: (Please provide a detailed account of the events, including what happened, when, where, and any witnesses. Attach additional pages if necessary.)

- **Do you have any supporting documents?**
 - Please attach copies of any relevant documents, such as emails, messages, photos, etc.

- **What outcome are you seeking as a result of this complaint?** (e.g., resolution, investigation, specific actions)

- **Are there any supportive measures you would like the district to consider providing to help you access the school's programs while we investigate this complaint?** (Supportive measures are non-punitive services and accommodations to ensure their safety, well-being, and equal access to education.)

I certify that the information provided in this complaint is true and correct to the best of my knowledge.

Signature: _____

Date: _____

For Title IX Coordinator Use Only

Received By: _____

Date Received: _____

REFERENCES

New KSB Language

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Adoption History

SECTION	A	TITLE	Foundations and Basic Commitments	FILE	ACAA-E(2)
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Oral Complaint Documentation Form

Instructions: This form is to be completed by the Title IX Coordinator to document the details of an oral complaint of sex discrimination. The Coordinator must confer with the complainant/individual reporting and offer them the opportunity to submit a written complaint.

Full Name of Complainant: _____

Role:

- Student (grade level _____)
- Parent/Guardian
- Employee
- Other: _____

Details of Oral Complaint

Date of Complaint: _____

Date(s) of Incident: _____

Location of Incident: _____

Person(s) Involved:

- Name(s): _____
- Role(s): _____

Description of Incident: (Provide as much detail as possible about the oral complaint)

Supportive Measures Requested: (Supportive measures are non-punitive services and accommodations to ensure their safety, well-being, and equal access to education while the investigation is being undertaken.)

I certify that the information documented in this form is a true and correct account of the oral complaint made on the date specified.

Title IX Coordinator's Name: _____

Signature: _____

Date: _____

REFERENCES

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Adoption History

New KSB Language

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SECTION	A	TITLE	Foundations and Basic Commitments	FILE	ACAA-E(3)
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Form to Assess Whether TIX Coordinator Should File Complaint

Instructions: Use this form to assess whether to proceed with filing a complaint of sex discrimination, even if the complainant does not want to file or has withdrawn the allegations. Complete the checklist based on the considerations outlined in 34 CFR 106.44(f)(1)(v) and other relevant regulations.

Report Received By: _____

Date Received: _____

Method of Report:

- Oral
- Written

Full Name of Complainant: _____

Role:

- Student (grade level _____)
- Parent/Guardian
- Employee
- Other: _____

Considerations for Filing a Complaint

1. **Complainant's request not to proceed with initiation of a complaint:**
 - Yes (Complainant requests not to proceed)
 - No
2. **Complainant's reasonable safety concerns regarding initiation of a complaint:**
 - Yes

No

Relevant Details: _____

3. **Risk of additional acts of sex discrimination if a complaint is not initiated:**

Yes

No

Relevant Details: _____

4. **Severity of the alleged sex discrimination:**

Low

Moderate

High

Relevant Details: _____

5. **Age and relationship of the parties** (e.g., whether the respondent is an employee of the recipient):

Yes

No

Relevant Details: _____

6. **Scope of the alleged sex discrimination** (e.g., pattern, ongoing, or impacting multiple individuals):

Yes

No

Relevant Details: _____

7. **Availability of evidence to assist in determining whether sex discrimination occurred:**

Yes

No

Relevant Details: _____

8. **Recipient's ability to end the alleged sex discrimination and prevent its recurrence without initiating grievance procedures:**

Yes

No

Relevant Details: _____

9. **Does the conduct as alleged present an imminent and serious threat to the health or safety of the complainant or others?**

Yes

No

Relevant Details: _____

10. **Does the conduct as alleged prevent the recipient from ensuring equal access on the basis of sex to its education program or activity?**

Yes

No

Relevant Details: _____

REFERENCES

Adoption History

SECTION	A	TITLE	Foundations and Basic Commitments	FILE	ACAA-E(4)
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Dismissal of Sex Discrimination Complaint



DOUGLAS SCHOOL DISTRICT 51-1

ADMINISTRATIVE OFFICE
400 Patriot Drive • Box Elder, SD 57719-9749 • 605-923-0000

[Date]

[Complainant's Name]

[Complainant's Address]

[City, State, ZIP Code]

Dear [Complainant's Name],

I am writing to inform you that, after careful consideration, your complaint of sex discrimination filed on [Date of Complaint] is being dismissed. I have decided to dismiss the complaint because:

- The respondent is not identified after taking reasonable steps to do so.
- The respondent is not participating in the recipient's education program or activity and is not employed by the recipient.
- You voluntarily withdrew any or all of the allegations in the complaint, and without the withdrawn allegations, the conduct that remains alleged would not constitute sex discrimination under Title IX or this part even if proven.
- The conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX or this part.

Prior to this dismissal, I made reasonable efforts to clarify the allegations with you.

Supportive Measures: Please note that the dismissal of your complaint does not affect your right to receive supportive measures. We are committed to ensuring your safety and well-being and will continue to provide appropriate supportive measures. I have enclosed a document that explains the supportive measures the District will provide to you. If you have questions or concerns about those supporting measures, please contact me.

Appeal Process: You have the right to appeal this dismissal. I have enclosed a form for your use to appeal the decision if you wish to initiate the appellate process. Please submit this form within three calendar days of receiving this notice to _____.

Upon receiving your appeal, we will:

1. Notify both parties of the appeal.
2. Ensure the appeal decision maker is impartial and has not been involved in the investigation or dismissal of the complaint.
3. Provide both parties with an equal opportunity to make a statement in support of or challenging the outcome.
4. Notify both parties of the result of the appeal and the rationale for the result.

Next Steps: If you have any questions about this decision, the supportive measures available, or the appeal process, please do not hesitate to contact me. I understand that this process can be difficult and the school district staff are here to support you.

Sincerely,

[Title IX Coordinator's Name]

Title IX Coordinator

[School District Name]

[Contact Information]

[Email Address]

[Phone Number]

Enclosure: [Title IX Appeal Form](#)

REFERENCES

Adoption History

SECTION	A	TITLE	Foundations and Basic Commitments	FILE	ACAA-E(5)
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Informal Resolution Form

Report Information

- **Date Received:** _____
- **Complainant's Name:** _____
- **Respondent's Name:** _____

Considerations

1. **Nature of Allegations**
 - Not severe or egregious
 - No employee sexually harassing a student
2. **Complainant's Willingness**
 - Open to informal resolution
 - Understands and agrees voluntarily
3. **Respondent's Willingness**
 - Open to informal resolution
 - Understands and agrees voluntarily
4. **Safety and Well-being**
 - Informal resolution won't compromise safety
5. **Impact on Education Program**
 - Won't interfere with access to the program
6. **History of Allegations**
 - No history of similar allegations between parties
7. **Supportive Measures**
 - Considered and offered to both parties

Decision

- Proceed with Informal Resolution?**
- Yes
 - No

Notes: _____

Signature

- **TIXC Name:** _____
- **Date:** _____

REFERENCES

Adoption History

SECTION	A	TITLE	Foundations and Basic Commitments	FILE	ACAA-E(6)
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Notice of Title IX Investigation



DOUGLAS SCHOOL DISTRICT 51-1

ADMINISTRATIVE OFFICE
400 Patriot Drive • Box Elder, SD 57719-9749 • 605-923-0000

[Date]

[Complainant's Name]

[Complainant's Address]

[City, State, ZIP Code]

[Respondent's Name]

[Respondent's Address]

[City, State, ZIP Code]

Re: Notice of Title IX Investigation

Dear [Complainant's Name] and [Respondent's Name],

I am writing to inform you that I am initiating a formal investigation into the allegations of sex discrimination reported on [Date of Report]. The following elements are included in this correspondence to ensure that both parties understand the process and their rights.

Factual Summary of Allegations: The following is a summary of the allegations being investigated:

- [Factual Summary of Allegations]

You will be contacted as part of the investigation and provided with the opportunity to present fact witnesses and other inculpatory and exculpatory evidence. Both parties will have an equal opportunity to review and respond to the evidence gathered during the investigation. This includes all relevant documents, information, and materials.

The school district will provide supportive measures, as appropriate, in cases involving sex-based harassment. Supportive measures will not be disclosed to anyone other than the person to whom they apply and others, including school officials, who need to know the supportive measures to implement them. We have evaluated whether it is necessary for you or your student to receive supportive measures while this investigation is pending. Please review the enclosed [Supportive Measures Form](#) for details and options related to you and/or your student.

If you have (or your student has) an IEP or 504 Plan, I will confer with an individual who is familiar with the student's disabilities and how those disabilities might be relevant to the investigation.

You can find the District's Title IX policy, which includes the district's grievance procedures and informal resolution options, on the District's website. If you would like the district to consider an informal resolution of this complaint, please contact me with that request and I will assess whether to pursue possible informal resolution.

Please know that retaliation against any person involved in this process is strictly prohibited. Any form of intimidation, threats, coercion, or discrimination will not be tolerated.

Sincerely,

[Title IX Coordinator's Name]

Title IX Coordinator

[School District Name]

[Contact Information]

[Email Address]

[Phone Number]

REFERENCES

New KSB Language

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Adoption History

SECTION	A	TITLE	Foundations and Basic Commitments	FILE	ACAA-E(7)
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Supportive Measures Form

Instructions: The Title IX Coordinator (TIXC) will complete this form to document and offer supportive measures to ensure the safety and well-being of students involved in a Title IX case. Supportive measures are designed to restore or preserve equal access to the school’s education program or activity without unreasonably burdening either party.

Full Name of Student: _____

Grade Level: _____

Section 2: Supportive Measures Offered

The following supportive measures have been offered to the Student to ensure safety and equal access to the education program or activity. (check all that apply):

- Counseling services
- Extensions of deadlines or other course-related adjustments
- Modifications of class schedules
- Campus escort services
- Increased security and monitoring of certain areas of the campus
- Mutual restrictions on contact between the parties
- Changes in housing locations
- Leaves of absence
- Provision of separate facilities during exams or other activities
- Academic support services, such as tutoring
- Assistance with arranging access to additional supportive services (e.g., medical or mental health services)
- Providing alternative course completion options (e.g., independent study or online course)
- Training and education programs related to sex-based harassment

- Temporary or permanent changes to seating arrangements
- Assistance with safety planning
- Providing access to counseling or support groups
- Access to legal resources or advocacy services
- Other: _____

Consultation for Students with Disabilities

Does Student has an IEP or 504 Plan?

- Yes, Student has an IEP and I have conferred with the Special Education Director or case manager about these supportive measures
- Yes, the Student has a 504 Plan and I have conferred with the 504 Coordinator about these supportive measures
- No, I have confirmed that the student does not have an IEP or 504 Plan.

Implementation and Monitoring

- **Implemented by:** _____
 - **Date of Implementation:** _____
 - **Review Date:** _____
-

Withdrawal or Change of Supportive Measures

- **Supportive Measures Withdrawn or Changed:**
 - Measure: _____
 - Reason for Withdrawal/Change: _____
 - Date of Withdrawal/Change: _____
 - **Supportive Measures Withdrawn or Changed:**
 - Measure: _____
 - Reason for Withdrawal/Change: _____
 - Date of Withdrawal/Change: _____
-

Appeal of Supportive Measures

Instructions for Appeal: A complainant or respondent may request modification or reversal of the school district's decision to provide, deny, change, or terminate supportive measures. Submit the appeal to the Title IX Coordinator in writing.

• **Grounds for Appeal** (Check all that apply):

- Procedural irregularity that affected the decision regarding supportive measures.
- New evidence that was not reasonably available at the time the decision regarding supportive measures was made.
- The Title IX Coordinator had a conflict of interest or bias that affected the decision regarding supportive measures.
- Other (please specify): _____

• **Description of Grounds for Appeal:**

- _____
- _____
- _____

For Office Use Only

Decision on Appeal

Date Appeal Received: _____

Appellate Decision-Maker: _____

• **Decision** (Check one):

- The appeal is granted, and the supportive measures are modified/reinstated.
- The appeal is denied, and the original decision is upheld.
- Other (please specify): _____

• **Rationale for Decision:**

- _____
- _____
- _____

Appellate Decision-Maker's Signature: _____

Date: _____

REFERENCES

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Adoption History

SECTION	A	TITLE	Foundations and Basic Commitments	FILE	ACAA-E(8)
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Emergency Exclusion Worksheet

Instructions: Use this checklist to determine whether an emergency exclusion of a respondent is appropriate during a Title IX investigation. Complete each section based on the considerations outlined in the Title IX regulations.

1. Nature of Threat:

- There is an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sex discrimination.

2. Specific Evidence of Threat:

- Direct threats or statements made by the respondent.
- Observations of dangerous behavior.
- Credible reports from witnesses or other individuals.
- Other: _____

3. Evaluation of Circumstances:

- The threat cannot be addressed by supportive measures alone.
- The threat requires immediate action to prevent harm.

4. Details of Allegations:

- The allegations involve significant physical harm or the potential for significant harm.
- The allegations involve repeated or escalating behavior.
- Other: _____

5. Respondent's History:

- Previous incidents of similar behavior.
- History of violence or threats.
- Other: _____

6. Special Education Status:

- The respondent has an IEP or 504 Plan.

- The Title IX Coordinator has conferred with an individual familiar with the respondent's disabilities and how those disabilities might be relevant to the emergency exclusion.

Procedural Safeguards

7. Notification to Respondent:

- The respondent has been informed of the emergency exclusion decision.
- The respondent has been provided with the reasons for the exclusion.

8. Opportunity for Immediate Challenge:

- The respondent has been given an opportunity to challenge the decision immediately following the exclusion.

I certify that the considerations documented in this form have been evaluated and that the emergency exclusion is appropriate based on the circumstances.

TIXC Name: _____

Signature: _____

Date: _____

REFERENCES

Adoption History

Relevance Determination

The legal standard for determining relevance is whether the evidence makes a fact in question more or less likely to be true than it would be without the evidence. Evidence is relevant if it has any tendency to make a material fact more probable or less probable than it would be without the evidence. However, evidence may be deemed impermissible if it is subject to privilege, constitutes hearsay without exception, or is unduly prejudicial, confusing, or a waste of time. The relevance analysis also includes considering whether the evidence is directly related to the allegations, has probative value, and is not protected by privilege or exclusionary rules.

Notes on any portions of the witness’s statement that are not relevant and why:

- _____
- _____
- _____
- _____

Additional Witnesses or Documents Mentioned:

Names and contact information of any additional witnesses or documents identified:

- _____
- _____

I certify that the interview summary above is accurate and complete.

TIXC/Investigator Name: _____

Signature: _____

Date: _____

REFERENCES

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Adoption History

SECTION	A	TITLE	Foundations and Basic Commitments	FILE	ACAA-E(10)
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Evidence Log Form

Instructions: This form can be used by the Title IX Coordinator to log evidence collected during the investigation. The form also includes sections to determine the relevance of the evidence. Use a new form for each piece of documentary evidence collected.

Complainant/Respondent Names: _____

Investigator's Name: _____

Date of Interview: _____

- **Witness Name:** _____
- **Role/Relationship to Case:** _____
- **Contact Information:**
 - **Phone Number:** _____
 - **Email Address:** _____
- **Evidence Description:**
 - Type of Evidence (e.g., document, photo, video, email):

 - Source of Evidence: _____
 - Date Collected: _____
 - Description of Evidence:
 - _____
 - _____

Relevance Determination

The legal standard for determining relevance is whether the evidence makes a fact in question more or less likely to be true than it would be without the evidence. Evidence is relevant if it has any tendency to make a material fact more probable or less probable than it would be without the evidence. However, evidence may be deemed impermissible if it is subject to privilege, constitutes hearsay without exception, or is

unduly prejudicial, confusing, or a waste of time. The relevance analysis also includes considering whether the evidence is directly related to the allegations, has probative value, and is not protected by privilege or exclusionary rules.

Notes on any portions of the documentary evidence referenced above are not relevant and why:

- _____
- _____
- _____
- _____

Additional Witnesses or Documents Mentioned:

Names and contact information of any additional witnesses or documents identified in the evidence collected:

- _____
- _____

I certify that the information above is accurate and complete.

TIXC/Investigator Name: _____

Signature: _____

Date: _____

REFERENCES

Adoption History

New KSB Language

SECTION	A	TITLE	Foundations and Basic Commitments	FILE	ACAA-E(11)
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Disclosure of Evidence and Opportunity to Respond



DOUGLAS SCHOOL DISTRICT 51-1

ADMINISTRATIVE OFFICE
400 Patriot Drive • Box Elder, SD 57719-9749 • 605-923-0000

[Date]

[Complainant's Name]

[Complainant's Address]

[City, State, ZIP Code]

[Respondent's Name]

[Respondent's Address]

[City, State, ZIP Code]

Re: Disclosure of Evidence and Opportunity to Respond

Dear [Complainant's Name] and [Respondent's Name],

I have enclosed with this letter copies of all evidence collected and interviews conducted in my investigation into the allegations of sex discrimination by the complainant against the respondent. As part of the Title IX investigation process, it is essential to maintain the integrity and confidentiality of the information gathered. According to the Title IX regulations and our school district's policy, the evidence I have enclosed cannot be disclosed by you to third parties.

Please be assured that all relevant and permissible evidence has been carefully reviewed and considered in the investigation. Please provide me with any response to

this evidence via email no later than _____. If you have any questions or need further clarification, do not hesitate to contact me.

Sincerely,

[Title IX Coordinator's Name]

Title IX Coordinator

[School District Name]

[Contact Information]

[Email Address]

[Phone Number]

REFERENCES

Adoption History

SECTION	A	TITLE	Foundations and Basic Commitments	FILE	ACAA-E(12)
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Title IX Determination Form

Complainant's Name: _____

Respondent's Name: _____

Date of Complaint: _____

Date of Determination: _____

1. Rationale for Determination:

- _____
- _____
- _____

Remedies (if applicable):

- If there is a determination that sex discrimination occurred, the Title IX Coordinator will coordinate the provision and implementation of remedies to the complainant and other persons identified as having had equal access to the recipient's education program or activity limited or denied by sex discrimination. The Title IX Coordinator will also take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur.*

Restorative Justice Processes (if applicable)

Restorative justice is a process where the Respondent takes responsibility for their actions and works to repair the harm caused to the Complainant and the school community:

- Apology letter to the complainant
- Participation in a mediation session with the complainant

- Community service
- Participation in educational programs on consent and sexual harassment
- Counseling or therapy sessions
- Other: _____

Disciplinary Sanctions for Respondent (if applicable):

- In-school suspension for ___ days
- Short-term suspension for ___ days
- Long-term suspension for ___ days
- Expulsion for the remainder of the semester
- Expulsion into the next semester
- Expulsion for two full semesters
- Mandatory reassignment to: _____
- Other: _____

Note: Consequences of short-term suspension, long-term suspension, reassignment, and expulsion will also be provided with notice and process under state law.

Section 3: Notification and Appeals

5. Written Notification:

- Parties notified in writing of the determination.
- Rationale for determination included in the notification.
- Procedures and permissible bases for appeal included in the notification.

Appeal Process:

- Appeals may be initiated by submitting a written Notice of Appeal to the superintendent within three (3) calendar days of the party's receipt of the determination.
- The Notice of Appeal must include:
 - (a) The name of the party or parties appealing,
 - (b) The determination or dismissal being appealed, and
 - (c) A concise statement of the specific grounds for appeal.
- Appeals will be handled by an individual who did not take part in the investigation or initial determination.
- The appeal decisionmaker will notify the parties of the result of the appeal and the rationale for the result.

New KSB Language

- Disciplinary sanctions and remedies will follow state student discipline requirements.

I certify that the determination and actions documented above comply with all relevant portions of 34 CFR § 106.45(f) and § 106.46 (if applicable).

Decisionmaker's Name: _____

Signature: _____

Date: _____

REFERENCES

Adoption History

SECTION	A	TITLE	Foundations and Basic Commitments	FILE	ACAA-E(13)
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Title IX Appeal Form

Parties wishing to appeal a determination or dismissal under the Title IX regulations and the school's policy must complete and submit this form within three (3) calendar days of receiving the determination or dismissal.

Name of Party Submitting Appeal: _____

Role in Case:

- Complainant
- Respondent

Contact Information:

Phone Number: _____

Email Address: _____

Mailing Address: _____

Grounds for Appeal (Check all that apply):

- Procedural irregularity that affected the outcome of the matter.
- New evidence that was not reasonably available at the time the determination or dismissal was made, and that could affect the outcome of the matter.
- The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally, or the individual complainant or respondent, that affected the outcome of the matter.
- Other (please specify): _____

Description of Grounds for Appeal and Requested Outcome:

I certify that the information provided in this appeal is true and complete to the best of my knowledge.

Signature: _____

Date: _____

For Office Use Only

Date Appeal Received: _____

Appellate Decision-Maker: _____

• **Decision** (Check one):

- The appeal is granted, and the case is remanded for further investigation or reconsideration.
- The appeal is denied, and the original determination is upheld.
- Other (please specify): _____

• **Rationale for Decision:**

Appellate Decision-Maker's Signature: _____

Date: _____

REFERENCES

Adoption History

SECTION	A	TITLE	Foundations and Basic Commitments	FILE	ACAC
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Pregnant or Parenting Students

The District will not discriminate in its education program or activity against any student based on the student’s current, potential, or past pregnancy. Students who are pregnant or parenting are encouraged to continue participating in the district’s educational and extracurricular programs.

I. Accommodations Regarding Attendance and Participation

A. Generally

Students who anticipate deviations from their regular school experience or accrue absences due to pregnancy or parenting should notify their building principal as early as possible to discuss their educational programming. The building principal will work with the student to develop a plan to assist the student in participating in district curriculum and extra-curricular activities. Such a plan may include:

1. If the student cannot regularly attend classes, the provision of online courses;
2. The arrangement of meeting times with teachers;
3. If the student has not identified appropriate childcare, the identification of child care providers that meet statutory requirements for quality and care; and
4. All other curricular adjustments, modifications, and means of supplementing classroom attendance deemed appropriate by the school administrators including, but not limited to, modification of attendance policies.

B. Students with Disabilities

For students with disabilities who have an IEP or Section 504 plan, the administrators, student’s parents or guardians, and student if appropriate will collaborate with the student’s educational team to coordinate accommodations consistent with state and federal law. As permitted by law, students may be entitled to accommodations as a result of pregnancy.

C. Title IX

When a student, or a person with a legal right to act on a student's behalf, informs a District employee of the student's pregnancy or related conditions, the District will inform the student of the Title IX Coordinator's contact information. The employee will also inform the student that the Title IX Coordinator can coordinate actions to prevent sex discrimination and ensure the student's equal access to the District's education program or activity.

The District will make reasonable accommodations to the District's policies, practices, and procedures as necessary to prevent sex discrimination and ensure equal access to the District's education program or activity. The District will coordinate reasonable modifications based on the student's individualized need. The District will consult with the student when determining what reasonable modifications may be appropriate, and the student has the discretion to accept or decline the reasonable modifications offered by the District.

The District will allow the student to voluntarily access any separate and comparable portion of the District's education program or activity. The District will allow the student to voluntarily take a leave of absence from the District's education program or activity to cover, at a minimum, the period of time deemed medically necessary by the student's licensed healthcare provider. Upon the student's return, the student will be reinstated to the student's academic status, and as practicable, to the extracurricular status that the student held when the voluntary leave began.

II. Accommodations Regarding Lactation and Breastfeeding

A. Accommodations

1. In order to accommodate lactating and breastfeeding students, the district will provide reasonable opportunities to express breast milk or breastfeed in a place, other than a bathroom, which is shielded from view and free from intrusion from district students, employees, and the public.
2. Students who wish or need to express breast milk on a regular schedule will work with school administrators to create a schedule which accommodates the student's needs while facilitating education to the maximum extent possible.
3. The district will provide a location for students to store expressed breast milk in or near the location designated for students to express milk to create the least amount of disruption to the student's participation in class or activities.

B. Educational Process

New KSB Language

In order to prevent interference with the educational process, no student shall express breast milk within school classrooms or buses. Nothing in this policy limits the authority of the administration to impose consequences consistent with the Student Discipline Act and other state and federal law.

REFERENCES

Adoption History

SCHOOL RESOURCE OFFICER PROGRAM AGREEMENT

This Agreement is made and entered into this 26 day of August, 2024, by and between the DOUGLAS SCHOOL DISTRICT 51-1 of 400 Patriot Drive, Box Elder, SD 55719 (hereinafter "School District"), the PENNINGTON COUNTY SHERIFF'S OFFICE of 300 Kansas City Street, Rapid City, SD 57701 (hereinafter "PCSO"), and the CITY OF BOX ELDER, a South Dakota municipal corporation, of 420 Villa Drive, Box Elder, SD 57719 (hereinafter "City").

RECITALS

WHEREAS, this Agreement will often refer to the Pennington County Sheriff's Office and Box Elder Police Department as "Law Enforcement" for ease of reference;

WHEREAS, Law Enforcement agrees to provide the School District a School Resource/Liaison Officer (hereinafter "SRO") Program in the School District; and

WHEREAS, the School District and Law Enforcement desire to set forth in this SRO Agreement the specific terms and conditions of the services to be performed and provided by the SROs in the School District.

WHEREAS, Law Enforcement will decide which schools are assigned to each agency.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual covenants, promises, and conditions contained herein, the Parties mutually agree as follows:

1. Cost of the SRO Program.

- A. The Parties hereto acknowledge that there is a financial agreement between the Parties. **The School District will reimburse the Pennington County Sheriff's Office ("PCSO") a total of \$92,108 on an annual basis for two Sheriff's Office SRO's as well as SRO Supervision.** This wage will include any overtime worked by the SROs for each period. The School District will reimburse the City of Box Elder \$53,413.16 of the actual wages of each City employee. For City employees serving a partial school year, the reimbursement will be on a pro-rata basis for the number of days served. The invoices for payment will be submitted semi-annually for a nine-month period starting in September and ending in May of each fiscal year.
- B. Continuing education in the areas of school-based law enforcement topics, child development, adolescent psychology, trauma, conflict resolution, mental health and addiction, children with disabilities, juvenile and education law and policy, and cultural competence are cornerstones of an effective SRO. The School District will reimburse the Pennington County Sheriff's Office for up to a total of \$5,000 annually for training costs when PCSO SRO's participate in school-related training and professional development. The training will be mutually agreed upon between the School District and the PCSO. The costs shall include, but are not limited to: travel, per diem, and tuition.

- C. The School District agrees to provide an office with standard business accommodation for the SRO's, including but not limited to an office, access to a telephone, computer, laptop, or tablet for the SRO's to use for work purposes.
- D. The SRO having been designated as a school official shall have access to the camera equipment and operating system.

2. Employment of School Resource Officers.

- A. The SROs shall be employees of Law Enforcement and shall be subject to the administration, supervision and control of Law Enforcement.
- B. The SROs shall be subject to all personnel policies and practices of Law Enforcement except as such policies or practices may be modified by the terms and conditions of this Agreement.
- C. Law Enforcement, in its sole discretion, shall have the power and authority to hire, discharge and discipline SROs.
- D. A joint committee composed of representatives of the PCSO and the School District shall make recommendations for the PCSO SRO positions to the Sheriff who shall assign such officers. If a district administrator is dissatisfied with a PCSO SRO who has been assigned to a school, then district administration may request that the Sheriff assign a different officer as the PCSO SRO for that school.
- E. A joint committee composed of representatives of the PCSO, BEPD, and the School District shall make recommendations for the BEPD SRO position to the Chief who shall assign such officer. If a district administrator and/or PCSO SRO supervisor is dissatisfied with a BEPD SRO who has been assigned to a school, then district administration or PCSO SRO supervisors may request that the Chief assign a different officer as the BEPD SRO for that school.
- F. SRO assignments per school:
 - 1. The Douglas School District will have two (2) assigned SRO's from the PCSO and one (1) assigned SRO from the BEPD.
 - 2. The PCSO will provide a Supervisor to manage the SRO Program and personnel.
 - 3. Substitutions will be made in consultation with the school administrator(s) affected and will only be on a temporary basis.

3. Duty Hours.

- A. Whenever possible, it is the intent of the parties that the SRO's duty hours shall conform to the school day. Reasonable efforts will be made to accommodate request for SROs to attend after-school activities, such as sporting events, dances, and prom.
- B. It is understood and agreed that time spent by SROs attending circuit or magistrate court, juvenile court, and/or criminal cases arising from and/or out of their employment as an SRO shall be considered as hours worked under this Agreement. This includes all training required by the State of South Dakota or Law Enforcement to maintain certification as a law enforcement officer in good standing.
- C. In the event an SRO is absent from work, the SRO shall notify his or her supervisor in Law Enforcement and the principal of the school to which the SRO is assigned. If an SRO is absent from work for more than five consecutive days, Law Enforcement will assign another certified law enforcement officer, if available, to substitute for the SRO beginning the sixth consecutive day of absence. The substitute law enforcement officer may or may not be an SRO trained deputy/officer.

4. Goals of the SRO Program.

- A. This SRO Program is unique to the community, based on input from the school administration, teachers, faculty, students, families and community members. The Program is designed to fulfill three overall roles:
 - **Law Enforcement**
 - **Fostering Positive School Climate/Crime Prevention/Mentor/Role Model**
 - **Education**

The District- Students are considered to be under the authority of the District when they are on school property, on school buses, at or near school bus stops, and/or while participating in or attending school sponsored activities, conducted on or off school property. The District is responsible for supervising or detaining students for the enforcement of school disciplinary matters. It is the sole prerogative of the school officials to impose disciplinary sanctions for infractions of school rules and policies. The SRO should work collaboratively to report any violations of school policy to school administrators. When a school official has reasonable suspicion to believe a crime has been committed by a student while under the authority of the District, school officials shall notify an SRO or, if an SRO is unavailable, an SRO supervisor.

- 1. Law Enforcement** – SROs are responsible for the majority of law enforcement activities occurring at school, during school hours, but not general school discipline. The determination of whether an activity raises to the level of a law enforcement activity should be made in consultation with a school administrator. Parents,

students, teachers and other school personnel should bring complaints about student misbehavior to the school principal, or designee, rather than the SRO.

2. Fostering Positive School Climate/Crime Prevention/Mentor/Role Model – One of the primary roles SROs fulfill is fostering a positive school climate through relationship-building and crime prevention. Officers will engage in various activities, in consultation with school administration, teachers, and students, and should strive to build a school culture of open communication and trust between and among students and adults by focusing on officers getting to know students at the school, serving as a role model, and working with teachers and administrators to identify students who may be facing challenges and need additional resources or attention to be successful in school. Crime prevention activities include foot patrols, monitoring previous crime locations, speaking to teachers about reducing the opportunity for crimes to occur, analyzing possible crime patterns, and investigating crimes. Officers may also complete security surveys analyzing the physical security and safety of school property and facilities.

3. Education – SROs should participate in the school community by becoming a member of the educational team where appropriate and by representing the law enforcement community to build positive relationships with youth, their families, and school staff.

B. Whether talking to students in the hallway or delivering a presentation in the classroom, SROs are embedded in the educational fabric of the school. SROs are expected to be proactive in creating and taking advantage of educational situations, and school administrators are encouraged to leverage this resource.

5. Duties of School Resource Officers.

A. The SRO's duties will include, but not be limited to, the following:

1. To be an extension of the principal's office for assignments consistent with this Agreement. SROs should be notified by the building principal whenever a situation arises that is or likely to become criminal in nature, a present or potential danger to the staff, students, visitors or school property exists, or an issue that requires the assistance of additional personnel.
2. To be a visible, active law enforcement figure on campus dealing with law enforcement matters and school code violations originating on the assigned campus. As to school code violations, the SRO will refer the student to the principal's office for discipline to be meted out by school officials.

3. To act as the designee of the campus administrator in maintaining a safe environment as to law enforcement matters and school code violations. This includes building(s), grounds, parking lot(s), lockers and other public-school property. As to school code violations, the SRO will defer to the principal's office for discipline to be meted out by school officials.
4. To provide a classroom resource for law enforcement topics using approved materials.
5. To be a resource for students which will enable them to be associated with a law enforcement figure and role model in the student's environment.
6. To be a resource for teachers, parents and students for conferences on an individual basis dealing with individual problems or questions, particularly in the area of substance control.
7. To make appearances before parent groups, and other groups associated with the campus and as a speaker on a variety of requested topics, particularly drug and alcohol abuse.
8. The SRO will be involved in school discipline, when it pertains to preventing a disruption that would, if ignored, place students, faculty and staff at risk of harm, the SRO will resolve the problem to preserve the school climate. As to school code violations, the SRO will take the student to the principal's office for discipline to be meted out by school officials.
9. It will be the responsibility of the SRO to report all crimes originating on campus. On occasion, an SRO may be assigned cases originating outside school which may involve students from their assigned schools.
10. The SRO will share information with the administrator about persons and conditions that pertain to campus safety concerns.
11. The SRO will be familiar with helpful community agencies, such as mental health clinics, drug treatment centers, etc., that offer assistance to dependency- and delinquency-prone youths and their families. Referrals will be made when necessary.
12. The SRO and the principal will develop plans and strategies to prevent and/or minimize dangerous situations which might result in student unrest.
13. The SRO will coordinate all of his/her activities with the principal and staff members concerned and will seek permission, guidance, and advice prior to enacting any programs within the school.

14. The SRO may be asked to provide community-wide crime prevention presentations that include, but are not limited to:

- Drugs and the law – Adult and juvenile
- Alcohol and the law – Adult and juvenile
- Sexual assault prevention
- Safety programs – Adult and juvenile
- Online safety and citizenship
- Assistance in other crime prevention programs as assigned

15. The SROs will wear approved business casual, department uniform, or formal business attire depending on the time of school year, the type of school activity or program, and the requests of the school and/or Law Enforcement. The Sheriff (or designee) or Chief (or designee) and the principal shall jointly set expectations and resolve any disputes in this area.

16. The SROs will wear their department-authorized duty weapons in accordance with their respective department policy.

6. Chain of Command.

As employees of Law Enforcement, SROs will be subject to the chain of command of Law Enforcement.

In the performance of their duties, SROs shall coordinate and communicate with the principal or the principal's designee of the school to which they are assigned.

7. Access to Education Records.

- A. School officials shall allow SROs to inspect and copy any public records maintained by the school to the extent allowed by law.
- B. SROs and school officials are permitted to openly share information in accordance with the standing 7th Circuit Judicial Order allowing such sharing. The judicial order shall be periodically updated to reflect current information and to remain in compliance with the latest judicial guidance.
- C. The School District's school officials and law enforcement mutually agree to share information as it pertains to or would likely have a significant impact on the safety, well-being, or operation of the school or educational environment.

8. Term of Agreement.

The initial term of this Agreement is three years commencing on the 26th day of August, 2024, and ending on the 30th day of June, 2027. However, should any Party

encounter budgetary constraints that make the continuation of this Agreement impractical, then any Party may cancel this Agreement upon sixty (60) days' notice to the others. Following the initial three-year term, this Agreement shall be automatically renewed for successive one-year periods unless any Party requests termination or modification of this Agreement. This request must be made in writing.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed the day and year first written above.

DOUGLAS SCHOOL DISTRICT 51-1

By: _____

Its: _____

PENNINGTON COUNTY SHERIFF'S OFFICE

Sheriff Brian Mueller

CITY OF BOX ELDER

Mayor Larry Larson

City Administrator Nicole Schneider

8/13/2024 BOE LISTENING SESSIONS SUMMARY INFORMATION

1 Word Feeling Today	8:00 AM SESSION	9:15 AM SESSION	10:30 AM SESSION	12:30 SESSION	1:45 SESSION
<p>Connections I'm Making to the Strategic Direction</p>	<p>Ownership- key comment I noted was the idea of treating the budget as though it's yours; being intentional with spending.</p>	<p>overwhelmed unsettled ready hopeful warm excited energized honored</p>	<p>happy and excited ready harried motivated to continue excited/energy inspired</p>	<p>apprehensive conflicted optimistic anxious energized excited/inspired</p>	<p>feeling better/ earlier today feeling overwhelmed exciting</p>
	<p>Ownership- I noted the idea of treating the budget as though it's yours; being intentional with spending.</p>	<p>ownership- building identity - clear expectations impact in system</p>	<p>struggle with WHY and goals want clarification timely communication connections to daily, weekly, monthly, annual goals</p>	<p>identity adaptability moving from an island to the district excited about merging us to them</p>	<p>today feeling informed attended Kevin's session and now this session definitely moving forward in getting kids prepared good things are happening, understanding relevance, how relevance matters in their (kids) future ownership - own actions and words and also follow directions Step recovery - review what level new teachers enter and current staff pay levels other industries review employee impact (education doesn't consider what staff are doing) is work appreciated and acknowledged? pay scale</p>
	<p>Identity- identifying common values and goals with activity/athletic staff to present a unified approach to expectations and instruction. Additionally, evolving the ideas and theories into a practical application as well as striving for We over Me. Goals- define what success for ALL means/looks like. Improved communication with parents and making sure they are aware of their students' opportunities. Improving data collection and implementation- again the questions, what is meaningful and how do we use it.</p>	<p>adaptability-leverage all team members for what system needs and work together for students</p> <p>adaptability and flexibility to prioritize what is needed custodial work, light on your feet, quick thinker, we can figure it out to get the job done</p> <p>adaptability- understand what is needed, support team, challenges work with what you have</p> <p>community building-environment matters, safe and healthy so kids can learn</p>	<p>struggle with WHY and WHAT how can the communication expectations desire greater structure and comm so that expectations can be meet clarity of roles so that system are accomplished</p> <p>Identity- want system to know what departments (tech) do what is the impact in the system ownership, adaptability, comm well-being</p> <p>Wants to see where we were so that we can see where we are headed? what does it look like and sound like how is it different from past work? lack of clarity - what exactly do want me to do? ex. adaptability and community students didn't have transportation changed bus route mid year to meet the needs of students</p>	<p>Community exists in all 4 areas- why is this important? not sure we had a community before, excited about building a community</p> <p>Ownership and Identity go together need to know who we are and come to us, think of us as a ship, set sail together everything we do matters to keep the ship moving in the right direction</p> <p>SD hard to understand, too much hard to focus, what does it mean</p> <p>Community - this is something is focused on ex. opening the school after hours community hub</p>	<p>Adaptability - new conditions are a positive as a district can be adaptable, showing how to move the needle community - more connected through work-based learning program</p>

8/13/2024 BOE LISTENING SESSIONS SUMMARY INFORMATION

<p>Summarize The Year With 1 Word</p>	<p>Paraphrased quote from attendee - I can have a bad moment but it doesn't mean I have to have a bad day.</p>	<p>prof learning that impacts day to day work classified lring equipment training-what are other systems doing? SME can we run our onw PL can we "certify" to train others</p> <p>equipment lring matters to be effective and effecient want to learn, need time and space</p> <p>thank you heard and valued listening session is positive and involved</p>	<p>Fanazz- getting things done when you think you can't and get it done Stickerize</p> <p>BOE- want to learn what departments work/teamwork matters want to hear from system</p>	<p>Benefits= money, community</p> <p>perception of staff, roles, all matter make a connection to why we have what we have</p> <p>building and grounds some feel jobs are on the line will jobs be contracted out? ex. 3 night custodians, now gone</p> <p>communication on changes = how find people when positions aren't posted? unsettled?! support? feeling lack of support</p>	<p>Review of DHS website - not for BOE for Kevin and team</p>
<p>productive</p> <p>satisfying happy</p> <p>positive</p> <p>progress-we did it</p> <p>willingness</p> <p>excitement ready to go again</p>	<p>hopefulness stop doing what we always do come together and build a family community- honored and valued heard</p> <p>accomplished</p> <p>accomplished</p> <p>progress, practice makes progress move the needle</p> <p>continuous improvement</p>	<p>progress</p> <p>graduation- see the students that made it stay focused and better yourself some struggle success</p> <p>adapt, adopt abandon</p> <p>change of seasons say goodbye and prepare for new students in the fall</p> <p>success</p>	<p>progress</p> <p>graduation- see the students that made it stay focused and better yourself some struggle success</p> <p>adapt, adopt abandon</p> <p>change of seasons say goodbye and prepare for new students in the fall</p> <p>success</p>	<p>progress</p> <p>student success</p>	<p>progress</p> <p>student success</p>

REFLECTIONS

My personal aha was related to the direction/arrow graphic from Studer and it was that DSD is a tapestry, each of us has our own string to pull and it's up to us whether we work to weave it to Of course there's a great deal of nuance but I believe we're well on the path to weaving versus unraveling.

Some of the barriers might be THE WHY increase WHY, what, how through ongin and increase communication people want to know and then want the skillset to be effective and impactful Start with the WHY- for decisions, changes, actions

Once you have the WHY - then communicate, communicate, communicate

Language - raising the bar through continuous learning and collective efficacy

begin to partner the WHY, What, How some overarching themes: collective efficacy (leadership team, grade level, PLC, etc) learning cycles and ongoing learning (raising the bar for staff so Explicit actions that align with Strategic Direction when leaders provide the connection it makes offers clarity for the system specific examples

People appreciated the opportunity to learn and hold an appreciation that their voice matters. There is a "BUZZ" in Douglas. People are excited the start the year and looking forward to wel