



"To Build Knowledge and Skills for Success Today and Tomorrow"

AGENDA for September 9, 2024
5:30 PM Regular Board Meeting
Board Room, Williams Administration Building
Zoom Link: <https://sdk12.zoom.us/j/96403746300>

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1. Call meeting to order/roll call
 2. Pledge of Allegiance
 3. Agenda
 4. Consent Agenda
 - 4.a. Regular Meeting Minutes on Monday, August 12, 2024
 - 4.b. Personnel
 - 4.c. Claims for Payment
 - 4.d. Open Enrollment, In District Transfer and/or Transfer of Athletic Eligibility
 - 4.e. Volunteers
 - 4.f. Activity Assignments & Activity Volunteers
 5. Conflict of Interest Waivers
 - 5.a. Approve Conflict of Interest Waiver for Chantal Ligtenberg
 - 5.b. Approve Conflict of Interest Waiver for Ethan Dschaak
 - 5.c. Approve Conflict of Interest Waiver for Pete Wilson
 6. Open Forum
 7. Recognitions
 - 7.a. Character Education Word of the Month
 8. Action Items
 - 8.a. Financial Reports
 - 8.b. Amend Enterprise Fund Budget
 - 8.c. Vehicle Purchase
 - 8.d. Amend FY25 Capital Outlay Budget
 - 8.e. Special Education Comprehensive Plan
 - 8.f. Amend 2024-25 Academic School Calendars
 - 8.g. Appoint/Select ASBSD Delegates
 - 8.h. Schedule School Board Study Session
 - 8.i. Johnson Controls, Inc. Contract Renewal
 - 8.j. Otis Elevator Contract Extension
 - 8.k. Third and Final Reading of School Board Policy JFCD: Bullying/Cyber Bullying
 9. Discussion Items

- 9.a. Pest Management Proposal
- 9.b. City of Sturgis Woodle Field and Fairground Letter of Intent
- 9.c. Preliminary Fall Enrollment
- 9.d. Budget Timeline
- 9.e. Strategic Planning
- 10. Reports
 - 10.a. Administrators
 - 10.b. Board Members
 - 10.c. BHSSC
 - 10.d. Superintendent
- 11. Upcoming Calendar Events
- 12. Executive Session SDCL 1-25-2 Executive or closed meetings--Purposes--
Authorization--Violation as misdemeanor. Executive or closed meetings may be held for
the sole purpose of: View SDCL 1-25-2 for all reason for executive session.
- 13. Adjournment

MEETING MINUTES, Monday, August 12, 2024
5:30 PM Regular Board Meeting (Executive Session to follow)
Board Room, Williams Administration Building

Board Members Present: Brian Voight: Present, Darrell Vig: Present, Justin Jutting: Present, Lee Spring: Present, Megan Snyder: Present, Sandy Cass: Present, Scottie Bruch: Present, Terry Koontz: Present.

Board Members Absent: Aaron Odegaard

Others Present: Wayne Wormstadt, Brett Burditt, Tanya Ludwick, district staff members, Harlow's administrators, and other community members.

Regular board meeting called to order at 5:30 PM

Call meeting to order/roll call

Pledge of Allegiance

Agenda

MOTION by Snyder, seconded by Cass, and Carried to approve the Agenda as amended with the change to Item 4b: Personnel New Hire (Certificated): Madison Lindsey, achievement coordinator to special education evaluation coordinator.

Vice President Nomination

President, Justin Jutting conducted the election for the School Board Vice President per School Board Policy BCA. Koontz nominated Odegaard. Snyder nominated Cass. Nominations ceased and closed. Four (4) votes for Odegaard, four (4) votes for Cass. No majority vote. Cass declined the nomination. Another round of nominations was opened. Koontz nominated Odegaard, Koontz made a motion that nominations cease and cast a unanimous ballot for Odegaard as vice president. Spring seconded. All voted in favor. Odegaard was elected vice president.

Consent Agenda

MOTION by Vig, seconded by Voight, and Carried to approve the Consent Agenda as presented.

Regular Meeting Minutes on Monday, July 8, 2024 (Old Board), Monday, July 8, 2024 (New Board), Special Board Meeting - Executive Session on Monday, July 22, 2024, Special Board Meeting - Study Session & Work Retreat on Monday, July 29, 2024

Personnel

New Hire (Certificated): Madison Lindsey, special education evaluation coordinator, district-wide, \$50,240.00, eff. beginning of the 2024-25 school year; Ashley Dean, special services teacher, Sturgis Brown High School, \$59,162.00, eff. beginning of the 2024-25 school year. New Hire (Support Staff): James Boelter, computer technician, district-wide, \$20.20/hr., eff. 7/15/2024; Adam West, food service worker, Sturgis Brown High School, \$14.82/hr., eff. 8/1/2024; Shilo Lamont, food service

worker, Sturgis Brown High School, \$14.68/hr, eff. beginning of the 2024-25 school year; Kelli Plymate, food service head cook, Piedmont Valley Elementary, \$15.45/hr, eff. beginning of the 2024-25 school year. Wage Adjustment (Support Staff): Emma Hayes, after-school program, Whitewood Elementary, \$18.00/hr to \$15.00/hr, line up with Meade School District pay schedule from ABC Program, eff. beginning the 2024-25 school year. Contract Amendment (Extracurricular): Sage Robinson-Miller, athletic trainer, Sturgis Brown High School, \$3,500.00, eff. beginning of the 2024-25 school year. Resignation (Support Staff): Kelly Cleland, lead maintenance technician, district-wide, eff. 7/22/2024; Amanda Tarrant, custodian, Central Meade Co. School, eff. 8/1/2024; Terry Tarrant, custodian, Central Meade Co. School, eff. 8/1/2024; McKenzie Tarrant, custodian, Central Meade Co. School, eff. 8/1/2024.

Claims for Payment

Accrued June 30, 2024; Archtctr Inc, Srvcs SBHS prjct 6485.00; BH chmcl, Sppls 160.55; BH pnr, Pblsh Mnts 206.24; BHSS, Tuition 38600.00; Cthdrl Hm4 chldrn, Tuition 4716.00; Cmmtch, Rpr 4080.00; Faith Indpndt, Pblsh Mnts, 193.91; Glss Shp, Rpr 1365.00; Hgn Glss 327.90; Hills Sptc, Rpr 300.00; Holiday Inn, Trvl 225.00; Keffler Kailyn, Mlg 514.08; Lease crnch, Sftwr 4000.00; MB Tree, Lwn cr 2825.00; Mdcntnt, Tstng 25.00; My place, Trvl 231.00; Nies Karras & Skjoldal, Lgl Srvcs 1163.50; Otis, Rpr 190.00; Poms, Sppls 1362.12; Rasmssn, Rpr 26.72; Ritchrs, Rpr 438.36; SDHSAA, Sppls 376.00; Supr, Porta potties 420.00; Tmtch, Rpr 397.58; Toohey Christine, Mlg 29.07; Trane, Rpr 1434.00; Trgrnn, Lwn cr 599.20; VAWC, Utylts 261.52; Vnwy, Sppls 225.51; Wstrvr, Eqpmnt 3376.00. August 12 2024 Newspaper board report; 7Mndsts, Sftwr 4079.25; AB Bsnss, Sppls 41.70; AB Wldng, Sppls 104.67; AJ Scrnprng, Sppls 196.00; ACE Hrdwr, Sppls 391.99; ACTE,Rgstrtn 560.00; Advcn Pymnts, Bgrnd 193.18; ALFI, Sppls 230.13; Allnc Cab, Trvl 36.00; Amzn, sppls 974.36; Amck, Mntrng 181.00; Archtctrl Spclts, Clssrm Scrty Upgrd 43235.96;Grndwld Entrnc 31886.91; Archtctr Inc, Ktchn prjct fees 7268.50; Arrwwd, Trvl 261.04; Baymnt Inn, Trvl 109.00; BH Wtr, Utylts 1587.15; BH Cnslng, Cnslng 360.00; BH Asphlt, Rpr 8188.28; BH Chcl, Eqpmnt 4155.99; BH Cnfrnc, Dues 600.00; BH Enrgy, Utylts 54174.29; BH Pst, Pst Cntrl 155.00; Bluum, Eqpmnt 4250.00; Boschee Jessica, Rmbrsmnt 50.00; Brndn Vily Schl, Dues 2311.20; Bulbs, Sppls 129.96; Cashwa, Food 1431.43; CBH, Fuel 2929.08; CDWG, Eqpmnt 12139.74; Cntrylnk, Tlphn 64.76; Cty Smmrst, Utylts 14.60; Cmmtch, 911 srvc 106.26; Cool cncpt, Trvl 1027.61; Dkt ptrs, Sppls 1043.45; Dlt, Trvl 70.00; Dlt Dntl, Ins 17262.38;Dpt Envrmt, Fees 10.25; Drksn Flrs, Wst Gym rfns 36000.00; Dscrvy Edctn, Sftwr 20897.80; Dns Snclr, Trvl 30.27; Ed clb, Sftwr 3743.40; Edtk sltns, Sftwr 3600.00; Elite Excrs, Sppls 359.70; EMC, Ins 477,497.07; EMS, Sftwr 13835.50; EPCO, Sppls 1378.20; ESGI, Sftwr 11650.00; Frmrs Spply, Irrgtn 2528.27; Fshr, Eqpmnt 2855.00; Gldn Wst, Utylts 723.70; Gophr, Sppls 2516.02; Grnd Elctrc, Utylts 155.90; Grt Wstrn, Rpr 688.00; Hauff, Sppls 24852.00; Hggtry, Sppls 78.59; Hillyrd, sppls 43.33; Hghtn, Crclm 34419.76; Indstrl4lss, sppls 659.44; Innvtv, Sppls 7609.18; Jacobs Auto, Rpr 825.62; Jns, Sppls 142.00; JW Ppprs, Sbscrptn 105.40; K-Lg, Sppls 1105.94; Ktm Rstrnt, Sppls 3443.87; Killy Inn, Trvl 328.00; Ky cty Glss, Rpr 300.00; Kffr, Utylts 1166.19; Knchts, Sppls 1116.31; Killy Spply, Sppls 282.20; Kmls cntrctn, Rpr Hail Dmg 115255.31; Lab-aids, Sppls 830.75; Lstng Imprssns, Sppls 675.00; Lgndry Elctrc, Rpr 602.64; Loom, Sbscrptn 198.00; Ls Endz Clng, Cntrct clng

20582.66; Mcgl, Sppls 1751.65; MB Tree, Lwn Cr 3162.50; Mcgw-Hill, Crrclm 81693.16; Mgr chmcl, Svrcs 1350.00; Mnrds, Sppls 588.04; Mid-Amrcn, Sppls 8883.50; MIDCO, Utylts 6882.51; MDU, Utylts 5671.45; Msyl, Sftwr 20400.00; Mystry Scnc, Sftwr 5980.00; NAPA, Sppls 79.78; NFHS, Sppls 1225.00; Nies Karras & Skjoldal, Lgl Svcs 5194.30; No Rd Ink, Crrclm 23826.00; Nrthwst Evltn, Sftwr 10700.00; Nrthwst Pipe, Sppls 465.82; Otis, Svc cntrct 1868.96; Prsn, Sppls 2560.32; PBT, 2010 QZAB Pymnt 40000.00; Ptny Bws, Pstg 841.20; Pwr Hs, Sppls 178.03; Quill, Sppls 1085.50; Rnghdftrinc, Sppls 189.48; Rsmssn, Rpr 4530.10; Ratwik Roszak & Maloney, Lgl Svcs 159.00; Read Natrly, sbscrptn 2850.00; Rily Gd stff, sppls 633.56; Rfs, Utylts 976.72; Rchtrs, Rpr 3243.12; Rvrsd, Eqpmnt 3093.00; Roberts Kimberly, Mlg 123.59; Rnngs Sppls 10.48; SASD, Rgstrtn 340.00; Schlstc, Sbscrptn 3948.77; Schl dtbks, Sppls 664.68; Schl Spclty, Sppls 5763.58; Sctwn, Mntnc 28.00; Scull, SBHS Ktchn Prjct 156231.93; SD Rtlrs, Txtbks 2325.00; SDASBO, Rgstrtn 50.00; SDMEA, Rgstrtn 150.00; Srvll, Lndry Svcs 322.92; Svrsn Dirt, Rpr 8957.40; Shrwn, Sppls 5229.64; SD Dpt Ag, Fees 100.00; Stpls, Sppls 12576.29; Strgs ATV, Rpr 799.07; Strgs cty, Utylts 7305.11; Sun Life, Ins 3521.99; Spr Dpr, Sppls 95.78; Swnk, Sbscrptn 679.00; Sychrny Bnk, sppls 251.39; Tchr crtd, sppls 29.95; Tchr Invtns, Sbscrptn 3248.00; TPT, Crrclm 118.42; Tmptch, Mntnc agrmnt 10426.21; Toohey Christine, Mlg 57.63; Trppl J, Sppls 29.90; Tst Govrntl Fnc, Series 2022 303454.77; Turvll, Sppls 30.36; US bnk, Prntr Is 26417.41; VAWC, Utylts 374.72; Vnwy, Sppls 216.58; Vrzn, Htspt 45.06; Vsbl dffrc Jntrl, Cntrctd clng 13789.10; Wldrf Htl, Trvl 1050.84; Wlmrt, Sppls 2511.33; Wrn Chmcl, Sppls 175.61; Wbstrnt, Sppls 3641.79; Wilmrk, Ins 230809.60; Wrnggr, Rpr 384.49; Wst Rvr, Utylts 1411.93; WEX, Fuel 1567.14; WW Cty Utylts 86.00; Wdbrn, Sppls 263.10

Cash for month ending July 31, 2024: General Fund: Begin Bal 5845468.60; Petty Cash 1.00; Cash Change 0.00; Advance Pymt 17728.13; Cash in Bank 429173.40; Savings Investments PSBK 5398566.07; Unemployment Savings 11873.70; Investments in CD 1000000.00; Investments in CD over 90 Days 1111928.43; Transfer In 0.00; Revenue: Local Taxes 85198.39; Other Sources 144424.90; State 974458.40; Federal 77120.00; Other Sources 94583.36; Total Revenue 1375785.05; To Be Acct'd For: 7221253.65 Transfer Out 0.00; Expenditures 2004822.68; Ending Bal July 31, 2024: 5216430.97; Petty Cash 1.00; Cash Change 0.00; Advance Pymt 17728.13; Cash in Bank 1299080.13; Investments Savings 3899621.71; Unemployment Savings 11877.99; Investments CD 1000000.00; Investments CD over 90 Days 1111928.43; Capital Outlay: Begin Bal 7464224.24; Cash in Bank 155163.77; Savings Investments PSBK 7309060.47; Investments CD over 90 Days 1000000.00; Investments US Treasuries 4849.54; Funds at Fiscal Agent 0.00; Transfer In 0.00; Revenue Local Taxes 44341.63; Other Sources 375.79; State 0.00; Federal 0.00; Other Sources 18934.58, Total Revenue 63652.00; To Be Acct'd For: 7527876.24; Transfer Out: 156231.93; Expenditures 2870505.88; Ending Bal July 31, 2024: 4501138.43 Cash in Bank: 6542.63; Invest, Savings: 4494595.80; Investments CD over 90 Days 1000000.00; Investments US Treasuries 4849.54; Funds at Fiscal Agent 0.00; Spec Serv: Begin Bal 1995293.23; Cash in Bank 58773.30; Investments Savings 1936519.93; Revenue Local Taxes 27974.19; Other Sources 235.61; State 94456.00; Federal 50237.00; Other Sources 14553.22; Total Revenue 187456.02; To Be Acct'd For 2182749.25; Expenditures 269158.80; Ending Balance as of July 31,

2024 1913590.45; Cash in Bank 110565.37; Investment, Savings 1803025.08; Investments, CD 0.00; Fund 42: Beg Bal 0.00; Cash in Bank 0.00; Transfer In 0.00 Revenue: Other sources 156231.93; Total Revenue 156231.93; To Be Acct'd 156231.93; Expenditures 156231.93; Ending Bal July 31, 2024 0.00; Cash in Bank 0.00; Food Service: Beg Bal 441104.81; Cash Change 0.00; Cash in Bank 3037.76; Investments, Savings 438067.05; Investments, CD 0.00; Transfers In 0.00; Revenue: State 0.00; Federal 0.00; Other Sources 5071.80; Total Revenue 5071.80; To Be Acct'd For 446176.61; Transfer Out 0.00; Expenditures 22296.53; End Bal July 31, 2024: 423880.08; Cash Change 0.00; Cash In Bank 4581.58; Investments, Savings 419298.50; Investments of 90 Days 0.00; Enterprise: Beg Bal 166881.16 ; Cash Change 0.00; Cash in Bank 63610.69; Investments, Savings 103270.47; Revenue; Other Sources 2141.30; Total Revenue 2141.30; To Be Acct'd For 169022.46; Expenditures 6692.26; End Bal July 31, 2024: 162330.20; Cash Change 0.00; Cash in Bank 59160.20; Investment, Savings 103170.00 Custodial: Beg Bal 368652.77; Cash in Bank 173134.92; Investments, Savings 195517.85; Investments, CD 0.00; Revenue: Other Sources 20038.82; Total Revenue 20038.82; To Be Acct'd For 388691.59; Expenditures 14032.44; End Bal July 31, 2024: 374659.15; Cash In Bank 173039.91 Investments, Savings 201619.24; Investment CD 0.00.

Open Enrollment, In District Transfer and/or Transfer of Athletic Eligibility

Volunteers

None presented.

Activity Assignments & Activity Volunteers

Extracurricular coaches and volunteer coaches will be updated monthly. Any changes will be highlighted in yellow.

Emergency Bus Pact

ASBSD coordinates an Emergency School Bus Mutual Assistance Pact between school districts on the occasion a bus traveling outside of the district fails.

Conflict of Interest Waivers

Approve Melissa Pankratz Conflict of Interest Waiver

MOTION by Voight, seconded by Cass, and Carried to Approve Melissa Pankratz Conflict of Interest Waiver as presented.

Approve Chad Hedderman Conflict of Interest Waiver

MOTION by Vig, seconded by Snyder, and Carried to Approve Chad Hedderman Conflict of Interest Waiver as presented with the amendment to include Evan Johnson in the waiver.

Approve Beth Johnson Conflict of Interest Waiver

MOTION by Snyder, seconded by Voight, and Carried to Approve Beth Johnson Conflict of Interest Waiver as presented.

Open Forum

No Open Forum.

Recognitions

Character Education Word of the Month

The Character Education Word of the Month for August is "Self-Discipline" which includes having patience, being disciplined, and being accountable for your choices.

Presentation

FY24 Budget Review

Business Manager, Brett Burditt provided a brief FY24 budget review.

Action Items

Financial Reports

MOTION by Vig, seconded by Koontz, and Carried to approve the Financial Reports as presented.

Harlow's Bus Renewal Contract for 2024-25

MOTION by Koontz, seconded by Vig, and Carried to approve the bus renewal contract for the 2024-25 school year with Harlows as presented.

Amend General Fund Budget

MOTION by Vig, seconded by Koontz, and Carried to amend the general fund budget by \$26,000.00, utilizing resources generated from the district-wide credit card rewards program.

Amend FY25 General Fund Budget Title I 1003 School Improvement Grant

MOTION by Vig, seconded by Koontz, and Carried to amend the general fund budget by \$94,211.00 for Sturgis Elementary and Whitewood Elementary Title I 1003 School Improvement Grant.

Approve SBHS Cafeteria Project - Change Order #2

MOTION by Voight, seconded by Cass, and Carried to approve change order #2 to the SBHS Cafeteria Project as presented.

Food Service Adult Meal Increases

MOTION by Vig, seconded by Cass, and Carried to approve the proposed adult meal prices increases for the 2024-25 school year as presented.

Board Meeting Date Change for October 2024

MOTION by Cass, seconded by Bruch, and Carried to approve moving the school board meeting to Tuesday, October 15, 2024, to accommodate the holiday.

Bruch: Yea, Cass: Yea, Jutting: Yea, Koontz: Yea, Snyder: Yea, Spring: Abstain (With Conflict), Vig: Nay, Voight: Yea

Bus Route Change Requests

MOTION by Vig, seconded by Spring, and Carried to approve the transportation committee and Harlow's recommendations as presented.

BHSSC Contracted Services Agreement

MOTION by Koontz, seconded by Snyder, and Carried to approve the Black Hills Special Services Cooperative agreement as presented for the 2024-25 school year.

Approve Education Specialist MOU

MOTION by Cass, seconded by Bruch, and Carried to approve the MOU between the Meade School District and special education teacher, Sunny Pierson, as she completes coursework to obtain an Educational Specialist in School Psychology degree.

Approve Contracted Services Agreement with Newell School District

MOTION by Snyder, seconded by Vig, and Carried to approve the contracted services agreement as presented with the Newell School District for business office services for the 2024-25 school year.

Bruch: Yea, Cass: Yea, Jutting: Yea, Koontz: Yea, Snyder: Yea, Spring: Yea, Vig: Yea, Voight: Nay

Policy Reviews

Second Reading of School Board Policy JFCD: Bullying/Cyber Bullying

This is the Second Reading of School Board Policy JFCD: Bullying/Cyber Bullying. District administrators and Policy Committee members recommend rolling current Policy JFCE: Anti-Bullying/Harassment into Policy JFCD as outlined. Policy JFCE will be eliminated.

Discussion Items

All Staff and Teacher In-service

Teacher in-service scheduled for Tuesday, August 20-Thursdays, August 22, 2024, from 8:00 a.m. to 3:00 p.m. All staff in-service scheduled for Wednesday, August 21 with breakfast and refreshments being served. Teachers check with their administrator for more information.

Official Election Results

The number of registered voters of the school district on the date voter registration closed - 13,154. The number of registered voters of the school district who voted in the election - 4,165. The percentage of registered voters of the school district who voted in the election was 32%. The election was held in conjunction with Meade County.

Updated School Board Committee Assignments

School board committee assignments were made at the July 29 Special Board Meeting - School Board Study Session. The committee assignments were recently updated to reflect the correct committee members for the 2024-25 school year.

Appoint/Select ASBSD Delegates

ASBSD delegate and alternative will need to be appointed. This will be brought back for approval at the September board meeting. Brian Voight expressed his interest in being the ASBSD delegate, Megan Snyder is interested in being the alternate.

Strategic Planning

Board President, Justin Jutting and Superintendent, Mr. Wormstadt, discussed the possibility of hiring an external firm to develop a new strategic plan for the district. Mr. Wormstadt will distribute a brief survey to district administrators to identify priorities in selecting a strategic planning partner.

Reports

Administrators

Board reports are enclosed in the Board packet.

Board Members

Voight and Jutting provided an update on the ASBSD Conference that was held in Sioux Falls August 8-9. No cellphone policy was a topic for school districts. ASBSD recommends all board members be active LAN members.

School Board Report

Board President, Justin Jutting provided a board report.

BHSSC

Terry Koontz provided an update.

Superintendent

Mr. Wormstadt updated the board on school door safety in all buildings, Title IX changes that are taking place at the state level, and the legislative meeting that took place at Ellsworth Air Force Base.

Upcoming Calendar Events

August 20-22: Teacher In-Service
August 21: All Staff In-Service @ SBHS
August 20 & 22: Open House Schedules
August 26: First Day of School
August 26: Policy Committee Meeting
August 27: B&G Committee Meeting
September 2: No School - Labor Day

Executive Session SDCL 1-25-2 Executive or closed meetings--Purposes-- Authorization--Violation as misdemeanor. Executive or closed meetings may be held for the sole purpose of: View SDCL 1-25-2 for all reason for executive session.

School board members will enter into executive session to discuss Personnel (SDCL-1-25-2.1).

MOTION by Snyder, seconded by Vig, and Carried to enter into executive session to discuss Personnel (SDCL-1-25-2.1) at 6:32 pm.

Board reconvened at 6:40 pm to discuss Personnel (SDCL-1-25-2.1).

Board Members Present: Brian Voight: Present, Darrell Vig: Present, Justin Jutting: Present, Lee Spring: Present, Megan Snyder: Present, Sandy Cass: Present, Scottie Bruch: Present, Terry Koontz: Present.

Board Members Absent: Aaron Odegaard

Others Present: Wayne Wormstadt

Adjournment

MOTION by Vig, seconded by Snyder, and Carried to adjourn at 6:55 pm.

Justin Jutting, President

Brett Burditt, Business Manager

Tanya Ludwick, Recorder

Meade School District
Claims for Payment
September 9, 2024

Vendor Name	Description	Amount
A TO Z SHREDDING	SHREDDING	269.80
	VENDOR TOTAL	<u>269.80</u>
A&B BUSINESS	SUPPLIES	41.70
	VENDOR TOTAL	<u>41.70</u>
A&B WELDING	SUPPLIES	13.64
A&B WELDING	SUPPLIES	12.71
A&B WELDING	EQUIPMENT	2,953.54
A&B WELDING	SUPPLIES	256.76
A&B WELDING	SUPPLIES	408.60
	VENDOR TOTAL	<u>3,645.25</u>
ACE HARDWARE	SUPPLIES	65.96
ACE HARDWARE	SUPPLIES	51.56
ACE HARDWARE	SUPPLIES	32.55
ACE HARDWARE	SUPPLIES	7.99
ACE HARDWARE	SUPPLIES	23.99
ACE HARDWARE	SUPPLIES	17.98
ACE HARDWARE	SUPPLIES	6.59
ACE HARDWARE	SUPPLIES	5.56
ACE HARDWARE	SUPPLIES	37.56
ACE HARDWARE	SUPPLIES	607.98
ACE HARDWARE	SUPPLIES	1,562.28
ACE HARDWARE	SUPPLIES	6.99
ACE HARDWARE	SUPPLIES	6.99
ACE HARDWARE	SUPPLIES	74.35
ACE HARDWARE	SUPPLIES	12.98
ACE HARDWARE	SUPPLIES	11.99
ACE HARDWARE	SUPPLIES	49.40
ACE HARDWARE	SUPPLIES	54.99
ACE HARDWARE	SUPPLIES	10.99
ACE HARDWARE	SUPPLIES	15.18
ACE HARDWARE	SUPPLIES	35.97
ACE HARDWARE	SUPPLIES	20.97
ACE HARDWARE	SUPPLIES	55.98
ACE HARDWARE	SUPPLIES	6.99
ACE HARDWARE	SUPPLIES	56.88
ACE HARDWARE	SUPPLIES	(2.70)
ACE HARDWARE	SUPPLIES	75.46
ACE HARDWARE	SUPPLIES	19.50
ACE HARDWARE	SUPPLIES	16.86
ACE HARDWARE	SUPPLIES	(8.59)
ACE HARDWARE	SUPPLIES	59.15
	VENDOR TOTAL	<u>3,000.33</u>
ACELLUS EDUCATIONAL	LICENSE	2,793.00
	VENDOR TOTAL	<u>2,793.00</u>
ADVANCED PAYMENTS	OFFICIAL	43.25
ADVANCED PAYMENTS	OFFICIAL	164.78
ADVANCED PAYMENTS	OFFICIAL	135.00
ADVANCED PAYMENTS	OFFICIAL	189.89
ADVANCED PAYMENTS	OFFICIAL	100.80
ADVANCED PAYMENTS	OFFICIAL	100.80
ADVANCED PAYMENTS	OFFICIAL	172.78
ADVANCED PAYMENTS	OFFICIAL	173.03
ADVANCED PAYMENTS	OFFICIAL	150.30

ADVANCED PAYMENTS	OFFICIAL	130.50
ADVANCED PAYMENTS	OFFICIAL	190.19
ADVANCED PAYMENTS	OFFICIAL	123.10
ADVANCED PAYMENTS	OFFICIAL	114.99
ADVANCED PAYMENTS	OFFICIAL	272.50
ADVANCED PAYMENTS	OFFICIAL	191.34
ADVANCED PAYMENTS	OFFICIAL	159.38
ADVANCED PAYMENTS	OFFICIAL	114.99
ADVANCED PAYMENTS	OFFICIAL	129.72
ADVANCED PAYMENTS	OFFICIAL	35.00
ADVANCED PAYMENTS	OFFICIAL	50.00
ADVANCED PAYMENTS	OFFICIAL	45.00
ADVANCED PAYMENTS	OFFICIAL	10.00
ADVANCED PAYMENTS	OFFICIAL	40.00
ADVANCED PAYMENTS	OFFICIAL	165.44
ADVANCED PAYMENTS	OFFICIAL	190.70
VENDOR TOTAL		<u>3,193.48</u>

AERCOR INC	LICENSE	4,689.85
VENDOR TOTAL		<u>4,689.85</u>

AGILE SPORTS	SUBSCRIPTION	10,100.00
VENDOR TOTAL		<u>10,100.00</u>

AMAZON	SUPPLIES	57.50
AMAZON	SUPPLIES	43.08
AMAZON	SUPPLIES	15.99
AMAZON	SUPPLIES	97.98
AMAZON	SUPPLIES	1,424.50
AMAZON	SUPPLIES	279.15
AMAZON	SUPPLIES	114.10
AMAZON	SUPPLIES	17,922.00
AMAZON	SUPPLIES	1,995.00
AMAZON	SUPPLIES	13.80
AMAZON	SUPPLIES	592.01
AMAZON	SUPPLIES	93.40
AMAZON	SUPPLIES	21.90
AMAZON	SUPPLIES	247.98
AMAZON	SUPPLIES	75.94
AMAZON	SUPPLIES	27.98
AMAZON	SUPPLIES	313.99
AMAZON	SUPPLIES	15.92
AMAZON	SUPPLIES	207.67
AMAZON	SUPPLIES	58.08
AMAZON	SUPPLIES	105.06
AMAZON	SUPPLIES	131.45
AMAZON	SUPPLIES	144.46
AMAZON	SUPPLIES	178.98
AMAZON	SUPPLIES	80.28
AMAZON	SUPPLIES	49.79
AMAZON	SUPPLIES	48.89
AMAZON	SUPPLIES	15.92
AMAZON	SUPPLIES	49.98
AMAZON	SUPPLIES	174.58
AMAZON	SUPPLIES	55.53
AMAZON	SUPPLIES	58.95
AMAZON	SUPPLIES	42.86
AMAZON	SUPPLIES	(0.00)
AMAZON	SUPPLIES	43.17
AMAZON	SUPPLIES	9.80

AMAZON	SUPPLIES	81.89
AMAZON	SUPPLIES	69.00
AMAZON	SUPPLIES	89.50
AMAZON	SUPPLIES	23.79
AMAZON	SUPPLIES	187.95
AMAZON	SUPPLIES	10.01
AMAZON	SUPPLIES	29.99
AMAZON	SUPPLIES	621.93
AMAZON	SUPPLIES	82.58
AMAZON	SUPPLIES	49.76
AMAZON	SUPPLIES	188.99
AMAZON	SUPPLIES	37.08
AMAZON	SUPPLIES	352.41
AMAZON	SUPPLIES	69.45
AMAZON	SUPPLIES	43.33
AMAZON	SUPPLIES	13.47
AMAZON	SUPPLIES	104.46
AMAZON	SUPPLIES	35.91
AMAZON	SUPPLIES	90.66
AMAZON	SUPPLIES	515.00
AMAZON	SUPPLIES	45.98
AMAZON	SUPPLIES	209.53
AMAZON	SUPPLIES	210.45
AMAZON	SUPPLIES	73.92
AMAZON	SUPPLIES	141.56
AMAZON	SUPPLIES	48.72
AMAZON	SUPPLIES	40.13
AMAZON	SUPPLIES	5.99
AMAZON	SUPPLIES	418.22
AMAZON	SUPPLIES	35.96
AMAZON	SUPPLIES	123.50
AMAZON	SUPPLIES	151.80
AMAZON	SUPPLIES	162.78
AMAZON	SUPPLIES	76.71
AMAZON	SUPPLIES	182.46
AMAZON	SUPPLIES	22.72
AMAZON	SUPPLIES	73.96
AMAZON	SUPPLIES	68.53
AMAZON	SUPPLIES	9.98
AMAZON	SUPPLIES	153.93
AMAZON	SUPPLIES	186.98
AMAZON	SUPPLIES	83.95
AMAZON	SUPPLIES	629.08
AMAZON	SUPPLIES	251.92
AMAZON	SUPPLIES	447.46
AMAZON	SUPPLIES	188.94
AMAZON	SUPPLIES	88.74
AMAZON	SUPPLIES	119.97
AMAZON	SUPPLIES	37.97
AMAZON	SUPPLIES	26.99
AMAZON	SUPPLIES	814.38
AMAZON	SUPPLIES	264.00
AMAZON	SUPPLIES	149.31
AMAZON	SUPPLIES	78.68
AMAZON	SUPPLIES	79.95
AMAZON	SUPPLIES	47.90
AMAZON	SUPPLIES	99.96
AMAZON	SUPPLIES	11.99
AMAZON	SUPPLIES	160.80
AMAZON	SUPPLIES	141.26

VENDOR TOTAL 33,671.89

AMICK	MONITORING	181.00
	VENDOR TOTAL	<u>181.00</u>
ARCHITECTURAL SPECIALTIES	REPAIR	346.56
ARCHITECTURAL SPECIALTIES	REPAIR	738.00
	VENDOR TOTAL	<u>1,084.56</u>
ARCHITECTURE INC	CTE STUDY	5,000.00
	VENDOR TOTAL	<u>5,000.00</u>
ARROWWOOD RESORT	TRAVEL	355.89
	VENDOR TOTAL	<u>355.89</u>
ASBSD	REGISTRATION	715.00
ASBSD	REGISTRATION	50.00
	VENDOR TOTAL	<u>765.00</u>
B & H PHOTO	SUBSCRIPTION	200.00
	VENDOR TOTAL	<u>200.00</u>
BARK RANCH	FOOD	2,625.00
	VENDOR TOTAL	<u>2,625.00</u>
BH WATER	UTILITIES	3,477.45
	VENDOR TOTAL	<u>3,477.45</u>
BH COUNSELING	COUNSELING	180.00
BH COUNSELING	COUNSELING	180.00
	VENDOR TOTAL	<u>360.00</u>
BH CHEMICAL	SUPPLIES	53.28
BH CHEMICAL	SUPPLIES	1,539.55
BH CHEMICAL	SUPPLIES	1,130.44
BH CHEMICAL	SUPPLIES	64.95
BH CHEMICAL	SUPPLIES	1,588.42
BH CHEMICAL	SUPPLIES	472.00
BH CHEMICAL	SUPPLIES	450.44
BH CHEMICAL	SUPPLIES	1,879.02
BH CHEMICAL	SUPPLIES	531.99
BH CHEMICAL	SUPPLIES	5,900.00
	VENDOR TOTAL	<u>13,610.09</u>
BH ENERGY	ELECTRICITY	58,613.83
	VENDOR TOTAL	<u>58,613.83</u>
BH PEST	PEST CONTROL	3,890.00
BH PEST	PEST CONTROL	155.00
	VENDOR TOTAL	<u>4,045.00</u>
BHSS	TUITION	2,000.00
BHSS	TUITION	1,000.00
BHSS	TUITION	2,000.00
BHSS	TUITION	1,000.00
BHSS	TUITION	1,000.00
BHSS	TUITION	1,000.00

BHSS	TUITION	1,000.00
BHSS	MEMBERSHIP	3,000.00
BHSS	DISTRICT AGREEMENT	338,073.93
BHSS	TUITION	300.00
	VENDOR TOTAL	<u>350,373.93</u>

BLICK	SUPPLIES	3,722.90
	VENDOR TOTAL	<u>3,722.90</u>

CAPITAL ONE	SUPPLIES	19.27
CAPITAL ONE	SUPPLIES	122.22
	VENDOR TOTAL	<u>141.49</u>

CASH-WA	FOOD	1,155.94
CASH-WA	FOOD	450.45
CASH-WA	FOOD	450.78
CASH-WA	FOOD	124.24
CASH-WA	FOOD	1,403.38
CASH-WA	FOOD	447.17
CASH-WA	FOOD	344.60
CASH-WA	FOOD	5,020.11
CASH-WA	FOOD	5,226.52
CASH-WA	FOOD	771.92
CASH-WA	FOOD	219.53
CASH-WA	FOOD	1,585.94
CASH-WA	FOOD	385.32
CASH-WA	FOOD	1,436.09
CASH-WA	FOOD	27.68
CASH-WA	FOOD	5,799.39
CASH-WA	FOOD	5,319.98
CASH-WA	FOOD	491.93
CASH-WA	FOOD	624.66
CASH-WA	FOOD	1,511.11
CASH-WA	FOOD	202.26
CASH-WA	FOOD	1,807.42
CASH-WA	FOOD	911.96
CASH-WA	FOOD	167.30
CASH-WA	FOOD	4,048.90
CASH-WA	FOOD	164.17
CASH-WA	FOOD	5,655.53
CASH-WA	FOOD	23.67
CASH-WA	FOOD	996.11
CASH-WA	FOOD	3,968.91
CASH-WA	FOOD	2,180.99
CASH-WA	FOOD	79.19
CASH-WA	FOOD	612.35
CASH-WA	FOOD	(5.91)
CASH-WA	FOOD	295.54
	VENDOR TOTAL	<u>53,905.13</u>

CASH	STARTUP MONEY BAGS	100.00
CASH	STARTUP MONEY BAGS	4,000.00
	VENDOR TOTAL	<u>4,100.00</u>

CATHEDRAL HOME4CHILDREN	TUITION	5,764.00
	VENDOR TOTAL	<u>5,764.00</u>

CBH	FUEL	1,499.10
	VENDOR TOTAL	<u>1,499.10</u>
CENTURYLINK	TELEPHONE	66.85
	VENDOR TOTAL	<u>66.85</u>
CITY SUMMERSET	UTILITIES	14.60
CITY SUMMERSET	UTILITIES	124.33
	VENDOR TOTAL	<u>138.93</u>
CLASS SOLVER	SUBSCRIPTION	840.00
	VENDOR TOTAL	<u>840.00</u>
COKE	SUPPLIES	1,675.00
COKE	SUPPLIES	2,200.50
	VENDOR TOTAL	<u>3,875.50</u>
COMMTECH	911 SERVICE	106.46
COMMTECH	CABLING PROJECT	25,087.50
COMMTECH	EQUIPMENT	578.34
COMMTECH	EQUIPMENT	2,100.63
	VENDOR TOTAL	<u>27,872.93</u>
COMPUTER VILLAGE	REPAIR	620.00
	VENDOR TOTAL	<u>620.00</u>
COOL CONCEPTS	TRAVEL	35.05
	VENDOR TOTAL	<u>35.05</u>
CPI	REGISTRATION	33.80
CPI	REGISTRATION	169.05
CPI	REGISTRATION	236.67
CPI	REGISTRATION	33.80
CPI	REGISTRATION	236.67
CPI	REGISTRATION	304.29
CPI	REGISTRATION	371.91
CPI	REGISTRATION	135.24
CPI	REGISTRATION	169.05
CPI	REGISTRATION	33.80
	VENDOR TOTAL	<u>1,724.28</u>
DAKOTA BUS	CONTRACTED BUS	2,222.50
DAKOTA BUS	CONTRACTED BUS	2,222.50
DAKOTA BUS	CONTRACTED BUS	4,496.25
DAKOTA BUS	REPAIR	2,070.00
	VENDOR TOTAL	<u>11,011.25</u>
DAKOTA EQUIPMENT	EQUIPMENT	301.43
	VENDOR TOTAL	<u>301.43</u>

DECKER	SUPPLIES	242.00
	VENDOR TOTAL	<u>242.00</u>
DELTA	INSURANCE	18,819.52
	VENDOR TOTAL	<u>18,819.52</u>
EAST SIDE JERSEY	MILK	320.81
EAST SIDE JERSEY	MILK	463.27
EAST SIDE JERSEY	MILK	642.72
EAST SIDE JERSEY	MILK	356.70
EAST SIDE JERSEY	MILK	213.14
EAST SIDE JERSEY	MILK	392.59
EAST SIDE JERSEY	MILK	230.94
EAST SIDE JERSEY	MILK	249.29
EAST SIDE JERSEY	MILK	195.19
EAST SIDE JERSEY	MILK	160.96
EAST SIDE JERSEY	MILK	268.63
EAST SIDE JERSEY	MILK	466.06
EAST SIDE JERSEY	MILK	233.52
EAST SIDE JERSEY	MILK	323.03
EAST SIDE JERSEY	MILK	160.94
EAST SIDE JERSEY	MILK	233.20
	VENDOR TOTAL	<u>4,910.99</u>
EMC	INSURANCE	2,907.53
	VENDOR TOTAL	<u>2,907.53</u>
ENNING PROPANE	PROPANE	633.95
	VENDOR TOTAL	<u>633.95</u>
EPCO	SUPPLIES	97.12
	VENDOR TOTAL	<u>97.12</u>
EXPLORE LEARNING	SUPPLIES	3,295.00
	VENDOR TOTAL	<u>3,295.00</u>
FAITH INDEPENDENT	PUBLISHING	30.28
	VENDOR TOTAL	<u>30.28</u>
FENCE CRAFTERS	REPAIR	979.71
	VENDOR TOTAL	<u>979.71</u>
FLINN	SUPPLIES	73.95
	VENDOR TOTAL	<u>73.95</u>
FOLLETT	LICENSE	6,744.00
	VENDOR TOTAL	<u>6,744.00</u>

FREEMAN ELECTRIC	REPAIR	3,700.00
	VENDOR TOTAL	<u>3,700.00</u>
FATCATSOFTWARE	SUPPLIES	61.60
	VENDOR TOTAL	<u>61.60</u>
GARAGE DOOR	REPAIR	325.00
	VENDOR TOTAL	<u>325.00</u>
GODADDY	SUPPLIES	212.38
	VENDOR TOTAL	<u>212.38</u>
GOLDEN WEST	UTILITIES	63.95
GOLDEN WEST	UTILITIES	46.85
GOLDEN WEST	UTILITIES	103.95
GOLDEN WEST	UTILITIES	152.71
GOLDEN WEST	UTILITIES	83.95
GOLDEN WEST	UTILITIES	46.85
GOLDEN WEST	UTILITIES	63.95
GOLDEN WEST	UTILITIES	48.85
GOLDEN WEST	UTILITIES	63.95
GOLDEN WEST	UTILITIES	48.85
	VENDOR TOTAL	<u>723.86</u>
GOPHER	SUPPLIES	1,936.86
	VENDOR TOTAL	<u>1,936.86</u>
GRAND ELECTRIC	UTILITIES	57.77
GRAND ELECTRIC	UTILITIES	75.15
	VENDOR TOTAL	<u>132.92</u>
GREAT WESTERN TIRE	REPAIR	672.56
	VENDOR TOTAL	<u>672.56</u>
GREENSCAPE	LANDSCAPING	15,137.54
GREENSCAPE	REPAIR	230.78
	VENDOR TOTAL	<u>15,368.32</u>
GRIZZLY INDUSTRIAL	EQUIPMENT	5,428.50
	VENDOR TOTAL	<u>5,428.50</u>
HAUFF	EQUIPMENT	5,677.00
HAUFF	SUPPLIES	610.00
HAUFF	SUPPLIES	3,200.00
HAUFF	SUPPLIES	5,384.46
	VENDOR TOTAL	<u>14,871.46</u>
HOBART	REPAIR	1,876.62
	VENDOR TOTAL	<u>1,876.62</u>

HOBBY LOBBY	SUPPLIES	153.25
	VENDOR TOTAL	<u>153.25</u>
HOME DEPOT	EQUIPMENT	1,092.80
HOME DEPOT	EQUIPMENT	984.47
HOME DEPOT	EQUIPMENT	1,910.54
	VENDOR TOTAL	<u>3,987.81</u>
HOUGHTON	CURRICULUM	800.00
	VENDOR TOTAL	<u>800.00</u>
HOWARD JOHNSON INN	TRAVEL	354.93
HOWARD JOHNSON INN	TRAVEL	709.86
	VENDOR TOTAL	<u>1,064.79</u>
INNOVATIVE	FURNITURE	54,183.20
INNOVATIVE	SUPPLIES	459.48
INNOVATIVE	SUPPLIES	167.52
INNOVATIVE	SUPPLIES	50.52
INNOVATIVE	SUPPLIES	93.22
INNOVATIVE	SUPPLIES	133.67
INNOVATIVE	SUPPLIES	50.83
INNOVATIVE	SUPPLIES	148.44
INNOVATIVE	SUPPLIES	149.46
INNOVATIVE	SUPPLIES	152.05
INNOVATIVE	SUPPLIES	149.33
INNOVATIVE	SUPPLIES	118.59
INNOVATIVE	SUPPLIES	38.10
INNOVATIVE	SUPPLIES	1,326.27
INNOVATIVE	SUPPLIES	49.82
INNOVATIVE	SUPPLIES	299.48
INNOVATIVE	SUPPLIES	134.66
INNOVATIVE	SUPPLIES	134.05
INNOVATIVE	SUPPLIES	150.05
	VENDOR TOTAL	<u>57,988.74</u>
INTERTRONIX	EQUIPMENT	132.74
	VENDOR TOTAL	<u>132.74</u>
KSB	REGISTRATION	3,250.00
	VENDOR TOTAL	<u>3,250.00</u>
LEARNING SOLUTIONS	SERVICES	37.17
	VENDOR TOTAL	<u>37.17</u>
LEGENDARY ELECTRIC	HOOK UP BOILER	7,959.20
	VENDOR TOTAL	<u>7,959.20</u>
LEXIA	SOFTWARE	29,360.00
	VENDOR TOTAL	<u>29,360.00</u>

LOOM	SUBSCRIPTION	190.19
	VENDOR TOTAL	<u>190.19</u>
LOOSE ENDZ CLEANING	CONTRACTED CLEANING	20,582.66
	VENDOR TOTAL	<u>20,582.66</u>
LOWE ROOFING	STEL ROOF REPLACEMENT	98,990.00
LOWE ROOFING	REPAIR	300.80
	VENDOR TOTAL	<u>99,290.80</u>
LYNNS	SUPPLIES	78.01
LYNNS	SUPPLIES	125.00
LYNNS	SUPPLIES	95.88
	VENDOR TOTAL	<u>298.89</u>
MCGRAW-HILL	CURRICULUM	7,914.94
	VENDOR TOTAL	<u>7,914.94</u>
MEADE FS	SUPPLIES	820.44
	VENDOR TOTAL	<u>820.44</u>
MEGUIRE CHEMICAL	MAINTENANCE	1,320.00
MEGUIRE CHEMICAL	MAINTENANCE	1,090.00
	VENDOR TOTAL	<u>2,410.00</u>
MHS	SUPPLIES	285.00
	VENDOR TOTAL	<u>285.00</u>
MIDCO	UTILITIES	419.55
MIDCO	UTILITIES	800.39
MIDCO	UTILITIES	107.49
MIDCO	UTILITIES	107.73
MIDCO	UTILITIES	1,500.39
MIDCO	UTILITIES	600.39
MIDCO	UTILITIES	500.39
MIDCO	UTILITIES	50.09
MIDCO	UTILITIES	1,106.78
MIDCO	UTILITIES	107.33
MIDCO	UTILITIES	50.09
MIDCO	UTILITIES	50.09
MIDCO	UTILITIES	107.33
MIDCO	UTILITIES	420.26
	VENDOR TOTAL	<u>7,729.47</u>
MIDCONTINENT	TESTING	25.00
	VENDOR TOTAL	<u>25.00</u>
MDU	UTILITIES	4,252.32
	VENDOR TOTAL	<u>4,252.32</u>

MSC INDUSTRIAL	EQUIPMENT	3,419.82
	VENDOR TOTAL	<u>3,419.82</u>
NAEIR	MEMBERSHIP	59.00
	VENDOR TOTAL	<u>59.00</u>
NAPA	SUPPLIES	33.14
	VENDOR TOTAL	<u>33.14</u>
NATIONAL SPEECH ASSOCIATION	REGISTRATION	48.00
	VENDOR TOTAL	<u>48.00</u>
NIES KARRAS & SKJOLDAL	LEGAL SERVICES	649.55
	VENDOR TOTAL	<u>649.55</u>
NORTHWEST PIPE	SUPPLIES	20.56
	VENDOR TOTAL	<u>20.56</u>
OFFICE WONDERLAND	EQUIPMENT	2,295.00
	VENDOR TOTAL	<u>2,295.00</u>
ORANGE TREE EMPLOYMENT	SERVICES	132.19
ORANGE TREE EMPLOYMENT	SERVICES	663.89
	VENDOR TOTAL	<u>796.08</u>
OWEN'S	EQUIPMENT	36.99
	VENDOR TOTAL	<u>36.99</u>
PAR	SUPPLIES	2,563.60
	VENDOR TOTAL	<u>2,563.60</u>
PEARSON	SUPPLIES	50.00
	VENDOR TOTAL	<u>50.00</u>
PERFORMANCEFOOD	SUPPLIES	156.54
PERFORMANCEFOOD	SUPPLIES	1,215.36
PERFORMANCEFOOD	SUPPLIES	1,430.34
PERFORMANCEFOOD	SUPPLIES	1,396.58
PERFORMANCEFOOD	SUPPLIES	1,773.19
PERFORMANCEFOOD	SUPPLIES	178.86
PERFORMANCEFOOD	SUPPLIES	954.20
PERFORMANCEFOOD	SUPPLIES	1,288.17
	VENDOR TOTAL	<u>8,393.24</u>
PIZZA HUT	SUPPLIES	93.42
	VENDOR TOTAL	<u>93.42</u>

PLAINS TOWING	REPAIR	184.34
	VENDOR TOTAL	<u>184.34</u>
POMP'S	SUPPLIES	20.43
	VENDOR TOTAL	<u>20.43</u>
PUSH PEDAL	SUPPLIES	852.00
	VENDOR TOTAL	<u>852.00</u>
QDOBA	SUPPLIES	325.17
	VENDOR TOTAL	<u>325.17</u>
QUILL	SUPPLIES	877.45
QUILL	SUPPLIES	39.34
QUILL	SUPPLIES	227.37
	VENDOR TOTAL	<u>1,144.16</u>
RASMUSSEN	REPAIR	1,375.00
	VENDOR TOTAL	<u>1,375.00</u>
REFUSE	UTILITIES	590.36
	VENDOR TOTAL	<u>590.36</u>
RIDDELL	EQUIPMENT	6,500.45
	VENDOR TOTAL	<u>6,500.45</u>
ROBERTS KIMBERLY	MILEAGE	85.25
	VENDOR TOTAL	<u>85.25</u>
ROTH CHRISTIAN	MILEAGE	270.54
	VENDOR TOTAL	<u>270.54</u>
RUNNINGS	SUPPLIES	26.99
	VENDOR TOTAL	<u>26.99</u>
RUSHMORE SUPPLY	SUPPLIES	3,938.00
RUSHMORE SUPPLY	SUPPLIES	36.00
RUSHMORE SUPPLY	SUPPLIES	178.50
RUSHMORE SUPPLY	SUPPLIES	198.00
RUSHMORE SUPPLY	SUPPLIES	1,969.00
RUSHMORE SUPPLY	SUPPLIES	49.00
RUSHMORE SUPPLY	SUPPLIES	198.00
	VENDOR TOTAL	<u>6,566.50</u>
SASD	REGISTRATION	100.00
	VENDOR TOTAL	<u>100.00</u>

SCHOOL DATEBOOKS	SUPPLIES	560.63
SCHOOL DATEBOOKS	SUPPLIES	336.72
SCHOOL DATEBOOKS	SUPPLIES	299.00
SCHOOL DATEBOOKS	SUPPLIES	676.20
SCHOOL DATEBOOKS	SUPPLIES	136.00
	VENDOR TOTAL	<u>2,008.55</u>
SNASD	DUES	154.00
	VENDOR TOTAL	<u>154.00</u>
SCHOOL OUTFITTERS	SUPPLIES	184.19
SCHOOL OUTFITTERS	SUPPLIES	115.99
	VENDOR TOTAL	<u>300.18</u>
SCHOOL SPECIALTY	SUPPLIES	71.06
SCHOOL SPECIALTY	SUPPLIES	6.00
SCHOOL SPECIALTY	SUPPLIES	130.34
SCHOOL SPECIALTY	SUPPLIES	242.62
SCHOOL SPECIALTY	SUPPLIES	461.27
	VENDOR TOTAL	<u>911.29</u>
SCULL	SBHS KITCHEN PROJECT	339,834.46
	VENDOR TOTAL	<u>339,834.46</u>
SDSU	SCHOOLARSHIP	500.00
	VENDOR TOTAL	<u>500.00</u>
SENROR WOOLY	CURRICULIM	199.00
	VENDOR TOTAL	<u>199.00</u>
SERVALL	MOPS	80.73
SERVALL	MOPS	147.15
SERVALL	APRONS	29.58
SERVALL	MOPS	80.73
SERVALL	APRON BIB	90.11
SERVALL	MATS	849.98
SERVALL	TOWELS	19.47
SERVALL	APRON BID	49.41
SERVALL	TOWELS	48.41
SERVALL	MOPS	80.73
SERVALL	MOPS	95.70
SERVALL	APRON	47.06
	VENDOR TOTAL	<u>1,619.06</u>
SEVERSON DIRT WORK	SUPPLIES	455.00
	VENDOR TOTAL	<u>455.00</u>
SHERATON HOTEL	TRAVEL	204.00
SHERATON HOTEL	TRAVEL	135.00
SHERATON HOTEL	TRAVEL	270.00
SHERATON HOTEL	TRAVEL	270.00
	VENDOR TOTAL	<u>879.00</u>

SHERWIN WILLIAMS	SUPPLIES	67.75
	VENDOR TOTAL	<u>67.75</u>
SIMON MATERIALS	SUPPLIES	46.69
SIMON MATERIALS	SUPPLIES	84.42
	VENDOR TOTAL	<u>131.11</u>
SODAK	REGISTRATION	770.00
	VENDOR TOTAL	<u>770.00</u>
SOLAR SOUND	SUPPLIES	398.40
SOLAR SOUND	SUPPLIES	597.00
	VENDOR TOTAL	<u>995.40</u>
SPEEDY LUBE	REPAIR	65.97
	VENDOR TOTAL	<u>65.97</u>
STAPLES	SUPPLIES	204.99
	VENDOR TOTAL	<u>204.99</u>
STURGIS TIRE	REPAIR	134.05
STURGIS TIRE	REPAIR	26.78
	VENDOR TOTAL	<u>160.83</u>
STURGIS CITY	UTILITIES	306.62
STURGIS CITY	UTILITIES	1,438.19
STURGIS CITY	UTILITIES	2,227.44
STURGIS CITY	UTILITIES	136.91
STURGIS CITY	UTILITIES	444.22
STURGIS CITY	UTILITIES	3,002.06
STURGIS CITY	UTILITIES	314.65
	VENDOR TOTAL	<u>7,870.09</u>
SUCCESS BY DESIGN	SUPPLIES	1,156.23
	VENDOR TOTAL	<u>1,156.23</u>
SUMMIT	INSPECTION	97.00
SUMMIT	INSPECTION	329.00
	VENDOR TOTAL	<u>426.00</u>
SUN LIFE	INSURANCE	3,880.21
	VENDOR TOTAL	<u>3,880.21</u>
SUNDANCE	EQUIPMENT	42.00
	VENDOR TOTAL	<u>42.00</u>

SUPERIOR	PORTA POTTIES	400.00
	VENDOR TOTAL	<u>400.00</u>
SWEETWATER SOUND	SUPPLIES	745.00
	VENDOR TOTAL	<u>745.00</u>
SYNCHRONY BANK	SUPPLIES	215.81
SYNCHRONY BANK	SUPPLIES	385.09
SYNCHRONY BANK	SUPPLIES	264.94
SYNCHRONY BANK	MEMBERSHIP	642.51
	VENDOR TOTAL	<u>1,722.56</u>
TARGET	SUPPLIES	22.93
	VENDOR TOTAL	<u>22.93</u>
TEMPTECH	REPAIR	35.71
	VENDOR TOTAL	<u>35.71</u>
THEMES & VARIATIONS	SOFTWARE	1,000.00
	VENDOR TOTAL	<u>1,000.00</u>
THRIFTBOOKS	SUPPLIES	20.03
	VENDOR TOTAL	<u>20.03</u>
TRAINING ROOM	SUPPLIES	317.80
TRAINING ROOM	SUPPLIES	364.66
TRAINING ROOM	SUPPLIES	169.61
	VENDOR TOTAL	<u>852.07</u>
TRUGREEN	LAWN CARE	1,965.61
	VENDOR TOTAL	<u>1,965.61</u>
TURBIVILLE ELECTRIC	EQUIPMENT	232.25
TURBIVILLE ELECTRIC	EQUIPMENT	239.41
TURBIVILLE ELECTRIC	SUPPLIES	24.54
	VENDOR TOTAL	<u>496.20</u>
UNITED AIRLINES	TRAVEL	437.95
	VENDOR TOTAL	<u>437.95</u>
US BANK	PRINTER LEASE	5,568.35
	VENDOR TOTAL	<u>5,568.35</u>
USPS	SUPPLIES	120.00
	VENDOR TOTAL	<u>120.00</u>

USD-CENTER DISABILITIES	REGISTRATION	600.00
	VENDOR TOTAL	<u>600.00</u>
VARSITY SCOREBOARDS	SUPPLIES	150.00
	VENDOR TOTAL	<u>150.00</u>
VERIZON	HOT SPOT	22.53
VERIZON	HOT SPOT	22.53
	VENDOR TOTAL	<u>45.06</u>
VISIBLE DIFFERENCE JANITORIAL	CONTRACTED CLEANING	13,789.10
	VENDOR TOTAL	<u>13,789.10</u>
WALMART	SUPPLIES	13.44
WALMART	SUPPLIES	260.27
	VENDOR TOTAL	<u>273.71</u>
WEBSTAIRANT	SUPPLIES	1,547.66
WEBSTAIRANT	SUPPLIES	98.49
WEBSTAIRANT	SUPPLIES	302.34
WEBSTAIRANT	SUPPLIES	98.48
WEBSTAIRANT	SUPPLIES	98.49
WEBSTAIRANT	SUPPLIES	98.49
WEBSTAIRANT	SUPPLIES	88.38
	VENDOR TOTAL	<u>2,332.33</u>
WELLMARK	INSURANCE	229,904.00
	VENDOR TOTAL	<u>229,904.00</u>
WERLINGER	REPAIR	920.39
WERLINGER	REPAIR	2,376.47
	VENDOR TOTAL	<u>3,296.86</u>
WEST RIVER ELECTRIC	UTILITIES	129.51
WEST RIVER ELECTRIC	UTILITIES	590.36
WEST RIVER ELECTRIC	UTILITIES	145.31
WEST RIVER ELECTRIC	UTILITIES	426.80
WEST RIVER ELECTRIC	UTILITIES	73.44
	VENDOR TOTAL	<u>1,365.42</u>
WESTERN PSYCH	SUPPLIES	1,410.20
WESTERN PSYCH	SUPPLIES	(280.00)
	VENDOR TOTAL	<u>1,130.20</u>
WEX	FUEL	684.49
	VENDOR TOTAL	<u>684.49</u>
WW WATER	UTILITIES	86.00
	VENDOR TOTAL	<u>86.00</u>

ZOHO

SOFTWARE

	1,795.00
VENDOR TOTAL	<u>1,795.00</u>

GENERAL FUNDS	\$ 484,254.16
CAPITAL OUTLAY	\$ 279,816.09
SPECIAL SERVICES	\$ 407,034.05
SBHS KITCHEN PROJECT	\$ 354,972.00
FOOD SERVICE	\$ 83,541.22
ENTERPRISE	<u>\$ 8,430.99</u>
TOTAL EXPENDITURES	\$ 1,618,048.51

Coaches (7-12) - 2024-2025 School Year as of 9/4/2024

Girls Soccer		Boys Basketball	
Name		Name	
Head Coach	Paul Smith	Head Coach	Dan Skinner
Assistant Coach	Alexa Buckley	Assistant Coach	Pat Cass
Volunteer Coach	Riley Burke	Assistant Coach	
Boys Soccer		Boys Basketball	
Name		Name	
Head Coach	Tyler Louder	Volunteer Coach	Nick Nagel
Assistant Coach	Bryan Tweedy	Volunteer Coach	Jake Killinger
Volunteer Coach	Kale Dennis	SWMS Coach - 8A	Mikayla Wilson
Cross Country		Boys Basketball	
Name		Name	
Head Coach	Blake Proefrock	SWMS Coach - 8B	Joseph Fasso
Assistant Coach	Scott Peterson	SWMS Coach - 7A	Carsey Clement
SWMS Head	Kristin Cammack	SWMS Coach - 7B	
SWMS Asst.	Taylor Trohkimoinen	SBMS Coach - 8A	Renee Harringer
SBMS Head	Cooper Stanforth	SBMS Coach - 8B	Billy Carpenter
SBMS Asst.	Kattie Bland	SBMS Coach - 7A	Keenan Justice
		SBMS Coach - 7B	Colton Juso
Cheer		Girls Basketball	
Name		Name	
Head Coach	Brooke Wuebben	Head Coach	Courtney Pool
Assistant Coach	Rachel Neuschwander	Assistant Coach	Josie Dirksen
Volunteer Coach	Mercedes Vander Wal	Assistant Coach	Lexi Long
Boys Golf		Girls Basketball	
Name		Name	
Head Coach	Steve Keszler	SWMS Coach - 8A	Roxanne Murphy
Volunteer Coach	Dana Limbo	SWMS Coach - 8B	Taylor Tronkimoinen
		SWMS Coach - 7A	Carsey Clement
Volleyball		Girls Basketball	
Name		Name	
Head Coach	Timmi Lewis	SWMS Coach - 7B	Kayleen Selfridge
Assistant Coach - JV	Katie O'Boyle	SBMS Coach - 8A	Alexa Buckley
Assistant Coach - C/9th	Alicia Pennel	SBMS Coach - 8B	Cami Wenk
Volunteer Coach		SBMS Coach - 7A	Renee Herringer
		SBMS Coach - 7B	Billy Carpenter
SWMS Coach - 8A	Roxy Murphy	Wrestling	
SWMS Coach - 8B	Twyla Barden	Name	
SWMS Coach - 7A	Ashley Abell	Head Coach	Mike Abell
SWMS Coach - 7B	Taylor Erlenbusch	Assistant Coach	Steve Keszler
SBMS Coach - 7A	Darla Aspen	Assistant Coach	Jason Schlichtemeier
SBMS Coach - 7B	Megan Burgner	Assistant Coach	Bryce Leonhardt
SBMS Coach - 8A	Kylie Farrar	Assistant Coach	Rance Sivertsen
SBMS Coach - 8B	Renee Herringer (after 24 season)	Volunteer Coach	Ashley Abell
		Volunteer Coach	Kyler Henderson
Football		Wrestling	
Name		Name	
Head Coach	Chris Koletzky	Volunteer Coach	Daren Snyder
Assistant Coach	Ward Anderson	SWMS Head	Jason Schlichtemeier
Assistant Coach	Tyler Lewis	SWMS Asst.	Bryce Leonhardt
Assistant Coach	Dan Graf	SBMS Head	Anson Juelfs
Assistant Coach	Pat Cass	SBMS Asst.	Tyler Lewis
Assistant Coach	Shane Whidby	SBMS Volunteer	Edward Heisinger
Assistant Coach	Coleman Johnson	Track	
Assistant Coach	Justin Burnham	Name	
		Head Coach	Blake Proefrock
		Assistant Coach	Scott Peterson

Volunteer Coach		Assistant Coach	Shane Whidby
Volunteer Coach	Tom Donney	Assistant Coach	Chris Koletzky
Volunteer Coach	Dusty Hess	Assistant Coach	Ward Anderson
Volunteer Coach	Brian Jost	Assistant Coach	Kristi Cammack
SWMS Coach - 8	Rex Schrock	Volunteer Coach	Chad Hedderman
SWMS Coach - 8	Jon Pierson	Volunteer Coach	Mike Brant
SWMS Coach - 7	Mike Abell	SWMS Head	Dan Skinner
SWMS Coach - 7	Jason Schlichtemeier	SWMS Asst.	Mike Abell
SBMS Coach - 8	Billy Carpenter	SWMS Asst.	Ashley Abell
SBMS Coach - 8	Cody Uran	SWMS Asst.	Josie Dirksen
SBMS Coach - 7	Keenan Justice	SWMS Asst.	Shane Whidby
SBMS Coach - 7	Ethan Fritel	SWMS Volunteer	Scottie Bruch
Debate	Name	SBMS Head	Cooper Stanforth
Head Coach	Eric Johnson	SBMS Asst.	Kylie Farrar
Assistant Coach	Tamara Voight	SBMS Asst.	Katie O'Boyle
SWMS Coach	Megan Oviatt	SBMS Asst.	Courtney Pitsor
SBMS Coach	Kelsey Ruff	SBMS Asst.	Kattie Bland
Oral Interp	Name	Girls Golf	Name
Head Coach		Head Coach	Steve Keszler
SWMS Coach	-	Assistant Coach	
SBMS Coach	-	Girls Softball	Name
Band	Name	Head Coach	Kayleen Selfridge
Head Director	Emily Young	Assistant Coach	
SWMS/SBMS	Gary Nelson		
Chorus	Name	Junior Class Advisors	
Head Director	Jennifer Loftin	Split	Vanessa Bridges
SWMS/SBMS	Hillary Hill	Split	Jennifer Loftin
Drama	Name	Senior Class Advisors	
Head Director	Shawntera Kennedy	Split	Stephanie Kaufman
Volunteer Coach	Teresa Bartlett	Split	Kari Van Zee
SWMS Director	Hillary Hill	Split	Jenece Holzbauer
SWMS Asst. Director	Gina Soriano		
SBMS Director	Carol Waider		
SBMS Asst. Director	Katie Harrington	Rural Volleyball	
Yearbook	Name	Head Coach	Amy Wilcox
Head Advisor	Shanna Dschaak	Asst Coach	Cassie Rhoden
SWMS Advisor	Kristi Cammack	Rural Basketball	
SBMS Advisor	Cami Wenk	Coach	Jade Keffeler
Journalism	Name	Coach	Kaitlyn Keffeler
Head Advisor	Shane Whidby	Coach	Trent Schuelke
FFA	Name	Coach	JJ Elshere
Head Advisor	Stran Holben	Coach	Dusty Hatch
Volunteer Coach	Sidney Peterson	Coach	Chase Arneson
Student Council	Name	Rural Track	
Head Advisor	Matt Mott	Head Coach	Lexi Long
SWMS Advisor	Kristi Cammack/Mikayla Wilson		

SBMS Advisor	Jimi Olson/Grace Steinley		Special Olympics	
Knowledge Bowl	Name		Head Coach	Carmen Scarborough
Head Advisor	Jean Karsten		Asst Coach	Macenzie Ramola
SWMS Advisor	Tammy Neilan			
SBMS Advisor	Tiana Kassis			
Prostart	Name			
Head Advisor	Mica Sulzbach-Bataille			
FCCLA				
Head Advisor	Kari Van Zee			
Volunteer Coach	Lorrae Aker			
Volunteer Coach	Catherine Yaw			

REQUEST FOR SCHOOL BOARD WAIVER

September



Date: 8/7/24

Name of the school board member, school administrator or school business manager requesting the waiver:
Chantal Ligtenberg

Brief explanation of the potential conflict of interest:
My daughter Tatum subs during her college breaks.

Brief explanation of the essential terms of the contract(s) or transaction(s) from which a potential conflict of interest may arise, including

(1) all parties to the contract
Tatum may sub in the building I serve as principal

(2) the person's role in the contract or transaction
I could be supervising my own daughter

(3) the purpose(s)/objective(s) of the contract
She may be filling in for a teacher that is out of the building.

(4) the consideration or benefit conferred or agreed to be conferred upon each party
Yes

(5) the length of time of the contract
24-25 school year

(6) any other relevant information
N/A

Signature of Person Requesting Waiver Chantal Ligtenberg

THIS IS A PUBLIC DOCUMENT

Date: 9.3.24

Name of the school board member, school administrator or school business manager requesting the waiver:

Ethan Dscheak

Brief explanation of the potential conflict of interest:

My wife, Shanna Dscheak, is a high school teacher in the Meade School District.

Brief explanation of the essential terms of the contract(s) or transaction(s) from which a potential conflict of interest may arise, including

(1) all parties to the contract

Ethan Dscheak & Shanna Dscheak

(2) the person's role in the contract or transaction

Ethan Dscheak is a principal in the Meade District. He does NOT work with his wife or supervise her in any way.

(3) the purpose(s)/objective(s) of the contract

To declare the potential for a conflict of interest based on our job descriptions.

(4) the consideration or benefit conferred or agreed to be conferred upon each party

We do not work together in the same building but for the sake of transparency I want to be clear that I am an administrator & Shanna is a teacher.

(5) the length of time of the contract

One year

(6) any other relevant information

None

Signature of Person Requesting Waiver: _____

Eth Dscheak

THIS IS A PUBLIC DOCUMENT

WAIVER AUTHORIZATION PURSUANT TO SDCL 3-23-3

A written request for waiver of conflict, dated _____, was received from

_____. The request was acted upon by the members of the

_____ School District School Board during a meeting held on _____.

_____ The request for waiver was denied because the terms of the contract were not considered fair and reasonable, or contrary to the public interest.

_____ The request for waiver was authorized because the terms of the contract are fair, reasonable, and not contrary to the public interest such that a waiver should be granted.

_____ The request for waiver was authorized because the terms of the contract are fair, reasonable, and not contrary to the public interest such that a waiver should be granted, subject to the following conditions:

Signature of School Board President /Chairperson or Authorized Member

Printed Name: _____

Date _____

Date mailed to Auditor General _____

THIS IS A PUBLIC DOCUMENT

REQUEST FOR SCHOOL BOARD WAIVER

Date: SEPTEMBER 3, 2024

Name of the school board member, school administrator or school business manager requesting the waiver:
PETER WILSON

Brief explanation of the potential conflict of interest:
My wife teaches in the middle school.

Brief explanation of the essential terms of the contract(s) or transaction(s) from which a potential conflict of interest may arise, including

(1) all parties to the contract

(2) the person's role in the contract or transaction

(3) the purpose(s)/objective(s) of the contract

(4) the consideration or benefit conferred or agreed to be conferred upon each party

(5) the length of time of the contract

(6) any other relevant information

Signature of Person Requesting Waiver: 

THIS IS A PUBLIC DOCUMENT

_____ SCHOOL BOARD

WAIVER AUTHORIZATION PURSUANT TO SDCL 3-23-3

A written request for waiver of conflict, dated _____, was received from _____.

_____ The request was acted upon by the members of the _____ School District School Board during a meeting held on _____.

- _____ The request for waiver was denied because the terms of the contract were not considered fair and reasonable, or contrary to the public interest.
- _____ The request for waiver was authorized because the terms of the contract are fair, reasonable, and not contrary to the public interest such that a waiver should be granted.
- _____ The request for waiver was authorized because the terms of the contract are fair, reasonable, and not contrary to the public interest such that a waiver should be granted, subject to the following conditions:

Signature of School Board President /Chairperson or Authorized Member

Printed Name: _____

Date _____

Date mailed to Auditor General _____

THIS IS A PUBLIC DOCUMENT

MEADE SCHOOL DISTRICT 46-1
 STATEMENT OF CASH RECEIPTS, DISBURSEMENTS AND CASH BALANCES
 FOR THE MONTH END AUGUST 31, 2024.

EXHIBIT A

August 1, 2024	FUND 10	FUND 21	FUND 22	FUND 42	FUND 51	FUND 53	
	GENERAL FUND	CAPITAL OUTLAY	SPEC. SERVICES	PVE	FOOD SERVICE	ENTERPRISE	CUSTODIAL
BEGINNING BALANCES	5,216,430.97	4,501,138.43	1,913,590.45	0.00	423,880.08	162,330.20	374,659.15
PETTY CASH	1.00						
CASH CHANGE	0.00						
ADVANCE PAYMENTS	17,728.13						
CASH IN BANK	1,299,080.13	6,542.63	110,565.37	0.00	4,581.58	59,160.20	173,039.91
SAVINGS	3,899,621.71	4,494,595.80	1,803,025.08		419,298.50	103,170.00	201,619.24
UNEMPLOYMENT SAVINGS	11,877.99						
INVESTMENTS, CD	1,000,000.00	1,000,000.00					
INVESTMENTS, CD	1,111,928.43						
TRANSFERS IN:				339,834.46			
REVENUE:							
LOCAL TAXES	57,552.56	31,190.92	19,656.72				
OTHER SOURCES	125,300.94	312.51	194.54				
STATE	974,826.00		94,456.00				
FEDERAL	71,396.00		1,346.00				
OTHER SOURCES	23,115.91	16,308.90	4,246.25		67,070.02	1,677.99	37,399.02
TOTAL REVENUE	1,252,191.41	47,812.33	119,899.51	339,834.46	67,070.02	1,677.99	37,399.02
TO BE ACCT'D FOR:	6,468,622.38	4,548,950.76	2,033,489.96	339,834.46	490,950.10	164,008.19	412,058.17
TRANSFER OUT:		339,834.46					
EXPENDITURES	1,802,256.98	835,744.28	330,493.04	339,834.46	79,426.34	3,037.00	31,706.47
ENDING BALANCES 8/31/2024	4,666,365.40	3,373,372.02	1,702,996.92	0.00	411,523.76	160,971.19	380,351.70
PETTY CASH	1.00						
CASH CHANGE	2,000.00				100.00	2,000.00	
ADVANCE PAYMENTS	17,728.13						
CASH IN BANK	1,356,973.38	18,832.89	13,874.33		36,281.95	57,492.20	177,619.30
SAVINGS	3,289,662.89	3,354,539.13	1,689,122.59		375,241.81	103,478.99	202,732.40
UNEMPLOYMENT SAVINGS	11,881.90						
INVESTMENTS, CD	1,013,713.70	1,013,713.70					
INVESTMENTS, CD	1,122,970.95						

SCHEDULE OF INVESTMENTS 8/31/2024

GENERAL FUND

FIRST INTERSTATE BANK SAVINGS 6112	\$3,289,662.89
FIRST INTEREST UNEMPLOYMENT SAVINGS	\$11,881.90
FIRST INTERSTATE BANK CHECKING 7107	\$1,356,973.38
PIONEER BANK CD	\$1,122,970.95
FIRST INTERSTATE BANK CD	\$1,013,713.70
TOTAL GENERAL FUND	<u>\$6,795,202.82</u>

CAPITAL OUTLAY

FIRST INTERSTATE BANK SAVINGS 6112	\$3,354,539.13
FIRST INTERSTATE BANK CHECKING 7107	\$18,832.89
FIRST INTERSTATE BANK CD	\$1,013,713.70
TOTAL CAPITAL OUTLAY	<u>\$4,387,085.72</u>

SPECIAL EDUCATION

FIRST INTERSTATE BANK SAVINGS 6112	\$1,689,122.59
FIRST INTERSTATE BANK CHECKING 7107	\$13,874.33
TOTAL SPECIAL EDUCATION	<u>\$1,702,996.92</u>

FOOD SERVICE

FIRST INTERSTATE BANK SAVINGS 6112	\$375,241.81
FIRST INTERSTATE BANK CHECKING 7107	\$26,281.95
TOTAL FOOD SERVICE	<u>\$401,523.76</u>

ENTERPRISE

FIRST INTERSTATE BANK SAVINGS 6112	\$103,478.99
FIRST INTERSTATE BANK CHECKING 7107	\$57,492.20
TOTAL CONCESSION	<u>\$160,971.19</u>

TOTAL ALL FUNDS**\$13,447,780.41**

ALICE HAYES SCHOLARSHIP	\$5,748.61
CD, CENTRAL, GRIMSBO SCHOLARSHIP	\$3,456.97
PSBK/CD CNTRL, KEY CITY RIDING CLUB	\$3,173.43
CD, CENTRAL, SIGMAN	\$500.00
CD, CENTRAL, WOODLE SCHOLARSHIP	\$9,558.55
PSBK, CENTRAL, BROWN SCHOLARSHIP	\$0.00
PSBK, CENTRAL FLEXIBLE CAFETERIA/HSA	\$39,630.00
ALLEN SIGMAN MEMORIAL	\$1,278.19
	<u>63,345.75</u>

TOTAL ALL FUNDS INVESTED

Brett Burditt -Business Manager Meade 46-1

13,511,126.16

Fund: 10 GENERAL FUND						
<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
10 1110 000	AD VALOREN TAXES	9,768,609.00	54,586.26	136,775.56	1.40	9,631,833.44
10 1112 000	AD VALOREM MOBILE HOMES	220,000.00	1,482.45	3,450.51	1.57	216,549.49
10 1120 000	PRIOR YEAR AD VALOREM	30,000.00	1,483.85	2,524.88	8.42	27,475.12
10 1140 000	UTILITY TAXES	215,000.00	0.00	0.00	0.00	215,000.00
10 1190 000	PENALTIES AND INTEREST	30,000.00	844.24	1,851.58	6.17	28,148.42
10 1210 000	REVENUE IN LIEU OF TAXES	0.00	0.00	12,118.21	0.00	(12,118.21)
10 1510 000	INVESTMENT EARNINGS	130,000.00	22,276.76	33,991.82	26.15	96,008.18
10 1510 020	INVESTMENT EARNINGS	0.00	3.91	8.20	0.00	(8.20)
10 1510 107	INVESTMENT EARNINGS	100,000.00	11,042.52	11,042.52	11.04	88,957.48
10 1710 000	ADMISSIONS	60,000.00	6,673.00	6,673.00	11.12	53,327.00
10 1790 000	OTHER PUPIL ACTIVITY INCOME	15,000.00	0.00	0.00	0.00	15,000.00
10 1910 000	RENTALS	25,000.00	2,825.60	6,151.20	24.60	18,848.80
10 1920 000	CONTRIBUTIONS AND DONATIONS	81,000.00	0.00	25,000.00	30.86	56,000.00
10 1920 140	CONTRIBUTIONS AND DONATIONS	0.00	0.00	8,250.00	0.00	(8,250.00)
10 1920 400	CONTRIBUTIONS AND DONATIONS	0.00	0.00	14,000.00	0.00	(14,000.00)
10 1950 000	REFUND PRIOR YEARS' EXPENDITURES	45,000.00	0.00	538.21	1.20	44,461.79
10 1971 000	INSURANCE PREMIUMS	6,000.00	127.15	200.00	3.33	5,800.00
10 1971 200	INSURANCE PREMIUMS	0.00	450.00	450.00	0.00	(450.00)
10 1971 201	INSURANCE PREMIUMS	0.00	75.00	75.00	0.00	(75.00)
10 1971 400	INSURANCE PREMIUMS	0.00	100.00	100.00	0.00	(100.00)
10 1973 000	MEDICAID	10,000.00	0.00	2,254.48	22.54	7,745.52
10 1990 000	OTHER	15,000.00	15.00	515.00	3.43	14,485.00
10 1990 140	OTHER	0.00	0.00	290.00	0.00	(290.00)
	Subtotal: REVENUE FROM LOCAL SOURCES	10,750,609.00	101,985.74	266,260.17	2.48	10,484,348.83
10 2110 000	COUNTY APPORTIONMENT	350,000.00	23,374.56	46,373.33	13.25	303,626.67
	Subtotal: REV FROM INTERMEDIATE SOURCES	350,000.00	23,374.56	46,373.33	13.25	303,626.67
10 3111 030	STATE AID	11,953,318.00	974,826.00	1,949,134.00	16.31	10,004,184.00
10 3112 030	STATE APPORTIONMENT	229,000.00	0.00	0.00	0.00	229,000.00
10 3114 030	BANK FRANCHISE TAX	114,000.00	0.00	0.00	0.00	114,000.00
10 3119 030	GAMING REVENUE	7,500.00	0.00	0.00	0.00	7,500.00
10 3125 050	ASSOCIATE INSTRUCTORS (MENTOR)	0.00	(150.40)	0.00	0.00	0.00
10 3900 030	OTHER STATE REVENUE	6,000.00	0.00	0.00	0.00	6,000.00
10 3910 030	NATIONAL GUARD RENT	5,700.00	0.00	0.00	0.00	5,700.00
	Subtotal: REVENUE FROM STATE SOURCES	12,315,518.00	974,675.60	1,949,134.00	15.83	10,366,384.00
10 4121 000	NATIONAL MINERALS	25,000.00	0.00	0.00	0.00	25,000.00
10 4122 000	TAYLOR GRAZING	14,500.00	0.00	0.00	0.00	14,500.00
10 4131 000	NATIONAL FOREST LANDS	15,000.00	0.00	0.00	0.00	15,000.00
10 4151 014	FFV GRANT	91,000.00	0.00	0.00	0.00	91,000.00
10 4153 044	TITLE IV	82,705.00	0.00	0.00	0.00	82,705.00
10 4158 042	TITLE I	707,571.00	0.00	0.00	0.00	707,571.00
10 4159 503	TITLE II PART A	223,944.00	0.00	0.00	0.00	223,944.00
10 4161 000	VOCATIONAL EDUCATION	51,529.00	0.00	0.00	0.00	51,529.00
	Subtotal: REVENUE FROM FEDERAL SOURCES	1,211,249.00	0.00	0.00	0.00	1,211,249.00
10 5140 000	COMPENSATION-LOSS OF GNRL FA	0.00	1,846.37	4,084.45	0.00	(4,084.45)
	Subtotal: OTHER SOURCES	0.00	1,846.37	4,084.45	0.00	(4,084.45)
	Fund Total:	24,627,376.00	1,101,882.27	2,265,851.95	9.20	22,361,524.05

Fund: 21 CAPITAL OUTLAY

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
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Fund: 21 CAPITAL OUTLAY

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
21 1110 000	AD VALOREM TAXES	6,070,000.00	29,439.74	72,015.54	1.19	5,997,984.46
21 1112 000	AD VALOREM MOBILE HOMES	180,000.00	695.79	1,968.29	1.09	178,031.71
21 1120 000	PRIOR YEARS' AD VALOREM TAXES	15,000.00	1,055.39	1,548.72	10.32	13,451.28
21 1190 000	PENALTIES AND INTEREST ON TAXES	10,000.00	312.51	688.30	6.88	9,311.70
21 1510 000	INVESTMENTS EARNINGS	115,000.00	22,153.60	35,353.90	30.74	79,646.10
Subtotal: REVENUE FROM LOCAL SOURCES		6,390,000.00	53,657.03	111,574.75	1.75	6,278,425.25
21 4151 999	GRANTS-FEDERAL THRU STATE	50,000.00	0.00	0.00	0.00	50,000.00
21 4900 021	OTHER FEDERAL REVENUE QSCB	253,000.00	0.00	0.00	0.00	253,000.00
Subtotal: REVENUE FROM FEDERAL SOURCES		303,000.00	0.00	0.00	0.00	303,000.00
21 5130 000	SALE OF SURPLUS PROPERTY	40,000.00	0.00	0.00	0.00	40,000.00
21 5140 000	COMPENSATION-LOSS OF GNRL FA	0.00	7,676.00	13,410.28	0.00	(13,410.28)
Subtotal: OTHER SOURCES		40,000.00	7,676.00	13,410.28	33.53	26,589.72
Fund Total:		6,733,000.00	61,333.03	124,985.03	1.86	6,608,014.97

Fund: 22 SPECIAL EDUCATION

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
22 1110 000	AD VALOREM TAXES	3,888,172.00	18,583.76	45,459.71	1.17	3,842,712.29
22 1112 000	AD VALOREM MOBILE HOMES	114,000.00	439.22	1,242.49	1.09	112,757.51
22 1120 000	PRIOR YEARS' AD VALOREM TAXES	5,000.00	633.74	928.71	18.57	4,071.29
22 1190 000	PENALTIES AND INTEREST ON TAXES	5,000.00	194.54	430.15	8.60	4,569.85
22 1510 000	INVESTMENT EARNINGS	22,000.00	4,246.25	9,541.60	43.37	12,458.40
22 1920 000	CONTRIBUTIONS AND DONATIONS	0.00	0.00	240.00	0.00	(240.00)
22 1972 000	MEDICAID DIRECT SERVICES TITLE XIX	16,000.00	0.00	0.00	0.00	16,000.00
22 1973 000	MEDICAID	14,000.00	0.00	9,017.87	64.41	4,982.13
Subtotal: REVENUE FROM LOCAL SOURCES		4,064,172.00	24,097.51	66,860.53	1.65	3,997,311.47
22 3121 030	EXCEPTIONAL CHILDREN- STATE AID	1,183,126.00	94,456.00	188,912.00	15.97	994,214.00
Subtotal: REVENUE FROM STATE SOURCES		1,183,126.00	94,456.00	188,912.00	15.97	994,214.00
22 4175 041	SPECIAL ED - IDEA - PART B	711,869.00	0.00	0.00	0.00	711,869.00
22 4186 043	SPECIAL ED - PRESCHOOL GRANTS	20,957.00	0.00	0.00	0.00	20,957.00
Subtotal: REVENUE FROM FEDERAL SOURCES		732,826.00	0.00	0.00	0.00	732,826.00
Fund Total:		5,980,124.00	118,553.51	255,772.53	4.28	5,724,351.47

Fund: 31 DEBT SERVICE QZAB 2010

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
31 1510 000	INVESTMENT EARNINGS	0.00	3,765.12	3,765.12	0.00	(3,765.12)
Subtotal: REVENUE FROM LOCAL SOURCES		0.00	3,765.12	3,765.12	0.00	(3,765.12)
31 5110 000	OPERATING TRANSFERS IN	40,000.00	40,000.00	40,000.00	100.00	0.00
Subtotal: OTHER SOURCES		40,000.00	40,000.00	40,000.00	100.00	0.00
Fund Total:		40,000.00	43,765.12	43,765.12	109.41	(3,765.12)

Fund: 32 DEBT SERVICE QSCB 2010

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
32 1510 000	INVESTMENT EARNINGS	0.00	19,207.10	19,207.10	0.00	(19,207.10)
Subtotal: REVENUE FROM LOCAL SOURCES		0.00	19,207.10	19,207.10	0.00	(19,207.10)
32 5110 000	OPERATING TRANSFERS IN	586,191.00	0.00	0.00	0.00	586,191.00
Subtotal: OTHER SOURCES		586,191.00	0.00	0.00	0.00	586,191.00
Fund Total:		586,191.00	19,207.10	19,207.10	3.28	566,983.90

Fund: 42 SBHS KITCHEN/COMMONS

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
42 5110 000	OPERATING TRANSFERS IN	650,000.00	339,834.46	496,066.39	76.32	153,933.61

Fund: 42 SBHS KITCHEN/COMMONS

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Subtotal: OTHER SOURCES		650,000.00	339,834.46	496,066.39	76.32	153,933.61
Fund Total:		650,000.00	339,834.46	496,066.39	76.32	153,933.61

Fund: 51 FOOD SERVICE

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
51 1510 000	INVESTMENT EARNINGS	12,000.00	943.31	2,174.76	18.12	9,825.24
51 1610 000	SALES TO PUPILS	635,000.00	62,882.66	63,612.08	10.02	571,387.92
51 1620 000	SALES TO ADULTS	20,000.00	1,334.20	1,766.65	8.83	18,233.35
51 1630 000	A LA CARTE SALES	8,500.00	45.00	45.00	0.53	8,455.00
51 1660 000	OTHER SALES	20,000.00	1,887.70	1,887.70	9.44	18,112.30
51 1690 000	MISC REVENUE FROM OTHER SOURCE	1,800.00	0.00	231.88	12.88	1,568.12
Subtotal: REVENUE FROM LOCAL SOURCES		697,300.00	67,092.87	69,718.07	10.00	627,581.93
51 4810 060	FEDERAL REIMBURSEMENT	130,000.00	0.00	0.00	0.00	130,000.00
51 4811 000	FEDERAL REIMBURSEMENT-SCHOOL LUNCH	480,000.00	0.00	0.00	0.00	480,000.00
51 4812 000	FEDERAL REIMBURSEMENT-SCHOOL BREAKFAST	86,000.00	0.00	0.00	0.00	86,000.00
51 4813 000	FEDERAL REIMBURSEMENT-AFTER SCHOOL CARE	2,000.00	0.00	0.00	0.00	2,000.00
51 4820 000	DONATED FOOD	35,000.00	0.00	0.00	0.00	35,000.00
Subtotal: REVENUE FROM FEDERAL SOURCES		733,000.00	0.00	0.00	0.00	733,000.00
Fund Total:		1,430,300.00	67,092.87	69,718.07	4.87	1,360,581.93

Fund: 53 ENTERPRISE FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
53 1311 060	TUITION FROM PUPILS OR PARENTS	0.00	0.00	400.00	0.00	(400.00)
53 1316 015	DRIVERS EDUCATION	24,600.00	0.00	0.00	0.00	24,600.00
53 1510 000	INVESTMENT EARNINGS	1,100.00	0.00	416.30	37.85	683.70
53 1510 019	INVESTMENT EARNINGS	1,200.00	308.99	308.99	25.75	891.01
53 1660 000	OTHER SALES	74,000.00	1,075.00	1,075.00	1.45	72,925.00
53 1920 018	LATCHKEY SERVICES	0.00	0.00	0.00	0.00	0.00
53 1982 019	LATCHKEY SERVICES	67,500.00	294.00	1,619.00	2.40	65,881.00
Subtotal: REVENUE FROM LOCAL SOURCES		168,400.00	1,677.99	3,819.29	2.27	164,580.71
Fund Total:		168,400.00	1,677.99	3,819.29	2.27	164,580.71

Fund: 61 NON EXPENDABLE CUSTODIAL

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
61 1790 280	ALICE-LESTER HAYES SCHOLARSHIP	0.00	7.63	7.63	0.00	(7.63)
Subtotal: REVENUE FROM LOCAL SOURCES		0.00	7.63	7.63	0.00	(7.63)
Fund Total:		0.00	7.63	7.63	0.00	(7.63)

Fund: 66 EXPENDABLE CUSTODIAL FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
66 1790 085	CAFETERIA FUND	0.00	17,571.96	35,145.24	0.00	(35,145.24)
66 1790 452	ALEN SIGMAN MEMORIAL	0.00	0.00	8.39	0.00	(8.39)
Subtotal: REVENUE FROM LOCAL SOURCES		0.00	17,571.96	35,153.63	0.00	(35,153.63)
Fund Total:		0.00	17,571.96	35,153.63	0.00	(35,153.63)

Fund: 71 HIGH SCHOOL CUSTODIAL FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
71 1790 009	ACADEMIC	0.00	26.85	(2,598.15)	0.00	2,598.15
71 1790 190	FFA	0.00	1,482.79	1,482.79	0.00	(1,482.79)
71 1790 200	FCCLA	0.00	9.00	9.00	0.00	(9.00)
71 1790 320	VICA	0.00	17.00	17.00	0.00	(17.00)
71 1790 410	MEMORIAL SCHOLARSHIPS	0.00	0.00	2,000.00	0.00	(2,000.00)

Fund: 71 HIGH SCHOOL CUSTODIAL FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
71 1790 414	COKE SCHOLARSHIP	0.00	878.00	878.00	0.00	(878.00)
71 1790 450	S CLUB	0.00	12,856.06	13,287.25	0.00	(13,287.25)
71 1790 540	STUDENT COUNCIL	0.00	68.14	2,693.14	0.00	(2,693.14)
Subtotal: REVENUE FROM LOCAL SOURCES		0.00	15,337.84	17,769.03	0.00	(17,769.03)
Fund Total:		0.00	15,337.84	17,769.03	0.00	(17,769.03)

Fund: 72 CENTRAL CUSTODIAL FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
72 1790 220	STURGIS ELEMENTARY	0.00	21.28	21.28	0.00	(21.28)
72 1790 230	STUDENT COUNCIL-PIEDMONT	0.00	0.00	23.48	0.00	(23.48)
Subtotal: REVENUE FROM LOCAL SOURCES		0.00	21.28	44.76	0.00	(44.76)
Fund Total:		0.00	21.28	44.76	0.00	(44.76)

Fund: 73 MIDDLE SCHOOL CUSTODIAL FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
73 1790 517	PRINCIPALS REGION VII	0.00	4,394.92	4,394.92	0.00	(4,394.92)
73 1790 540	SWMS STUDENT COUNCIL	0.00	38.03	38.03	0.00	(38.03)
73 1790 550	SBMS STUDENT COUNCIL	0.00	27.36	29.84	0.00	(29.84)
Subtotal: REVENUE FROM LOCAL SOURCES		0.00	4,460.31	4,462.79	0.00	(4,462.79)
Fund Total:		0.00	4,460.31	4,462.79	0.00	(4,462.79)

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	40,215,391.00	1,790,745.37	3,336,623.32	8.30	36,878,767.68

EXHIBIT D

Account Number	Account Description	Revised Budget	During Month	To Date	Balance at EOM	Encumbrances	Unencumbered	of Budget
10	GENERAL FUND						Balance	
1111	REGULAR TERM	\$6,029,185.00	\$30,034.81	\$56,095.22	\$5,973,089.78	\$23,314.48	\$5,949,775.30	1.32
1112	SUMMER TERM	\$13,802.00	\$0.00	\$0.00	\$13,802.00	\$0.00	\$13,802.00	0.00
1121	REGULAR TERM	\$3,722,273.00	\$9,208.77	\$14,836.39	\$3,707,436.61	\$14,505.78	\$3,692,930.83	0.79
1122	SUMMER TERM	\$26,640.00	\$0.00	\$0.00	\$26,640.00	\$0.00	\$26,640.00	0.00
1131	REGULAR TERM	\$3,322,008.00	\$4,429.19	\$15,548.33	\$3,306,459.67	\$37,537.06	\$3,268,922.61	1.60
1132	SUMMER TERM-INCLUDES PROJ EASY	\$18,784.00	\$0.00	\$0.00	\$18,784.00	\$0.00	\$18,784.00	0.00
1142	TITLE I PRESCHOOL	\$31,567.00	\$0.00	\$51.00	\$31,516.00	\$0.00	\$31,516.00	0.16
1190	OTHER REGULAR PROGRAMS	\$3,615.00	\$0.00	\$0.00	\$3,615.00	\$0.00	\$3,615.00	0.00
1210	PROGRAMS FOR GIFTED & TALENTED	\$73,936.00	(\$0.08)	\$125.92	\$73,810.08	\$0.00	\$73,810.08	0.17
1250	CULTURALLY DIFFERENT	\$29,747.00	\$255.80	\$675.64	\$29,071.36	\$0.00	\$29,071.36	2.27
1273	HELPING DISADV CHILD MEET STAN	\$734,829.00	\$12,765.90	\$13,838.90	\$720,990.10	\$90.14	\$720,899.96	1.90
2113	SOCIAL WORK SERVICES	\$78,564.00	\$0.00	\$111.00	\$78,453.00	\$0.00	\$78,453.00	0.14
2116	Title I attendance & Social work	\$11,000.00	\$0.00	\$0.00	\$11,000.00	\$0.00	\$11,000.00	0.00
2122	COUNSELING SERVICES	\$738,059.00	\$2,405.38	\$3,785.18	\$734,273.82	\$0.00	\$734,273.82	0.51
2128	TITLE I PARENTAL INVOLVEMENT ACTIVITIES	\$6,000.00	\$298.99	\$298.99	\$5,701.01	\$750.40	\$4,950.61	17.49
2133	DENTAL SERVICES	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	0.00
2134	NURSE SERVICES	\$227,746.00	\$5,380.48	\$5,716.48	\$222,029.52	\$332.07	\$221,697.45	2.66
2139	OTHER HEALTH SERVICES	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	0.00
2212	INSTRUCTION/CURRICULUM DEVELOP	\$173,452.00	\$2,491.29	\$2,851.92	\$170,600.08	\$11,635.28	\$158,964.80	8.35
2214	TITLE I PROFESSIONAL DEVELOPMENT	\$17,686.00	\$1,027.61	\$1,027.61	\$16,658.39	\$4,300.00	\$12,358.39	30.12
2219	OTHER IMPROV. OF INSTRUCT SERV	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	0.00
2222	SCHOOL LIBRARY SERVICES	\$211,220.00	\$2,222.13	\$2,552.13	\$208,667.87	\$0.00	\$208,667.87	1.21
2227	TECHNOLOGY IN SCHOOL	\$362,855.00	\$35,490.74	\$52,636.51	\$310,218.49	\$7,491.18	\$302,727.31	16.57
2311	SERVICE AREA DIRECTION	\$456,150.00	(\$560.00)	\$547,437.57	(\$91,287.57)	\$0.00	(\$91,287.57)	120.01
2314	ELECTION SERVICES	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	0.00
2315	LEGAL SERVICES	\$12,000.00	\$5,194.30	\$5,194.30	\$6,805.70	\$0.00	\$6,805.70	43.29
2317	AUDIT SERVICES	\$47,000.00	\$0.00	\$0.00	\$47,000.00	\$0.00	\$47,000.00	0.00
2319	OTHER BOARD OF ED SERVICES	\$101,525.00	\$26,838.23	\$38,438.51	\$63,086.49	\$1,200.76	\$61,885.73	39.04
2321	OFFICE OF THE SUPERINTENDENT	\$289,333.00	\$25,073.15	\$48,589.49	\$240,743.51	\$0.00	\$240,743.51	16.79
2323	STAFF RELATIONS/NEG SERVICES	\$6,510.00	\$0.00	\$0.00	\$6,510.00	\$0.00	\$6,510.00	0.00
2410	OFFICE OF THE PRINCIPAL	\$1,718,246.00	\$123,431.65	\$234,264.73	\$1,483,981.27	\$1,598.63	\$1,482,382.64	13.73
2490	OTHER SUPPORT SERVICES-SCH ADM	\$187,797.00	\$16,137.92	\$30,007.49	\$157,789.51	\$0.00	\$157,789.51	15.98
2529	OTHER FISCAL SERVICES	\$402,080.00	\$37,692.54	\$73,245.61	\$328,834.39	\$646.69	\$328,187.70	18.38
2542	CARE & UPKEEP OF BUILDING SERV	\$1,014,900.00	\$67,821.56	\$80,668.43	\$934,231.57	\$0.00	\$934,231.57	7.95
2543	CARE & UPKEEP OF GROUNDS SERV	\$73,084.00	\$4,219.38	\$4,219.38	\$68,864.62	\$0.00	\$68,864.62	5.77
2545	VEHICLE SERVICING & MAINTANCE	\$61,250.00	\$5,408.09	\$6,149.55	\$55,100.45	\$0.00	\$55,100.45	10.04
2546	SECURITY SERVICES	\$216,750.00	\$181.00	\$12,066.00	\$204,684.00	\$0.00	\$204,684.00	5.57
2547	LAND AND BUILDING RENTAL	\$14,000.00	\$0.00	\$720.00	\$13,280.00	\$0.00	\$13,280.00	5.14
2549	OTHER OPERATION/MAINT OF PLANT	\$2,012,040.00	\$197,941.84	\$264,163.92	\$1,747,876.08	\$22,684.25	\$1,725,191.83	14.26
2553	MONITORING SERVICES	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00	0.00
2555	CONTRACTED SERVICES	\$1,400,697.00	\$0.00	\$0.00	\$1,400,697.00	\$0.00	\$1,400,697.00	0.00
2562	FOOD PREPERATION/DISPENSING	\$91,000.00	\$549.69	\$549.69	\$90,450.31	\$0.00	\$90,450.31	0.60
2574	PRINTING,PUBLISHING,DUPLICATIN	\$114,968.00	\$39,705.35	\$41,888.41	\$73,079.59	\$211.11	\$72,868.48	36.62
2642	RECRUITMENT/PLACEMENT SERVICE	\$3,549.00	\$459.25	\$569.25	\$2,979.75	\$0.00	\$2,979.75	16.04
6101	FOOTBALL	\$93,030.00	\$5,106.92	\$5,227.92	\$87,802.08	\$800.00	\$87,002.08	6.48
6102	BASKETBALL	\$62,727.00	\$0.00	\$70.00	\$62,657.00	\$1,760.00	\$60,897.00	2.92
6103	WRESTLING	\$59,219.00	\$0.00	\$72.00	\$59,147.00	\$7,500.00	\$51,647.00	12.79
6104	GOLF	\$8,997.00	\$0.00	\$12.00	\$8,985.00	\$1,120.00	\$7,865.00	12.58
6105	BOYS SCOOCER	\$17,160.00	\$5,293.14	\$5,313.14	\$11,846.86	\$1,300.00	\$10,546.86	38.54

EXPENDITURE REPORT FUND, FUNCTION, OPR UNIT
EXHIBIT D

Account Number	Account Description	Revised Budget	During Month	To Date	Balance at EOM	Encumbrances	Unencumbered	of Budget
							Balance	
6202	GIRLS BASKETBALL	\$63,275.00	\$0.00	\$56.00	\$63,219.00	\$3,680.00	\$59,539.00	5.90
6204	GIRLS GOLF	\$8,997.00	\$0.00	\$12.00	\$8,985.00	\$1,440.00	\$7,545.00	16.14
6205	VOLLEYBALL	\$55,224.00	\$0.00	\$71.00	\$55,153.00	\$1,600.00	\$53,553.00	3.03
6207	GIRLS SOCCER	\$16,268.00	\$3,272.02	\$3,291.02	\$12,976.98	\$1,300.00	\$11,676.98	28.22
6208	GIRLS SOFTBALL	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	0.00
6500	TRANSPORATION	\$197,500.00	\$3,061.95	\$3,527.77	\$193,972.23	\$0.00	\$193,972.23	1.79
6901	TRACK	\$86,464.00	\$0.00	\$116.00	\$86,348.00	\$10,500.00	\$75,848.00	12.28
6902	CROSS COUNTRY	\$32,350.00	\$2,629.36	\$2,669.36	\$29,680.64	\$840.00	\$28,840.64	10.85
6903	BAND	\$18,057.00	\$105.40	\$126.40	\$17,930.60	\$700.00	\$17,230.60	4.58
6904	CHOIR	\$13,296.00	\$235.15	\$249.15	\$13,046.85	\$3,300.00	\$9,746.85	26.69
6905	DEBATE	\$28,170.00	\$0.00	\$29.00	\$28,141.00	\$1,150.00	\$26,991.00	4.19
6906	DRAMA	\$22,811.00	\$0.00	\$28.00	\$22,783.00	\$3,450.00	\$19,333.00	15.25
6907	DECLAM	\$5,874.00	\$0.00	\$8.00	\$5,866.00	\$0.00	\$5,866.00	0.14
6909	YEARBOOK	\$7,641.00	\$0.00	\$14.00	\$7,627.00	\$0.00	\$7,627.00	0.18
6911	FFA	\$6,539.00	\$0.00	\$12.00	\$6,527.00	\$0.00	\$6,527.00	0.18
6913	CHEERLEADERS	\$16,701.00	\$4,179.47	\$4,197.47	\$12,503.53	\$0.00	\$12,503.53	25.13
6914	CLASS/KNOW	\$31,951.00	(\$0.18)	\$52.65	\$31,898.35	\$0.00	\$31,898.35	0.16
6915	ACTIVITY DIRECTOR	\$230,541.00	\$20,675.14	\$31,212.37	\$199,328.63	\$7,961.54	\$191,367.09	16.99
6916	LEGO COMPETITION	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	0.00
6917	WEIGHT ROOM TRAINER	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	0.00
6918	RURAL ACTIVITIES	\$29,442.00	\$0.00	\$45.00	\$29,397.00	\$0.00	\$29,397.00	0.15
10	GENERAL FUND	\$25,228,831.00	\$700,663.33	\$1,614,735.80	\$23,614,095.20	\$174,699.37	\$23,439,395.83	7.09
21	CAPITAL OUTLAY							
1111	REGULAR TERM	\$845,449.00	\$89,926.95	\$487,230.64	\$358,218.36	\$78,666.14	\$279,552.22	66.93
1121	REGULAR TERM	\$369,882.00	\$68,341.40	\$161,151.52	\$208,730.48	\$38,374.42	\$170,356.06	53.94
1131	REGULAR TERM	\$295,606.00	\$43,030.59	\$123,160.94	\$172,445.06	\$80,806.76	\$91,638.30	69.00
1222	PGMS-STDNT WITH SEVERE DISAB	\$16,375.00	\$0.00	\$0.00	\$16,375.00	\$0.00	\$16,375.00	0.00
2222	SCHOOL LIBRARY SERVICES	\$31,200.00	\$0.00	\$0.00	\$31,200.00	\$0.00	\$31,200.00	0.00
2227	TECHNOLOGY IN SCHOOL	\$67,630.00	\$24,198.00	\$41,598.00	\$26,032.00	\$0.00	\$26,032.00	61.51
2410	OFFICE OF THE PRINCIPAL	\$49,789.00	\$1,105.94	\$22,251.08	\$27,537.92	\$15,772.82	\$11,765.10	76.37
2532	LAND ACQ AND DEVELOPMENT SERV	\$50,000.00	\$0.00	\$0.00	\$50,000.00	\$0.00	\$50,000.00	0.00
2533	ARCHITECTURE/ENGINEER SERVICES	\$0.00	\$7,268.50	\$7,268.50	(\$7,268.50)	\$0.00	(\$7,268.50)	0.00
2542	CARE & UPKEEP OF BUILDING SERV	\$615,000.00	\$0.00	\$0.00	\$615,000.00	\$398,625.00	\$216,375.00	64.82
2543	CARE & UPKEEP OF GROUNDS SERV	\$340,000.00	\$8,188.28	\$8,188.28	\$331,811.72	\$0.00	\$331,811.72	2.41
2549	OTHER OPERATION/MAINT OF PLANT	\$309,000.00	\$230,534.17	\$236,357.51	\$72,642.49	\$9,244.62	\$63,397.87	79.48
2555	CONTRACTED SERVICES	\$165,000.00	\$0.00	\$0.00	\$165,000.00	\$0.00	\$165,000.00	0.00
5000	DEBT SERVICES-LSE PURCHASE PMT	\$3,331,600.00	\$309,016.45	\$2,569,759.23	\$761,840.77	\$8,648.46	\$753,192.31	77.39
6101	FOOTBALL	\$9,000.00	\$0.00	\$0.00	\$9,000.00	\$8,755.45	\$244.55	97.28
6103	WRESTLING	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	0.00
6104	GOLF	\$600.00	\$0.00	\$0.00	\$600.00	\$600.00	\$0.00	100.00
6204	GIRLS GOLF	\$600.00	\$0.00	\$0.00	\$600.00	\$600.00	\$0.00	100.00
6205	VOLLEYBALL	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	0.00
6903	BAND	\$35,000.00	\$0.00	\$0.00	\$35,000.00	\$0.00	\$35,000.00	0.00
6904	CHOIR	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	0.00
6915	ACTIVITY DIRECTOR	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	0.00
8110	OPERATING TRANSFERS OUT	\$626,000.00	\$379,834.46	\$536,066.39	\$89,933.61	\$0.00	\$89,933.61	85.63
21	CAPITAL OUTLAY	\$7,181,231.00	\$1,161,444.74	\$4,193,032.09	\$2,988,198.91	\$640,093.67	\$2,348,105.24	67.30
22	SPECIAL EDUCATION							
1221	PGMS-STDNT WITH MILD-MOD DISAB	\$2,325,653.00	\$6,911.85	\$14,525.85	\$2,311,127.15	\$2,393.22	\$2,308,733.93	0.73
1222	PGMS-STDNT WITH SEVERE DISAB	\$1,617,615.00	\$13,528.53	\$15,910.53	\$1,601,704.47	\$1,425.06	\$1,600,279.41	1.07

Meade School District 46-1

9/9/2024

General Fund

Expenditures

WAGES

BENEFITS

Revenue

REVENUE

DONATION

	Budget	Amended	Change
	7/8/2024	9/9/2024	
	\$0	\$8,055	\$8,055
		\$1,148	\$1,148
			<u>\$9,203</u>
	\$0	\$0	\$0
		\$10,250	\$10,250

The Business manager is requesting the Meade School District 46-1 Board of Education amend Enterprise fund budget by \$9,203 in the expenditure side and \$10,250.00 in revenue side with resources generate with donations.

Meade School District 46-1

08/01/24

Fleet Inventory by department

mileage

Department	Model	gas card #	VIN	Plate #	cost	Date of Purchase	5/1/2024 coverage
1 SBHS driver ed	2006 White Chevy Impala	2352-9	2G1WT58K069109120	S6121	14,133	8/21/2007	105,274 liability
2 Technology	2004 ford excursion	2357-8	1FMNU41L64ED01046	S3707	15,200	7/2/2012	144,499 liability
3 Technology	2006 CheVy Suburban	2440-2	1GNFK16Z46J149795	S7701	19,990	7/1/2010	154,346 liability
4 SBHS driver ed	2006 Chevy Impala gold	2359-4	2GIWB58K069403510	S6303	9,749	7/2/2012	146,565 liability
5 B&G	2006 Ford 350 Econoline van	2379-2	1FTSS34L26HA99147	S7854	13,700	3/25/2011	182,098 liability
6 B&G	2000 Green Ford F 150	2385-9	2FTZF1826YCB03770	S6980 ?		8/31/2006	194,970 liability
7 B&G	2010 Ford F350, RED	2482-4	1FTWF3B51AEA51322	s5400	19,900	7/1/2013	122,294 liability
8 B&G	2004 Dodge 2500 Tan-rural	2345-3	3D7KU26D54G191814	S6646	15,400	7/1/2013	98,000 liability
9 B&G	2015 Ford F-350, RED	2351-1	1FTRF3B64FEA88538	S8372	24,969	7/1/2014	128,499 comp/coll
10 B&G	1994 Ford Cube van	2428-7	1FDKE37G3RHA76594	S5918	10,000	10/6/2000	128,257 liability
11 B&G	2003 Ford Windstar	2403-0	2FMZA52443BB34543	S6136	11,035	8/25/2005	160,000 liability
12 B&G	2018 Textron Stampede	no card	4UTF20AB8J90004021	M????	19,548	9/26/2018	2,840 comp/coll
13 B&G	2019 RAM 2500 ST 3/4 TON	2382-6	3C6MR5AJ5KG565359	S0425	26,616	6/26/2019	73,655 comp/coll
14 B&G	2006 Ford Focus	2355-2	1FAHP34N66W210328	S7791	10,735	7/7/2010	81,007 liability
15 B&G	2004 Black Chevy Sub	2362-8	3GNFK16Z84G339355	S5913	18,200	8/20/2009	178,260 liability
16 B&G	2021 Chevy Silverado 2500		1GC2YLE78MF221860	S1228	49,000	7/10/223	30,995 comp/coll
17 Activiies	2013 Ford E 350 15 person van	2472-5	1FDWE3FS1DDA72745	S8200	56,000	7/30/2013	119,305 comp/coll
18 Activiies	2014 Ford E 350 12 passenger van		1FDWE3FL4EDA72054	S6484	65,000	1/23/2023	24,925 comp/coll
19 Activities	2016 Chevy Suburban LS White	2393-3	1GNSKKEC7GR268512	S8698		7/1/2016	55,939 comp/coll
20 Activities	2019 Chevy Suburban LS 1500 White	2390-9	1GNSKKEC6KR336831	S0439	42,398	7/1/2019	18,628 liability
21 Activities	2021 Chevy Suburban silver	2370-1	1GNSKAKD4MR253128	s3704		1/19/2021	8,126 comp/coll
22 Food Service	2003 Dodge Caravan	2353-7	1D4PG25313B232966	S6952	7,750	7/27/2006	130,563 liability
23 Food Service	2003 Chevy Van	2467-5	1GCGG25V231218272	S6213	9,800	8/20/2009	92,768 liability
24 Food Service	2021 Ford Transit cargo van	TBD	1FTBR2C84MKB00527	S0317		1/17/2022	8,735 comp/coll
25 Rural	2013 Expedition	2487-3	1FMJU2A5XDEF24923	S9005	21,973	7/17/2017	144,792 comp/coll
26 Rural	2010 Chevy Suburban	2462-6	1GNUMKE34AR269259	S6965	16,700	8/14/2019	135,469 liability
27 Rural	2015 Chevy Suburban LS White	2349-5	1GNSKHKC9FR276083	S6488	42,590	7/7/2015	112,988 comp/coll
28 Special Services	2009 Dodge Caravan	2354-5	1D8HN44E59B516469	S7887	16,599	7/25/2011	89,158 liability
Special Services	2007 Chevy Trailblazer	9637-0	1GNDDT13S672250814	S7792	17,000	7/7/2010	110,982 surplus ma
29 Special Services	2014 Chevy Impala RED	2422-0	2G1WB5E34E1145938	s7810	16,499	9/28/2015	55,808 comp/coll

30	Special Services	2004 Ford Taurus	2414-7	1FAFP55S54A161818	S6143		8/21/2007	141,247	liability
31	Special Services	2014 White Chevy Impala	2400-6	2G1WA5E3XE1168644	S3699	14,285	12/1/2014	66,674	liability
32	Special Services	2014 Maroon Ford Fusion	2457-6	3FA6POH7XER272513	S7965	17,746	7/7/2015	81,800	liability
33	Special Services	2019 Jeep Grand Cherokee	2348-7	1C4RJFAG2KC766381	S0441	27,827	7/11/2019	25,981	comp/coll
34	Special Services	2010 Dodge Grand Caravan	TBD	2D4RN4DE2AR331243	S1070	5,500	10/12/2022	69,739	liability
35	Special Services	2014 CHEVY IMPALA BLACK	2340-4	2G1WC5E35E1131320	S8834	15,624	10/14/2016	66,629	comp/coll
36	Superintendent	2024 Jeep Grand Cherokee	TBD	1C4RJHAG6R8951767	S5912	41,515	4/26/2024	47	comp/coll

TOTAL VEHICLES	35	
UNDER 50,000	7	0.20
50,000-75,000	6	0.17
75,000-100,000	5	0.14
100,000-150,000	13	0.37
OVER 150,000	4	0.11
	35	1

deductible

\$500

\$500

\$500

\$500

\$500

\$500

\$500

comp/coll

\$500

\$500

\$500

y 2024

\$500

\$500 totaled hail 6/24

\$500

\$500

\$500

Meade School District 46-1

9/9/2024

Capital Outlay	Budget	Amended	Change
Expenditures	7/8/2024	9/9/2024	
VEHICLE	\$0	\$26,000	\$26,000
Revenue			
Capital outlay reserves	\$6,070,000	\$6,096,000	\$26,000

The Business manager is requesting the Meade 46-1 Board of Education amend the Fy25 capital outlay budget by \$26,000 for the purchase of a 2023 Chevy Equinox from Liberty Motors.



Meade School District LEA Comprehensive Plan Program Narrative 2024-2025

SECTION I: Free and Appropriate Public Education (FAPE) 34 C.F.R. §§ 300.101-300.108, 300.110; ARSD 24:05:13:02

Meade School District will make available to all children with disabilities residing in the district(s) between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in 300.530(d); 24:05:26 and 24:05:26.01, ARSD. Specific reference in the narrative includes:

1. FAPE beginning at age 3; 300.101(b); ARSD 24:05:13:02
2. Children advancing from grade to grade; 300.101(c); ARSD 24:05:13:02
3. Limitations- age exceptions to FAPE; 300.102; ARSD 24:05:22:04.01
4. FAPE- methods and payments; 300.103; ARSD 24:05:19:08
5. Residential placement; 300.104; ARSD 24:05:19:08
6. Assistive technology; 300.105; ARSD 24:05:27:20, ARSD 24:05:27:18, ARSD 24:05:27:19
7. Extended school year services; 300.106; ARSD 24:05:25:26
8. Non Academic services; 300.107; ARSD 24:05:28:06
9. Physical education; 300.108; ARSD 24:05:28:08
10. Program options; 300.110; ARSD 24:05:28:04

1. FAPE beginning at age 3; 300.101(b); ARSD 24:05:13:02

Meade School District will make FAPE available to all students with disabilities who reside within the boundaries of the district between the ages of 3 and 21 years of age. This includes any student with a disability who has been suspended or expelled. All eligible preschool aged students will have FAPE made available to them by their third birthday, including those whose birthdays fall during the summer months.

2. Children advancing from grade to grade; 300.101(c); ARSD 24:05:13:02

All eligible students with disabilities, regardless of whether they are advancing from grade to grade, will have FAPE available to them on an individualized basis as determined by the student's IEP team on an annual basis. Exceptions to FAPE for students aged 3-21 include those students who have graduated from high school with the regular high school diploma.

In addition, Meade School District will make FAPE available to children from birth to three who qualify for prolonged assistance. For students with disabilities who turn 21 during the fiscal year the district will provide FAPE until June 30.

3. FAPE- methods and payments; 300.103; ARSD 24:05:19:08

The district will apply whatever federal, state, local, and private funds are available to meet its obligations for the provision of FAPE and must ensure that FAPE is provided at no cost to parents and without delay. The district may bill Medicaid for services provided for eligible students.

4. Residential placement; 300.104; ARSD 24:05:19:08

When necessary, the district will provide FAPE to students with disabilities through a public or private residential program at no cost to the parents.

5. Assistive technology; 300.105; ARSD 24:05:27:18 ARSD 24:05:27:19

When necessary and agreed upon, the district will provide assistive technology to students with disabilities and the evaluation for such at no cost to the parents. This may include assistive technology to be used at home, when that is determined to be essential for FAPE on a case-by-case basis.

6. Extended school year services; 300.106; ARSD 24:05:25:26

When necessary, the district will provide extended school year services to eligible students with disabilities at no cost to the parents.

7. Non Academic services; 300.107; ARSD 24:05:28:06

To the maximum extent possible, the district will ensure that students with disabilities are allowed to participate with non-disabled peers during nonacademic services such as extracurricular activities, meals and recess. If supplementary aids and services are necessary to achieve this integration, the school district will provide them.

8. Physical education; 300.108; ARSD 24:05:28:08

To the maximum extent possible, the district will allow students with disabilities to participate in physical education classes with non-disabled peers unless a student requires specially designed physical education per the child's IEP.

9. Program options; 300.110; ARSD 24:05:28:04

To the maximum extent possible, the district will ensure that students with disabilities have access to the same program options as students without disabilities, such as art, music, consumer education, and vocational education.

SECTION II: Full educational opportunity goal (FEOG) 34 C.F.R. § 300.109; ARSD 24:05:22:04, ARSD 24:05:22:04.01

Meade School District, consistent with the timetable established by the State of South Dakota and Part B of the Individuals with Disabilities Education Act (IDEA), has a goal of providing full educational opportunity to all children with disabilities, aged birth through twenty-one. The district will annually review data from state performance plan indicators and state and district wide assessments to guide decisions with regard to adjustments in its programs to ensure appropriate services to all students with disabilities.

SECTION III: Child Find 34 C.F.R. § 300.111; Child Identification ARSD 24:05:22

Meade School District, has in effect policies and procedures to ensure that all children with disabilities who reside within the boundaries of the district member districts and who may be in need of special education and related services are located, identified, and evaluated according to all relevant regulations. The district uses a Student Solutions Team (SST) process to allow parents and teachers to refer students for a special education evaluation if necessary. This includes those students who may be homeless or wards of the state, as well as children with disabilities who may attend religious elementary and secondary schools, and children receiving alternate instruction under SDCL 13-27-3 in schools within the jurisdiction of the district. Child find includes ongoing efforts to identify pre-school and school age students with disabilities through the referral and evaluation procedures, as well as our periodic screening of preschoolers who may be experiencing developmental delays.

- 1. Private school children with disabilities.**
- 2. Use of the term developmental delay; ARSD 24:05:24.01:09**
- 3. Children who may be suspected of having a disability, and in need of special education, even though they are advancing from grade to grade, 300.111(c)(1); ARSD 24:05:22:01**
- 4. Children who are highly mobile, including migrant children, 300.111(c)(2); ARSD 24:05:22:01**

- 1. Private school children with disabilities.**

The activities undertaken to carry out the responsibilities for private school children with disabilities is similar to activities undertaken for children with disabilities in public schools. Meade School District ensures that the child find process is designed to (1) the equitable participation of parentally-placed private school children; and (2) an accurate count of those children. The child find process shall be completed in a time period comparable to that for students attending public schools in the district.

2. Use of the term developmental delay; ARSD 24:05:24.01:09

A student three up to nine years old may be identified as a student with a disability if the student has one of the major disabilities or if the student experiences a severe delay in development and needs special education and related services. A student with a severe delay in development functions at a developmental level two or more standard deviations below the mean in any one area of development specified in this section or 1.5 standard deviations below the mean in two or more areas of development. The areas of development are cognitive development, physical development, communication development, social or emotional development, and adaptive development.

3. Children who may be suspected of having a disability, and in need of special education, even though they are advancing from grade to grade, 300.111(c)(1); ARSD 24:05:22:01

The district ensures that children who may be suspected of having a disability, and in need of special education, even though they are advancing from grade to grade are subject to child find requirements.

3. Children who are highly mobile, including migrant children, 300.111(c)(2).

The district ensures that children who reside within the school district and are highly mobile, including migrant children, are subject to child find requirements. The district has a system in place to review files of students moving into the district and has a pre-referral process in place to determine needs for students.

SECTION IV: Individualized Education Program (IEP) 34 C.F.R. 300.112; ARSD 24:05:27

Meade School District ensures that each identified student with a disability has a current IEP in place that meets the requirements of Section 636(d) of the IDEA, and that has been developed in accordance with the requirements at 34 CFR sections 300.320 through 324. All identified students with disabilities in our district will have a current IEP in place at the beginning of the school year, and for eligible preschool students, by their third birthday. Each eligible student's IEP will be reviewed periodically, but not less than annually, to review progress and determine whether annual goals are being met.

- 1. Content of the IEP; 300.320(a)(1-7); ARSD 24:05:27:01.03**
- 2. Transition services; 300.320(b); ARSD 24:05:27:13.02**
- 3. Transfer of rights at the age of majority; 300.320(c); ARSD 24:05:27:01.03**
- 4. The IEP team; 300.321; ARSD 24:05:27:01.01**
- 5. Parent participation in the IEP; 300.322; ARSD 24:05:25:16**
- 6. When the IEP must be in effect; 300.323; ARSD 24:05:25:22**
- 7. Development of the IEP; 300.324; ARSD 24:05:27:01.02**
- 8. Routine checking of hearing aids and external components of surgically implanted medical devices, 300.113; ARSD 24:05:27:05**

- 1. Content of the IEP; 300.320(a)(1-7); ARSD 24:05:27:01.03**

Meade School District ensures each student's individualized education program will include:

- (1) A statement of the student's present levels of academic achievement and functional performance, including:
 - (a) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students); or
 - (b) For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities;
- (2) A statement of measurable annual goals, including academic and functional goals, designed to:
 - (a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and
 - (b) Meet each of the student's other educational needs that result from the student's disability;For students with disabilities who take alternate assessments aligned to alternate achievement standards, each student's IEP shall provide a description of benchmarks or short-term objectives;
- (3) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:
 - (a) To advance appropriately toward attaining the annual goals;
 - (b) To be involved and make progress in the general education curriculum in accordance with this section and to participate in extracurricular and other nonacademic activities; and

(c) To be educated and participate with other students with disabilities and nondisabled students in the activities described in this section;

(4) An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section;

(5) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments consistent with § 24:05:14:14. If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why:

(a) The student cannot participate in the regular assessment; and

(b) The particular alternate assessment selected is appropriate for the student;

(6) The projected date for the beginning of the services and modification described in this section and the anticipated frequency, location, and duration of those services and modifications;

(7) A description of how the student's progress toward the annual goals described in this section will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;

(8) Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP shall include:

(a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills; and

(b) The transition services (including courses of study) needed to assist the student in reaching those goals; and

(9) Beginning not later than one year before a student reaches the age of majority under state law, the student's individualized education program must include a statement that the student has been informed of his or her rights under Part B of the Individuals with Disabilities Education Act, if any, that will transfer to the student on reaching the age of majority consistent with § 24:05:30:16.01.

2. Transition services; 300.320(b); ARSD 24:05:27:13.02

On or before a student turns 16 years of age, Meade School District will ensure that each student's individualized education program shall include:

Transition services that are a coordinated set of activities for a student with a disability, designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's strengths, preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

3. Transfer of rights at the age of majority; 300.320(c); ARSD 24:05:27:01.03

Beginning not later than one year before a student reaches the age of majority under state law, Meade School District ensures that each student's individualized education program will include a statement that the student has been informed of his or her rights under Part B of the Individuals with Disabilities Education Act, if any, that will transfer to the student on reaching the age of majority consistent with § 24:05:30:16.01.

4. The IEP team; 300.321; ARSD 24:05:27:01.01

Meade School District ensures that the IEP team for each student with disabilities include the following members:

(1) The parents of the student;

(2) Not less than one regular education teacher of the student if the student is, or may be, participating in the regular education environment;

(3) Not less than one special education teacher of the student or, if appropriate, at least one special education provider of the student;

(4) A representative of the school district who:

(a) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;

(b) Is knowledgeable about the general education curriculum; and

(c) Is knowledgeable about the availability of resources of the school district.

(5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in subdivisions 2 to 6, inclusive, of this section;

(6) At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student including related services personnel as appropriate;

(7) If appropriate, the student; and

(8) Transition services participants as described in §§ 24:05:25:16.01 and 24:05:25:16.02.

The determination of the knowledge or special education expertise of any individual described in this section shall be made by the party (parents or district) who invited the individual to be a member of the IEP team. A district may designate another district member of the IEP team to also serve as the district representative if the criteria in this section are satisfied.

5. Parent participation in the IEP; 300.322; ARSD 24:05:25:16

The district ensures that one or both parents of the child are present at each IEP team meeting or are afforded the opportunity to participate. The district shall notify parents of the meeting early enough to ensure that they will have an opportunity to attend, scheduling the meeting at a mutually agreed-upon time and place. The notice to the parents shall state the purpose, time, and location of the IEP team meeting and who will be in attendance and inform the parents of the provisions relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child, including information related to the participation of the Part C service coordinator or other representatives of the Part C system at the initial IEP Team meeting for a child previously served under Part C of the IDEA.

If a purpose of the IEP team meeting is the consideration of postsecondary goals and transition services for a student, the notice must also address the provisions of § 24:05:25:16.01.

If parents cannot attend, the district shall use other methods to ensure participation, including Zoom Calls, individual or conference telephone calls consistent with § 24:05:27:08.04.

6. When the IEP must be in effect; 300.323; ARSD 24:05:25:22

Meade School District ensures if the child is determined to be in need of special education or special education and related services, the IEP team shall develop an appropriate individual education program for the child. At the beginning of each school year thereafter, the district must have in effect an IEP for each child with disabilities within its jurisdiction. For children beginning at age three, an IEP shall be in effect by that date. If a child's third birthday occurs during the summer, the IEP team shall determine the date when services under the IEP will begin.

7. Development of the IEP; 300.324; ARSD 24:05:27:01.02

Meade School District ensures in developing, reviewing, and revising each student's individualized education program, the team shall consider the strengths of the student and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the student, the academic, developmental, and functional needs of the student. The individualized education program team also shall:

(1) In the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior;

(2) In the case of a student with limited English proficiency, consider the language needs of the student as these needs relate to the student's individualized education program;

(3) In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student;

(4) Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode; and

(5) Consider whether the student requires assistive technology devices and services.

The regular education teacher of a student with a disability, as a member of the individualized education program team, must, to the extent appropriate, participate in the development, review, and revision of the student's individualized education program, including the determination of appropriate positive behavioral interventions and supports and other strategies for the student and the determination of supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student consistent with subdivision 24:05:27:01.03(3).

Nothing in this section requires the team to include information under one component of a student's individualized education program that is already contained under another component of the student's individualized education program. No additional information may be required to be included in a student's IEP beyond what is explicitly required in this section.

8. Routine checking of hearing aids and external components of surgically implanted medical devices, 300.113; ARSD 24:05:27:05

For children with hearing impairments, including deafness, in need of special education who wear hearing aids in school, the district ensures the IEP team shall include, as a related service, a monitoring schedule in the individual educational program to ensure the proper functioning of these corrective devices.

SECTION V: Least Restrictive Environment (LRE), 34 C.F.R. §§ 300.114 – 300.120; ARSD 24:05:28

Meade School District ensures the availability of a continuum of alternative placements to provide each student with a disability the opportunity for education in the Least Restrictive Environment. Any removal of a student with a disability from the regular education environment will occur only when the nature and severity of the child's needs dictate that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

- 1. A continuum of alternative placements; 300-115; ARSD 24:05:28:02**
- 2. Placements; 300.116; ARSD 24:05:28:03**
- 3. Non-academic settings, 300.117; ARSD 24:05:28:06**
- 4. Children in public or private institutions; 300.118; ARSD 24:05:28:07**
- 5. Teachers and administrators are provided with technical assistance and training; 300.119; ARSD 24:05:28:11**
- 6. Monitors placements, 300.120; ARSD 24:05:28:12**
- 7. Individual educational programs for students placed in private schools (out of district placements). 24:05:27:10**
- 8. A continuum of alternative placements; 300-115; ARSD 24:05:28:02**

1. The continuum of regular educational programs/placements;

- Resource rooms
- Self-contained programs;
- Separate day school programs;
- Residential school programs;
- Home and hospital programs;
- Other settings.

For each of the programs listed in this section, the IEP team shall determine the extent to which related services are required in order for the child to benefit from the program. The length of the school day shall be equal in duration to that of a regular public school day unless an adjusted school day is required in order to meet the individual needs of the child. The IEP team shall provide for supplementary services, such as resource room or itinerant instruction to be provided in conjunction with regular class placement as applicable.

In those cases where placement is made in a separate day school program or residential school program, the district will abide by the school term of the facility in which the child is placed based on the individual needs of the child.

2. Placements; 300.116; ARSD 24:05:28:03

The IEP team will ensure the following:

1. Each child's educational placement must be individually determined at least annually and must be based on the child's individual education program;
2. Provisions are made for appropriate classroom or alternative settings necessary to implement a child individual education program;
3. Unless a child's individual education plan requires some other arrangement, the child shall be educated in the school which that child would normally attend if not disabled. Other placement shall be as close as possible to the child's home;
4. Placement in the least restrictive environment will not produce a harmful effect on the child or reduce the quality of services which that child needs; and
5. A child with a disability is not removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum.

3. Non-academic settings, 300.117; ARSD 24:05:28:06

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities listed in this chapter, the district will ensure that each child in need of special education or special education and related services participates with children without disabilities in those services and activities to the maximum extent appropriate to the needs of that child. The district will ensure that each child with a disability has the supplementary aids and services determined by the child's IEP team to be appropriate and necessary for the child to participate in nonacademic settings.

4. Children in public or private institutions; 300.118; ARSD 24:05:28:07

Meade School District, through its IEP team and individual education program procedures, will ensure that children placed in public or private institutions or other care facilities are educated with children who are not disabled to the maximum extent appropriate.

5. Teachers and administrators are provided with technical assistance and training; 300.119; ARSD 24:05:28:11

The district will provide ongoing training to all staff and paraprofessionals to assist all in the provision of services to students with disabilities.

6. Monitors placements, 300.120; ARSD 24:05:28:12

Meade School District will submit data to the State for the purpose of monitoring educational placements for students with disabilities on an annual basis.

7. Individual educational programs for students placed in private schools (out of district placements). 24:05:27:10

Before Meade School District places or refers a child in need of special education or special education and related services to a private school, facility, or a contracting district, the district shall initiate and conduct an IEP team meeting to develop an individual educational program for the child in accordance with district procedures. The district shall ensure that a representative of the private school or facility attends the IEP team meeting. If the representative of the private school or facility cannot attend the IEP team meeting, the district shall use other methods to ensure participation, including individual or conference telephone calls. When the district has secured a placement, there will be a meeting regarding change of placement and documentation on the IEP and Parent Prior Written Notice. After a child in need of special education or special education and related services enters a private school or facility, any meetings to review and revise the child's individual educational program may be initiated and conducted by the private school or facility at the discretion of the district. If the private school or facility initiates and conducts these meetings, the district shall ensure that the parents and the Special Services Directors are involved in any decision about the child's individual educational program and agree to any proposed changes in the program before those changes are implemented. Even if a private school or facility implements a child's individual educational program, responsibility for compliance, to ensure the special education process and documentation is completed such as IEP meetings, IEP development and evaluations, with this section remains with the Meade School District and the department. The school district will be responsible for maintaining documentation.

SECTION VI: Procedural Safeguards, 34 C.F.R. § 300.121; ARSD 24:05:30

Meade School District ensures that all children with disabilities and their parents are afforded the required procedural safeguards of 34 CFR 300.500 through 300.356 as outlined in the *South Dakota Parental Rights and Procedural Safeguards* document and consistent with South Dakota Administrative Rule. Specific reference includes:

1. Opportunity to examine records; parent participation in meetings; 300.501(a)(b)(c); ARSD 24:05:30:02
2. Independent educational evaluations; 300.502; ARSD 24:05:30:03
3. Prior written notice; content of notice; 300.503; ARSD 24:05:30:04
4. Procedural safeguards notice; 300.504; ARSD 24:05:30:06.01, ARSD 24:05:30:06.02
5. Use of electronic mail; 300.505; ARSD 24:05:30:06.03
6. Availability of mediation; 300.506; ARSD 24:05:30:09
7. Filing of due process complaints; 300.507; 300.508; 300.509; ARSD 24:05:30:07.01
8. Resolution process; 300.510; ARSD 24:05:30:08.09-.12
9. Impartial due process hearing; 300.511; ARSD 24:05:30:09.04
10. Hearing rights; 300.512; ARSD 24:05:30:12
11. Hearing decisions; 300.513; 300.514; 300.515; 300.516; 300.517; ARSD 24:05:30:11
12. Status of child during due process proceedings; 300.518; 24:05:30:14 ARSD.
13. Surrogate parents; children who are wards of the state; homeless youth; 300.519; ARSD 24:05:30:15

- 14. **Transfer of rights at age of majority; 300.520; ARSD 24:05:30:16.01**
 - 15. **Discipline procedures and manifestation determination; 300.530; ARSD 24:05:26:09.03**
 - 16. **Determination of setting; 300.531; ARSD 24:05:26:09.2**
 - 17. **Right of appeal of the determination of setting; 300.532; ARSD 24:05:26:09.05**
 - 18. **Placement during appeals; 300.533; ARSD 24:05:26:09.06**
 - 19. **Protections for children not determined eligible for special education and related services; 300.534; ARSD 24:05:26:14**
 - 20. **Referral to action by law enforcement and judicial authorities; 300.535; ARSD 24:05:26:15**
 - 21. **Change of placement due to disciplinary removals; 300.536; ARSD 24:05:26:02.01**
1. **Opportunity to examine records; parent participation in meetings; 300.501(a)(b)(c); ARSD 24:05:30:02**

Meade School District ensures the parents of a child in need of special education or special education and related services shall be afforded an opportunity to inspect and review all education records concerning the identification, evaluation, and educational placement of the child and the provisions of a free appropriate public education to the child.

2. Independent educational evaluations; 300.502; ARSD 24:05:30:03

The district ensures a parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the district subject to the conditions in this section.

The district shall provide to parents, upon written request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the district criteria applicable for independent educational evaluations specified in this section.

If a parent requests an independent educational evaluation, the district may ask for the parent's reason why he or she objects to the public evaluation. However, the explanation by the parent may not be required and the district may not unreasonably delay either providing the independent educational evaluation at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation.

The district will provide to the parents, upon written request for an independent educational evaluation, evaluator qualifications, geographical boundaries to obtain the independent educational evaluation and the cost. The district will allow parents to demonstrate unique circumstances to justify deviating from individual education evaluations criteria.

If the parent requests an independent educational evaluation at public expense, Meade School District, without unnecessary delay, either file a due process complaint to request a hearing under this chapter to show that its evaluation is appropriate or ensure that an independent educational evaluation is provided at public expense unless the district demonstrates in a hearing that the evaluation obtained by the parent did not meet district criteria. If the district files a due process complaint to request a hearing under this chapter and the final decision is that the evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense. A parent is entitled to only one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent disagrees.

If the parent obtains an independent educational evaluation at public expense or shares with Meade School District an evaluation obtained at private expense, the results of the evaluation will be considered by the district, if it meets district criteria, in any decision made with respect to the provision of a free appropriate public education to the child and may be presented by any party as evidence at a hearing under this chapter regarding that child.

If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense. If an independent evaluation is made at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria which the district uses when it initiates an evaluation to the extent those criteria are consistent with the parent's right to an independent educational evaluation. Each district shall provide to parents, on request, information about where an independent educational evaluation may be obtained.

For the purposes of this section, the term, independent education evaluation, means an evaluation conducted by a qualified examiner who is not employed by the district responsible for the education of the child in question. For purposes of this section, the term, public expense, means that the district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent consistent with §§ 24:05:14:01 to 24:05:14:01.05, inclusive.

3. Prior written notice; content of notice; 300.503; ARSD 24:05:30:04

Meade School District ensures prior written notice will be given to the parents five days before the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child. The five-day notice requirement may be waived by the parents.

4. Procedural safeguards notice; 300.504; ARSD 24:05:30:06.01; ARSD 24:05:30:06.02

Meade School District ensures that all children with disabilities and their parents are afforded the required procedural safeguards of 34 CFR 300.500 through 300.356 as outlined in the *South Dakota Parental Rights and Procedural Safeguards* document.

The district will provide a copy of the procedural safeguards document to the parents of an eligible child with a disability at least one time each year, in addition to the following:

- Upon initial referral or parent request for an evaluation;
- Upon request by the parent;
- In accordance with discipline procedures outlined in the procedural safeguards document;
- Upon receipt of the first state complaint or first due process complaint in a given school year.

The district special education website posts a link to the procedural safeguards document to afford access to the public.

The district ensures the procedural safeguards notice must include a full explanation of all of the procedural safeguards available under this article and the state complaint procedures relating to:

- (1) Independent educational evaluation;
- (2) Prior written notice;
- (3) Parental consent;
- (4) Access to educational records;
- (5) Opportunity to present and resolve complaints through the due process complaint and state complaint procedures, including:
 - (a) The time period in which to file a complaint;
 - (b) The opportunity for the district to resolve the complaint; and
 - (c) The difference between the due process complaint and the state complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures;
- (6) The child's placement during pendency of any due process complaint;
- (7) Procedures for students who are subject to placement in an interim alternative educational setting;
- (8) Requirements for unilateral placement by parents of children in private schools at public expense;
- (9) The availability of mediation;
- (10) Hearings on due process complaints, including requirements for disclosure of evaluation results and recommendations;
- (11) Civil actions, including the time period in which to file those actions; and
- (12) Attorneys' fees.

The form of the notice must be consistent with § 24:05:30:06, including written evidence that the requirements in this section have been met.

5. Use of electronic mail; 300.505; ARSD 24:05:30:06.03

The district ensures a parent of a child with a disability may elect to receive notices required by this chapter by an electronic mail communication.

6. Availability of mediation; 300.506; ARSD 24:05:30:09

The district will ensure parties are allowed to mediate disputes involving any matter under this article, including matters arising before the filing of a due process complaint, to resolve disputes through a mediation process. Procedures for mediation are as follows:

- (1) The district will ensure that mediation is viewed as voluntary and freely agreed to by both parties and is in no way used to deny or delay an aggrieved party's right to a hearing on a parent's due process complaint, or to deny any other rights afforded under this article; and
- (2) The mediation conference is an intervening, informal process conducted in a non-adversarial atmosphere that is scheduled in a timely manner and held in a location that is convenient to the parties in the dispute.

The state will bear the cost of the mediation process, including the costs of meetings.

7. Filing of due process complaints; 300.507; 300.508; 300.509; ARSD 24:05:30:07.01

A parent or the district may file a due process complaint on any matters relating to the identification, evaluation or educational placement of a child with a disability, or the provision of FAPE to the child.

8. Resolution process; 300.510; ARSD 24:05:30:08.09-.12

Within 15 days of receiving notice of the parent's due process complaint, and before the initiation of a due process hearing under this chapter, the district shall convene a meeting with the parent and the relevant member or members of the IEP team who have specific knowledge of the facts identified in the due process complaint. The meeting:

- (1) Shall include a representative of the district who has decision-making authority on behalf of the district; and
 - (2) May not include an attorney of the district unless the parent is accompanied by an attorney.
- The parent and district will determine the relevant members of the IEP team to attend the meeting.

The purpose of the resolution meeting is for the parent of the child to discuss the due process complaint, and the facts that form the basis of the due process complaint, so that the district has the opportunity to resolve the dispute that is the basis for the due process complaint.

The resolution meeting need not be held if:

- (1) The parent and the district agree in writing to waive the meeting; or
- (2) The parent and the district agree to use the mediation process described in this chapter.

If the district has not resolved the due process complaint to the satisfaction of the parent within 30 days of the receipt of the due process complaint, the due process hearing may occur.

Except as provided in § 24:05:30:08.14, the timeline for issuing a final decision in a due process hearing begins at the expiration of the 30-day period.

Except where the parties have jointly agreed to waive the resolution process or to use mediation, notwithstanding the above two paragraphs, the failure of the parent filing a due process complaint to participate in the resolution meeting delays the timelines for the resolution process and due process hearing until the meeting is held.

9. Impartial due process hearing; 300.511; ARSD 24:05:30:09.04

If a due process complaint is received under this chapter, the parents and Meade School District involved in the dispute will have an opportunity for an impartial due process hearing, consistent with the procedures in this article.

10. Hearing rights; 300.512; ARSD 24:05:30:12

Any party to a hearing, under this chapter or chapters 24:05:26 and 24:05:26.01, has the right to:

- (1) Be accompanied and advised by counsel and by individuals with special knowledge or training concerning the problems of children with disabilities, except that neither party has the right to be represented by a non-attorney at a hearing;
- (2) Present evidence and confront, cross-examine, and compel the attendance of witnesses;
- (3) Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five business days before the hearing;
- (4) Obtain a written or, at the option of the parents, electronic verbatim record of the hearing; and
- (5) Obtain written or, at the option of the parents, electronic findings of fact and decisions. The public agency shall transmit those findings and decisions, after deleting any personally identifiable information, to the state advisory council and shall make those findings and decisions available to the public.

Parents involved in hearings must be given the right to have the child who is the subject of the hearing present and open the hearing to the public. The record of the hearing and the findings of fact and decisions must be provided at no cost to the parents.

11. Hearing decisions; 300.513; 300.514; 300.515; 300.516; 300.517; ARSD 24:05:30:11

A parent or the district, if aggrieved by the decision of the hearing officer under this chapter or chapters 24:05:26 and 24:05:26.01, may bring a civil action with respect to a due process complaint notice requesting a due process hearing under the Individuals with Disabilities Education Act, 20 U.S.C. § 1415(i)(2). A civil action may be filed in either state or federal court

without regard to the amount in controversy. The party bringing the action has 90 days from the date of a hearing officer's decision to file a civil action. In any action brought under this section, the court:

- (1) Shall review the records of the administrative proceedings;
- (2) Shall hear additional evidence at the request of a party; and
- (3) Basing its decision on the preponderance of the evidence, shall grant the relief that the court determines to be appropriate.

Nothing in Part B of the Individuals with Disabilities Education Act restricts or limits the rights, procedures, and remedies available under the Constitution, the Americans with Disabilities Act of 1990 as amended to July 1, 2013, Title V of the Rehabilitation Act of 1973 as amended to July 1, 2013, or other federal laws protecting the rights of children with disabilities. However, before the filing of a civil action under these laws, seeking relief that is also available under section 615 of IDEA, the procedures under this chapter for filing a due process complaint must be exhausted to the same extent as would be required had the action been brought under section 615 of IDEA.

12. Status of child during due process proceedings; 300.518; ARSD 24:05:30:14

Except as provided in chapters 24:05:26 and 24:05:26.01, during the pendency of any administrative hearing or judicial proceeding regarding a due process complaint notice requesting a due process hearing pursuant to this chapter, the child involved will remain in the present educational placement unless the state or school district and the parents agree otherwise. If the complaint involves an application for initial admission to public school, the child, with the consent of the parents, will be placed in the public school program until the completion of all the proceedings.

If the complaint involves an application for initial services under this article from a child who is transitioning from Part C of the IDEA to Part B and is no longer eligible for Part C services because the child has turned three, the district is not required to provide the Part C services that the child had been receiving. If the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of special education and related services, then the district will provide those special education and related services that are not in dispute between the parent and the district.

If the decision of a hearing officer in a due process hearing agrees with the child's parents that a change of placement is appropriate, that placement will be treated as an agreement between the state and the parents for purposes of pendency.

13. Surrogate parents; children who are wards of the state; homeless youth; 300.519; ARSD 24:05:30:15

Meade School District will assign a surrogate parent to ensure that the rights of a child are protected if no parent, as defined in § 24:05:13:04, can be identified and the district, after reasonable effort, cannot locate a parent or if the child is a ward of the state or the child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2009. A district's method for determining whether a child needs a surrogate parent will include the following:

1. The identification of staff members at the district or building level responsible for referring students in need of a surrogate parent;
2. The provision of in-service training on the criteria in this section for determining whether a child needs a surrogate parent; and
3. The establishment of a referral system within the district for the appointment of a surrogate parent.

If a child is a ward of the state, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, if the surrogate meets the requirements of this section.

The Special Education Director or designee will appoint surrogate parents.

Meade School District will ensure that a person selected as a surrogate has no personal or professional interest that conflicts with the interest of the child the surrogate represents and has knowledge and skills that ensure adequate representation of the child. The district is responsible for the training and certification of surrogate parents and shall maintain a list of persons who may serve as surrogate parents.

A person assigned as a surrogate may not be an employee of the department, district, or any other agency that is involved in the education or care of the child.

If a child is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents, without regard to the nonemployee provision above, until a surrogate parent can be appointed who meets all of the requirements of this section.

A person who otherwise qualifies to be a surrogate under the provisions of this section is not an employee of the agency solely because the person is paid by the agency to serve as a surrogate parent.

The surrogate parent may represent the student in all matters relating to the identification, evaluation, educational placement, and provision of FAPE to the students.

14. Transfer of rights at age of majority; 300.520; ARSD 24:05:30:16.01

Consistent with state law, when a child with a disability reaches the age of majority that applies to all children, except for an eligible child who has been determined to be incompetent, the following will occur:

- (1) The school district will provide any notice required by this article to both the individual and the parents;
- (2) All other rights accorded to parents under this article transfer to the child; and
- (3) All rights accorded to parents under this article transfer to children who are incarcerated in an adult or juvenile, state, or local correctional institution.

If a state transfers rights under this section, the district will notify the individual and the parents of the transfer of rights. If, consistent with state law, an eligible child is determined not to have the ability to provide informed consent with respect to the educational program of the child, the district will appoint the parent or, if the parent is not available, another appropriate individual to represent the educational interests of the child throughout the child's eligibility under this article.

15. Discipline procedures and manifestation determination; 300.530; ARSD 24:05:26:09.03

Within ten school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the district, the parent, and relevant members of the student's IEP team, as determined by the parent and the district, will review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- (1) Whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- (2) Whether the conduct in question was the direct result of the district's failure to implement the IEP.

The conduct must be determined to be a manifestation of the student's disability if the district, the parent, and relevant members of the student's IEP team determine that a condition in either subdivision (1) or (2) of this section was met.

If the district, the parent, and relevant members of the student's IEP team determine that the condition described in subdivision (2) of this section was met, the district shall take immediate steps to remedy those deficiencies.

Determination of setting; 300.531; ARSD 24:05:26:09.2

The student's IEP team will determine the interim alternative educational setting in which a student is placed under §§ 24:05:26:08.01, 24:05:26:02.01, and 24:05:26:09.05.

16. Right of appeal of the determination of setting; 300.532; ARSD 24:05:26:09.05

The parent of a child with a disability who disagrees with any decision regarding:

1. Placement under these procedures, or
2. The manifestation determination may request a hearing by filing a due process complaint consistent with this document.

If Meade School District believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others may request a hearing by filing a due process complaint consistent with this document.

17. Placement during appeals; 300.533; ARSD 24:05:26:09.06

A removal of a child with a disability from the child's current educational placement is a change of placement if:

1. The removal is for more than 10 school days in a row; or
2. The child has been subjected to a series of removals that constitute a pattern because:
 1. The series of removals total more than 10 school days in a school year;

2. The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
3. Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

Meade School District determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

18. Protections for children not determined eligible for special education and related services; 300.534; ARSD 24:05:26:14

A student who has not been determined to be eligible for special education and related services under this article and who has engaged in behavior that violated any rule or code of conduct of the school district, including any behavior described in this chapter, may assert any of the protections provided for in this article if the school district had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. A school district is deemed to have knowledge that a student is a student with a disability if:

1. The parent of the student has expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the student, that the student is in need of special education and related services
2. The parent of the student has requested an evaluation of the student pursuant to this article; or
3. The teacher of the student, or other personnel of the district or other public agency has expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education of the district or to other supervisory personnel of the district.

A district is not deemed to have knowledge that the student is a student with a disability under this section, if the parent of the student has not allowed an evaluation of the student pursuant to this article, or has refused services under this article, or the district conducted an evaluation consistent with this article and determined that the student was not a student with a disability.

If the district does not have knowledge that a student is a student with a disability before taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as measures applied to students without disabilities who engaged in comparable behaviors consistent with this chapter.

If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures under this chapter, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the student is determined to be a student with a disability taking into consideration information from the evaluation conducted by the district and information provided by the parents, the district shall provide special education and related services in accordance with the provisions of this article including the discipline procedures and free appropriate public education requirements.

19. Referral to action by law enforcement and judicial authorities; 300.535; ARSD 24:05:26:15

Nothing in Part B of the Individuals with Disabilities Education Act prohibits a school district from reporting a crime committed by a student with a disability to appropriate authorities or to prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with a disability.

The district reporting a crime committed by a student with a disability will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom it reports the crime. A school district reporting a crime under this chapter may transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act, as amended to January 8, 2009.

20. Change of placement due to disciplinary removals; 300.536; ARSD 24:05:26:02.01

For purposes of removal of a student with a disability from the student's current educational placement under this chapter, a change of placement occurs if:

1. The removal is for more than ten consecutive school days; or
2. The student is subjected to a series of removals that constitute a pattern because:
 - a. They cumulate to more than ten school days in a school year;

- b. Of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another; and
- c. The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals.

The public agency determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

SECTION VII: Evaluation 34 C.F.R. §300.122; ARSD 24:05:25

Meade School District ensures that all children with disabilities are evaluated in accordance with the following regulatory provisions:

- 1. Parental consent (for initial evaluation, services, and re-evaluations; 300.300; ARSD 24:05:25:02.01, ARSD 24:05:25:06.01**
- 2. Initial evaluations; 300.301; ARSD 24:05:25:03**
- 3. Screening for instructional purposes; 300.302; ARSD 24:05:25:03.03**
- 4. Re-evaluations; 300.303; ARSD 24:05:25:06**
- 5. Evaluation procedures; 300.304; 300.305; ARSD 24:05:25:04**
- 6. Determining eligibility; 300.306; ARSD 24:05:25:04.03**
- 7. Specific learning disabilities; 300.307 through 300.311; ARSD 24:05:25:07, ARSD 24:05:25:08, ARSD 24:05:25:11, ARSD 24:05:25:12**

1. Parental consent

Before Meade School District proposes to conduct an initial evaluation to determine whether a child qualifies as a child with a disability will, after providing notice consistent with chapter 24:05:30, obtain informed consent from the parent of the child before conducting the evaluation.

1. Parental consent for initial evaluation may not be construed as consent for initial provision of special education and related services.
2. The school district will make reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability.
3. To meet the reasonable efforts requirement in this section, the district will document its attempts to obtain parental consent using the procedures in § 24:05:25:17.

Before conducting a reevaluation of an eligible child, parental consent is required, unless:

1. Meade School District can demonstrate that it has taken reasonable measures to obtain consent, and the child's parent has failed to respond; and
2. Meade School District documents its efforts to obtain consent by using the procedures consistent with § 24:05:25:17.
3. If the parent refuses to consent to the reevaluation, the school district may, but is not required to, pursue the reevaluation by using the consent override procedures described in chapter 24:05:30 including mediation and due process hearing procedures.

2. Initial Evaluations; (Pre Placement evaluations, ARSD 24:05:25.03)

Before any action is taken concerning the initial placement of a child with disabilities in a special education program, a full and individual initial evaluation of the child's educational needs must be conducted in accordance with the requirements of this chapter. Initial evaluations must be completed within 25 school days after receipt by the district of signed parent consent to evaluate unless other timelines are agreed to by the school administration and the parents.

Written evaluation reports, determination of eligibility, and conducting an IEP team meeting must be completed within 30 days from the end of the 25 school day evaluation timeline. If another timeline for completing the evaluation process is agreed to by the parent and school administration, the written evaluation reports, determination of eligibility, and conducting an IEP team meeting must be completed within 30 days from the end of agreed upon evaluation timeline.

Consistent with the consent requirements in this section, either a parent of a child or a school district may initiate a request for an initial evaluation to determine whether the child is a child with a disability.

3. Screening for instructional purposes; 300.302; ARSD 24:05:25:03.03

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services.

4. Re-evaluations; 300.303; ARSD 24:05:25:06

Meade School District will ensure that a reevaluation of each child with a disability is conducted in accordance with this chapter if the school district determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation or if the child's parents or teacher requests a reevaluation.

A reevaluation conducted under this section may occur not more than once a year, unless the parent and district agree otherwise, and will occur at least once every three years, unless the parent and the district agree that a reevaluation is unnecessary.

Reevaluations must be completed within 25 school days after receipt by the district of signed consent to reevaluate unless other time limits are agreed to by the school administration and the parents consistent with § 24:05:25:03.

Meade School District will follow the procedures under § 24:05:25:04.02 when reevaluating a student for the additional purposes of:

- (1) Determining whether the child continues to have a disability and determining the educational needs of the child;
- (2) Determining the present levels of academic achievement and related developmental needs of the child;
- (3) Determining whether the child continues to need special education and related services; and
- (4) Determining whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general education curriculum.

If no additional data are needed to determine continuing eligibility and the child's educational needs, the district shall notify the parents of that determination and reasons for it and of the right of the parent to request an assessment, for purposes of determining the child's educational needs under this article, and to determine continuing eligibility. The school district is not required to conduct an assessment unless requested to do so by the child's parents. However, a school district shall follow the procedures in this chapter before determining that the child is no longer a child with a disability. The evaluation procedures described in this chapter are not required before the termination of a child's eligibility under this article due to graduation from secondary school with a regular high school diploma, or exceeding the age eligibility for FAPE.

5. Evaluation procedures; 300.304; 300.305; ARSD 24:05:25:04

Meade School District will ensure, at a minimum, that evaluation procedures include the following:

(1) Assessments and other evaluation materials are provided and administered in the child's native language or by another mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer. In addition, assessments and other evaluation materials:

- (a) Are used for the purposes for which the assessments or measures are valid and reliable; and
 - (b) Are administered by trained and knowledgeable personnel in conformance with the instructions provided by their producer;
- (2) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient;
 - (3) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment accurately reflects the child's aptitude or achievement level or whatever other factors the assessment purports to measure, rather than the child's impaired sensory, manual, or speaking skills except where those skills are the factors which the assessment purports to measure;
 - (4) No single measure or assessment is used as the sole criterion for determining eligibility or an appropriate educational program for a child;
 - (5) A variety of assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the child, including information provided by the parents, that may assist in determining:
 - (a) Whether the child is a child with a disability; and
 - (b) The content of the child's IEP, including information related to enabling the child:

- (i) To be involved in and progress in the general education curriculum; or
- (ii) For a preschool child, to participate in appropriate activities;
- (6) Technically sound instruments, assessment tools, and strategies are used that:
 - (a) May assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; and
 - (b) Provide relevant information that directly assists persons in determining the educational needs of the child;
- (7) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and
- (8) The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

Assessments of children with disabilities who transfer from one school district to another school district in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with § 24:05:25:03.01, to ensure prompt completion of full evaluations.

6. Determining eligibility; 300.306; ARSD 24:05:25:04.03

Upon completing the administration of assessments and other evaluation measures as required by this chapter, the individual education program team and other qualified individuals will determine whether the student is a student with a disability, and will determine the educational needs of the child, as defined in this article. The district will provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. A student may not be determined to be a student with a disability if the determinant factor for that decision is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in ESEA, or lack of appropriate instruction in math or limited English proficiency and if the student does not otherwise meet the eligibility criteria under chapter § 24:05:24.01.

In interpreting evaluation data for the purpose of determining eligibility and determining the educational needs of the child in making placement decisions, including decisions regarding preschool children, the district will do the following:

- i. Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;
- ii. Ensure that information obtained from all of these sources is documented and carefully considered;
- iii. Ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options;
- iv. Ensure that the placement decision is made in conformity with the least restrictive environment rules in district policy; and
- v. Ensure that the parents of each child with a disability are members of any group that makes decisions on the educational placement of their child.

If a determination is made that a child is disabled and needs special education and related services, an individual education program must be developed for the child in accordance with least restrictive environment requirements.

7. Specific learning disabilities; 300.307 through 300.311; ARSD 24:05:25:07, ARSD 24:05:25:08, ARSD 24:05:25:11, ARSD 24:05:25:12

1. Documentation of eligibility for specific learning disabilities. For a child suspected of having a specific learning disability, the documentation of the determination of eligibility will contain a statement of:

- (1) Whether the child has a specific learning disability;
- (2) The basis for making the determination, including an assurance that the determination has been made in accordance with this section;
- (3) The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning;
- (4) The educationally relevant medical findings, if any;
- (5) Whether:
 - (a) The child does not achieve adequately for the child's age or does not meet state-approved grade-level standards; and
 - (b) The child does not make sufficient progress to meet age or state approved grade-level standards; or the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards or intellectual development.

(6) The determination of the group concerning the effects of a visual, hearing, or motor disability; cognitive disability; emotional disability; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level.

(7) If the child has participated in a process that assesses the child's response to scientific, research-based intervention:

- (a) The instructional strategies used and the student-centered data collected; and
- (b) The documentation that the child's parents were notified about:
 - (i) The state's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided.
 - (ii) Strategies for increasing the child's rate of learning; and
 - (iii) The parent's right to request an evaluation;
- (8) If using the discrepancy model, the group finds that the child has a severe discrepancy of 1.5 standard deviations between achievement and intellectual ability in one or more of the eligibility areas, the group shall consider regression to the mean in determining the discrepancy; and
- (9) If using the response to intervention model for eligibility determination, the group shall demonstrate that the child's performance is below the mean relative to age or state approved grade level standards.

2. Group members to certify report in writing. Each group member shall certify in writing whether the report reflects his conclusion. If it does not reflect a group member's conclusion, the group member must submit a separate statement presenting his conclusions.

3. Response to intervention model. School districts that elect to use a response to intervention model as part of the evaluation process for specific learning disabilities will submit to the state for approval a formal proposal that at a minimum addresses the provisions in district policy for documenting eligibility for specific learning disability.

Section VIII Confidentiality 34 C.F.R. 300.123; ARSD 24:05:29, ARSD 24:05:21:05

Meade School District ensures compliance with all regulations regarding the confidentiality of personally identifiable information and all records according to 34 CFR 300.610 through 300.626.

1. **Notice requirements to parents; 300.612; ARSD 24:05:29:18**
2. **Access rights; 300.613; ARSD 24:05:29:04**
3. **Record of access; 300.614; ARSD 24:05:29:05**
4. **Records on more than one child; 300.615; ARSD 24:05:29:06**
5. **List of types and locations of information; 300.616; ARSD 24:05:29:07**
6. **Fees for copies of records; 300.617; ARSD 24:05:29:08**
7. **Amendments to records at parent's request; 300.618; ARSD 24:05:29:09**
8. **Opportunity for a hearing; 300.619; ARSD 24:05:29:10**
9. **Result of hearing and hearing procedures; 300.620-621; ARSD 24:05:29:12**
10. **Parental consent for the release of records; 300.622; ARSD 24:05:29:13**
11. **Safeguarding of records; 300.623; ARSD 24:05:29:14**
12. **Destruction of information; 300.624; ARSD 24:05:29:15**
13. **Children's rights; transfer at the age of majority; 300.625; ARSD 24:05:29:16**
14. **Enforcement; policies and procedures; 300.626; ARSD 24:05:29:17**
15. **Transfer of records for migratory children with disabilities; 300.213; ARSD 24:05:21:05**

1. **Notice requirements to parents; 300.612; ARSD 24:05:29:18**

Meade School District will annually notify parents of students currently in attendance at the agency or institution of their rights under the Family Educational Rights and Privacy Act (Act) and this section. The notice must inform the parent or eligible student that the parent or eligible student has a right to do the following:

- a. Inspect and review the student's education records;
- b. Seek amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

c. Consent to disclosure of personally identifiable information contained in the student's educational records, except to the extent that the Act and the regulations in this section authorize disclosure without consent;

d. File with the U.S. department of education a complaint concerning alleged failures by the agency or institution to comply with the requirements of the Act and this section;

The notice will also include the procedures for exercising the right to inspect and review education records, the procedures for requesting the amendment of records and, if the educational agency or institution has a policy of disclosing education records, a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

The district may provide this notice by any means that are likely to inform the parents and eligible students of their rights and that will effectively notify parents of students who have a primary or home language other than English, and parents or eligible students who are disabled.

2. Access rights; 300.613; ARSD 24:05:29:04

Meade School District will permit parents to inspect and review any education records relating to their student which are collected, maintained, or used by the agency under this section. The district will comply with a request without unnecessary delay and before any meeting regarding an individual education program or hearing relating to the identification, evaluation, or placement of the student, or discipline hearing or resolution session and in no case more than 45 calendar days after the request has been made.

The right to inspect and review education records under this section includes the following:

- a. The right to response from the district to reasonable requests for explanations and interpretations of the records;
- b. The right to request that the district provide copies of the records containing the information if failure to provide these copies would effectively prevent the parent from exercising the right to inspect and review the records; and
- c. The right to have a representative of the parent inspect and review the records.

The district may presume that the parent has authority to inspect and review records relating to his child unless the agency has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation, divorce, or custody.

3. Record of Access; 300.614; ARSD 24:05:29:05

Meade School District will keep a record of parties obtaining access to education records collected, maintained, or used under this section, except access by parents and authorized employees of the district, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

A parent or eligible student may inspect this record on request.

4. Records on more than one child; 300.615; ARSD 24:05:29:06

If any education record includes information on more than one child, the parents of those children may inspect and review only the information relating to their child or to be informed of that specific information.

5. List of types and locations of information; 300.616; ARSD 24:05:29:07

The district will provide parents on request a list of the types and locations of education records collected, maintained, or used by the district.

6. Fees for copies of records; 300.617; ARSD 24:05:29:08

The district may charge a fee for copies of records which are made for parents under this section if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. The district may not charge a fee to search for or retrieve information under this section.

7. Amendment of records at parents' request; 300.618; ARSD 24:05:29:09

A parent who believes that information in education records collected, maintained, or used under these rules is inaccurate or misleading or violates the privacy or other rights of the student may request the district which maintains the information to amend the information.

Meade School District will decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the district decides to refuse to amend the information in accordance with the request, it will inform the parent of the refusal and advise the parent of the right to a hearing.

8. Opportunity for a hearing; 300.619; ARSD 24:05:29:10

Meade School District will, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.

9. Result of hearing and hearing procedures; 300.620-621; ARSD 24:05:29:12

At a minimum, the district's hearing procedures must include the following elements:

- a. The hearing must be held within 30 days after the district received the request, and the parent of the student or eligible student will be given notice of the date, place, and time 5 days in advance of the hearing;
- b. The hearing may be conducted by any party, including an official of the district, who does not have a direct interest in the outcome of the hearing;
- c. The parent of the student or eligible student will be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or be represented by individuals of his choice at his own expense, including an attorney;
- d. The district will make its decision in writing within 30 days after the conclusion of the hearing; and
- e. The decision of the district will be based solely upon the evidence presented at the hearing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it will amend the information accordingly and inform the parents in writing.

If, as a result of the hearing, the district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it will inform the parents of the right to place in the records it maintains on the student a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the district. Any explanation placed in the records of the student under this section must be maintained by the district as part of the records of the student as long as the record or contested portion is maintained by the district. If the records of the student or the contested portion is disclosed by the district to any party, the explanation must also be disclosed to the party.

10. Parental Consent for release of records; 300.622; ARSD 24:05:29:13

Parental consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies collecting or using the information under article 24:05 or used for any purpose other than meeting a requirement under this chapter, unless the information is contained in education records and the disclosure is authorized without parental consent under FERPA. The district may not release information from education records to participating agencies without parental consent except as follows:

- (1) Meade School District may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student if the disclosure is to other school officials, including teachers, within the educational institution or local educational agency who have been determined by the agency or institution to have legitimate educational interests or to officials of another school or school system in which the student seeks or intends to enroll, subject to the requirements set forth in subdivision of this section; and
- (2) When Meade School District discloses the education records of a student pursuant to subdivision (1) of this section will make a reasonable attempt to notify the parent of the student or the eligible student at the last known address of the parent or eligible student, unless the disclosure is initiated by the parent or eligible student. (3). If Meade School District includes in its annual notice of parent's rights that it is the policy of the district to forward education records on request to a school in which a student seeks or intends to enroll, then the district does not have to provide any further notice of the transfer of records.

Notwithstanding the FERPA exceptions for releasing information from education records without parental consent, including the annual notice provision, if a student is enrolled, or is going to enroll in a private school that is not located in the school district of the parent's residence, parental consent must be obtained before any personally identifiable information about the student is released between officials in the school district where the private school is located and officials in the school district of the parent's residence.

When Meade School District receives personally identifiable information from another educational agency or institution, it may make further disclosures of the information on behalf of the educational agency without the prior written consent of the parent

or eligible student if the conditions of subdivisions (1) and (2) of this section are met and if the educational agency informs the party to whom disclosure is made of these requirements.

11. Safeguarding of records; 300.623; ARSD 24:05:29:14

Meade School District will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. Officials in the district will assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding the provisions of this section concerning personally identifiable information.

The district will maintain for public inspection a current listing of the names and positions of those employees within the district who may have access to personally identifiable information on student in need of special education or special education and related services.

12. Destruction of information; 300.624; ARSD 24:05:29:15

The district will inform parents when personally identifiable information collected, maintained, or used under this section is no longer needed to provide educational services to the student. The information no longer needed must be destroyed at the request of the parents. However, a permanent record of the student's name, address, and phone number, the student's grades, attendance record, classes attended, and grade level completed may be maintained without a time limit.

13. Children's rights; transfer at the age of majority; 300.625; ARSD 24:05:29:16

All of the parental rights in this section are extended to the child upon reaching the age of 18 unless the child has been declared incompetent by the courts, consistent with the transfer of student rights at age of majority, including taking into consideration the type or severity of a child's disability.

14. Enforcement; Policy and Procedure; 300.626; ARSD 24:05:29:17

The department of education, special education programs, is the entity responsible for ensuring Meade School District complies with the requirements on confidentiality of information through on-site monitoring, approval of comprehensive plans, and complaint resolution. Sanctions for noncompliance include the disapproval of local special education programs and the withholding of state and federal funds.

15. Transfer of records for migratory children with disabilities; 300.213; ARSD 24:05:21:05

The district will cooperate in the U.S. Secretary of Education's efforts under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the states, health and educational information regarding those children.

SECTION IX: Transition from Part C to Part B, 34 C.F.R. § 300.124; ARSD 24:05:27:21

Meade School District ensures that children participating in early intervention programs under Part C, and who will participate in preschool programs under Part B experience a smooth and effective transition to district preschool programs. Further, each eligible child with a disability will have in place at the time of their third birthday, an appropriate IEP or IFSP for the provision of special education and related services has been developed and implemented. The district participates in transition planning conferences as coordinated by the local Part C agency.

The State Part C coordinator contacts the district to alert them of the child turning 3. Several months before a B-3 child turns 3, the district will initiate evaluation procedures to determine potential eligibility for Part B and they will hold an eligibility meeting at least 90 days, but not more than 9 months prior to the child turning 3. This evaluation planning includes contact and input from the child's family. When the child turns 3, the district will begin monitoring progress through quarterly progress notes.

SECTION X: Private School Placements; 34 C.F.R. §§ 300.129 – 300.148; 24:05:31, ARSD 24:05:32

Meade School District ensures compliance with 34 CFR 300.129 through 300.148, governing private school placements within the boundaries of the district, Through consultation with private school representatives, the district ensures that it will locate, identify and evaluate all children with disabilities who are enrolled by their parents in a private school within the district's boundaries. For all eligible students with disabilities enrolled in private schools by their parents, a service plan will

be developed in accordance with 300.132, and records maintained documenting the number of students evaluated and served in these settings. Specific references include:

1. Definition of parentally-placed private school children; 300.130; ARSD 24:05:32:01
2. Child find for parentally-placed private school children with disabilities; 300.131; ARSD 24:05:32:01.01
3. Provision of services for parentally-placed private school children with disabilities; 300.132; ARSD 24:05:32:03.01, ARSD.
4. Expenditures for parentally-placed private school children with disabilities; 300.133; ARSD 24:05:32:01:02
5. Consultation process with private schools attended by children with disabilities; 300.134; ARSD 24:05:32:01:05
6. Written affirmation by private school officials of meaningful consultation; 300.135; ARSD 24:05:32:01.06
7. Compliance; rights of private school officials to submit a state complaint; 300.136; ARSD 24:05:32:01.07
8. Determination of equitable services for parentally-placed private school students with disabilities; 300.137; ARSD 24:05:32:03.02,
9. Provision of equitable services for parentally-placed private school students with disabilities; 300.138; ARSD 24:05:32:03.02
10. Location of services and transportation; 300.139; ARSD 24:05:32:03.03
11. Due process complaints and state level complaints; 300.140; ARSD 24:05:32:03.04
12. Requirements that funds not benefit a private school; 300.141; ARSD 24:05:32:12
13. Use of personnel for the provision of services to parentally-placed private school students with disabilities; 300.142; ARSD 24:05:32:13
14. Prohibition on separate classes; 300.143; ARSD 24:05:32:11
15. Property, equipment, and supplies used to provide special education and related services to parentally-placed private school students with disabilities; 300.144; ARSD 24:05:32:15, ARSD 24:05:32:16
16. Children with disabilities in private schools placed or referred by public agencies; 300.145 – 300.147; ARSD 24:05:34:02
17. Placement of children with disabilities by their parents in private schools when FAPE is an issue; 300.148; ARSD 24:05:31:01-07

1. Definition of parentally-placed private school children; 300.130; ARSD 24:05:32:01

Meade School District understands that parentally-placed private school children with disabilities are defined as children with disabilities whose parents have unilaterally enrolled them in private schools (including religious schools) that meet the state definition of elementary or secondary schools.

2. Child find for parentally-placed private school children with disabilities; 300.131; ARSD 24:05:32:01.01

Meade School District understands that it is responsible for conducting child find activities in private schools that happen to be within the boundaries of the district and must maintain records regarding the number of children evaluated, the number of children found to have a disability, and the number of children served.

3. Provision of services for parentally-placed private school children with disabilities; 300.132; ARSD 24:05:32:03.01

Meade School District will write a service plan to guarantee the services for parentally-placed private school children with disabilities, with a representative of the private school in attendance (or participating by phone).

4. Expenditures for parentally-placed private school children with disabilities; 300.133; ARSD 24:05:32:01:02

Meade School District will spend an amount, proportional to federal subgrants received, for the special education of children with disabilities in parentally-placed private schools within the district. If there are any excess funds, they may be carried over to a maximum of one year.

5. Consultation process with private schools attended by children with disabilities; 300.134; ARSD 24:05:32:01:05

When deciding how to spend federal funds designated for children with disabilities parentally-placed in private schools, Meade School District will consult with private school representatives and representatives of parents of parentally-placed private school children with disabilities.

6. Written affirmation by private school officials of meaningful consultation; 300.135; ARSD 24:05:32:01.06

Following the consultation, Meade School District will seek to acquire written affirmation by private school officials of the meaningful consultation that took place. If the private school does not provide written affirmation, the district will forward documentation of the consultation process to the department.

7. Compliance; rights of private school officials to submit a state complaint; 300.136; ARSD 24:05:32:01.07

Meade School District understands that private school officials have the right to submit a state complaint about consultation or other related matters. If this occurs, the school district will forward its relevant documentation to the department.

8. Determination of equitable services for parentally-placed private school students with disabilities; 300.137; ARSD 24:05:32:03.02

Meade School District determines the services for parentally-placed private school students with disabilities through the general process agreed through consultation with the private school officials and representative parents. Then specific services are written through the services plan created for each child.

9. Provision of equitable services for parentally-placed private school students with disabilities; 300.138; ARSD 24:05:32:03.02

Meade School District agrees to provide the same quality of personnel and services for private school students as would have been provided for public school students. Additionally, the services, material, and equipment must be secular, neutral, and non ideological. However, the amount of services may be less than what would have been received had the student been enrolled in the public school district.

10. Location of services and transportation; 300.139; ARSD 24:05:32:03.03

Meade School District understands that special education and related services may be provided at the private school site, but the district may not be required to transport students with disabilities from the home to the private school site.

11. Due process complaints and state level complaints; 300.140; ARSD 24:05:32:03.04

Meade School District understands that even though due process complaints and hearings would not occur related to the provision of special education services for parentally-placed private school students with disabilities, they could occur related to child find.

12. Use of personnel for the provision of services to parentally-placed private school students with disabilities; 300.142; ARSD 24:05:32:13

Meade School District understands that it may use funds to make personnel available for the provision of special education and related services in private schools.

13. Prohibition on separate classes; 300.143; ARSD 24:05:32:11

Meade School District understands that it is not allowed to use the funds to create separate classes to segregate children with disabilities separately.

14. Property, equipment, and supplies used to provide special education and related services to parentally-placed private school students with disabilities; 300.144; ARSD 24:05:32:15, ARSD 24:05:32:16

Meade School District understands that it is still responsible to account for property, equipment, and supplies placed in private schools for parentally-placed private school students with disabilities. Such inventory will be removed from the private school when it is no longer needed there.

15. Children with disabilities in private schools placed or referred by public agencies; 300.145 – 300.147; ARSD 24:05:34:02

Meade School District understands that it is still responsible for Child Find for students placed in private schools by public agencies, but the state is responsible for the costs of special education and related services.

16. Placement of children with disabilities by their parents in private schools when FAPE is an issue; 300.148; ARSD 24:05:31:01-07

Meade School District understands that if a student with a disability is placed in a private school because the school district could not provide FAPE, then the school district may be responsible for the costs of the education.

SECTION XI: Compliance with SEA General Supervision Requirements and Implementation of Procedural Safeguards; 34 C.F.R. §§ 300.149 – 300.150; ARSD 24:05:30:01, ARSD 24:05:20:18; State Complaint Procedures; 34 C.F.R. §§ 300.151 – 300.153; ARSD 24:05:15

Meade School District will comply with any and all requests for information from the South Dakota Department of Education, Special Programs Office related to its obligation to provide general supervision over LEAs in the state. This includes any and all requests for information or data related to monitoring and compliance with regulations as established by the SEA

1. **Responsibility for general supervision and procedural safeguards; 300.149-150; ARSD 24:05:20:18; ARSD 24:05:30:01**
2. **State complaint procedures; 300.151-153; ARSD 24:05:15**

1. **Responsibility for general supervision and procedural safeguards; 300.149-150; ARSD 24:05:30:01**

Meade School District will establish, maintain, and implement procedural safeguards which meet the requirements of the chapter ARSD 24:05:30.

2. **State complaint procedures; 300.151-153; ARSD 24:05:15**

A complaint is a written signed statement by an individual or organization, including an individual or organization from another state, containing a statement that the department of education or Meade School District has violated a requirement of federal or state statutes, rules, or regulations that apply to a program and a statement of the facts on which the complaint is based. The complaint must allege a violation that occurred not more than one year before the date the complaint is received by the department. The written signed statement shall also include:

- (1) The signature and contact information for the complainant; and
- (2) If alleging violations with respect to a specific child:
 - (a) The name and address of the residence of the child;
 - (b) The name of the school the child is attending;
 - (c) In the case of a homeless child or youth, available contact information for the child and the name of the school the child is attending;
 - (d) A description of the nature of the problem of the child, including facts related to the problem; and
 - (e) A proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed.

An organization or individual may file a written, signed complaint with the state director of special education. The party filing the complaint shall forward a copy of the complaint to the school district serving the child at the same time the party files the complaint with the department.

If the complaint is against Meade School District, the following steps shall be taken:

- (1) The state director of special education shall appoint a complaint investigation coordinator from the department's special education programs. The coordinator and any consultants may conduct an independent on-site investigation if it determines that one is necessary;
- (2) The complainant may submit additional information, either orally or in writing, about the allegations in the complaint;
- (3) Meade School District may respond to the complaint, including, at a minimum:
 - (a) At the discretion of the school district, a proposal to resolve the complaint; and
 - (b) An opportunity for a parent who has filed a complaint and the school district to voluntarily engage in mediation consistent with this article;
- (4) The complaint coordinator and any consultants shall make a recommendation to the state director of special education;
- (5) After reviewing all relevant information, the state director of special education shall make an independent determination as to whether the complaint is valid, what corrective action is necessary to resolve the complaint, and the time limit during which corrective action is to be completed. The state director of special education shall submit a written report of the final decision to all parties involved;
- (6) The written report shall address each allegation in the complaint, contain findings of fact and conclusions, and include reasons for the final decision;
- (7) If the complaint is valid, the state director of special education shall find Meade School District out of compliance with federal and state statutes and rules;

(8) If corrective action is not completed within the time limit set, including technical assistance and negotiations, the department shall withhold all federal funds applicable to the program until compliance with applicable federal and state statutes and rules is demonstrated by the school district;

(9) When Meade School District demonstrates completion of required correction action, the department's Office of Finance and Management shall be notified by the state director of special education, and all moneys withheld shall be paid to the school district; and

(10) Documentation supporting the corrective actions taken by a school district shall be maintained by the department's special education programs and incorporated into the state's monitoring process.

All complaints must be resolved within 60 days after receipt of the complaint by the state director of special education except as stated in this section. The time limit of 60 days may be extended only under exceptional circumstances as determined by the state director of special education, such as the need for additional time to provide necessary information. Under these circumstances, an extension of time may not exceed 30 days in any one instance.

In addition, the 60-day time limit may be extended, if the parent, individual, or organization and Meade School District involved in the complaint agree to engage in mediation in order to attempt to resolve the issues specified in the complaint.

The South Dakota Department of Education, Special Education Programs, shall inform parents and other interested individuals, including parent training centers, protection and advocacy agencies, independent living centers, and other appropriate entities about the state's complaint procedures by taking the following actions:

- (1) Conducting parent surveys through the state's monitoring process;
- (2) Providing copies of the state's procedures to parent and advocacy groups across the state;
- (3) Notifying local school districts through statewide memoranda;
- (4) Presenting state procedures at statewide conferences; and
- (5) Disseminating copies to parent training and information centers, independent living centers, protection and advocacy agencies, and other appropriate entities.

If a written complaint is received that is also the subject of a due process hearing under this article or contains multiple issues, of which one or more are part of that hearing, the department shall set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. However, any issue in the complaint that is not a part of the due process action must be resolved using the time limit and procedures described in this chapter.

If an issue is raised in a complaint filed under this section that has previously been decided in a due process hearing involving the same parties the hearing decision is binding on that issue and the department shall inform the complainant to that effect. A complaint alleging a school district's failure to implement a due process decision must be resolved by the department.

SECTION XII: FAPE Methods of Ensuring Services 34 C.F.R. § 300.154; ARSD 24:05:14:01.03, ARSD 24:05:14:01.06

Meade School District ensures that public and private benefits available to a student with a disability will be used appropriately to support the provision of FAPE at no cost or harm to the parents. Specific references include:

- 1. Restrictions and requirements on accessing public benefits (Medicaid); 300.154(d); ARSD 24:05:14:01.03**
- 2. Restrictions and requirements on accessing private benefits; 300.154(e); ARSD 24:05:14:01.03**
- 3. Use of Part B funds for services when parent consent is unable to be obtained; 300.154(f); ARSD 24:05:14:01.06**

- 1. Restrictions and requirements on accessing public benefits (Medicaid); 300.154(d); ARSD 24:05:14:01.03**

Meade School District may use Medicaid or other public benefits or insurance program in which a student participates to provide or pay for services required under this article as permitted under the public benefits or insurance program, except as provided in this section. With regard to services required to provide FAPE to an eligible student under this article Meade School District:

- (1) May not require parents to sign up for or enroll in public benefits or insurance program in order for their student to receive FAPE under Part B of the IDEA;
- (2) May not require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services provided pursuant to this article, but pursuant to § 24:05:14:01.06, may pay the cost that the parent otherwise would be required to pay;
- (3) May not use a student's benefits under a public benefits or insurance program if that use would:
 - (a) Decrease available lifetime coverage or any other insured benefit;

- (b) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school;
- (c) Increase premiums or lead to the discontinuation of benefits or insurance; or
- (d) Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures;
- (4) Must provide written notification to the student's parents pursuant to § 24:05:14:01.04; and
- (5) Must obtain written parental consent consistent with § 24:05:29:13 before accessing a student's or parent's public benefits or insurance for the first time specifying:
 - (a) Personally identifiable information, as defined in § 24:05:29:02(12), that may be disclosed (e.g., records or information about the services that may be provided to a particular student);
 - (b) The purpose of the disclosure (e.g., billing for services under this article);
 - (c) That disclosure will be made to the state Medicaid agency; and
 - (d) That the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to pay for services under this article.

Before accessing a student's or parent's public benefits or insurance for the first time, and annually thereafter, Meade School District will provide written notification consistent with § 24:05:30:06 to the student's parents that includes a statement:

- (1) Of the parental consent and no cost requirements in § 24:05:14:01.03;
- (2) That parents have the right under FERPA, as defined in § 24:05:29:02(1), and Part B of the IDEA to withdraw their consent to disclosure of their student's personally identifiable information to the state Medicaid agency at any time; and
- (3) That the withdrawal of consent or refusal to provide consent under FERPA and Part B of the IDEA to disclose personally identifiable information to the state Medicaid agency does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.

2. Restrictions and requirements on accessing private benefits; 300.154(e); ARSD 24:05:14:01.03

With regard to services required to provide FAPE to an eligible student under this article, Meade School District may access a parent's private insurance proceeds only if the parent provides informed consent consistent with this article. Each time the district proposes to access the parent's private insurance proceeds, it will:

- (1) Obtain parent consent in accordance with this article; and
- (2) Inform the parents that their refusal to permit Meade School District to access their private insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.

3. Use of Part B funds for services when parent consent is unable to be obtained; 300.154(f); ARSD 24:05:14:01.06

If Meade School District is unable to obtain parental consent to use the parent's private insurance, or public benefits or insurance if the parent would incur a cost for a specified service required under this article, to ensure FAPE, the district may use funds obtained through Part B of IDEA to pay for the service.

To avoid financial cost to parents who otherwise would consent to use private insurance, or public benefits or insurance if the parent would incur a cost, Meade School District may use funds obtained through Part B of IDEA to pay the cost the parents otherwise would have to pay to use the parent's benefits or insurance (e.g., the deductible or co-pay amounts).

Proceeds from public benefits or insurance or private insurance may not be treated as program income for purposes of 34 C.F.R. § 80.25.

If the district spends reimbursements from federal funds (e.g., Medicaid) for services under this article, those funds are not considered "state or local" funds for purposes of the maintenance of effort provisions in this article.

SECTION XIII: Hearings Related to LEA Eligibility 34C.F.R. § 300.155; ARSD 24:05:2023:01

Meade School District understands it has a right to a hearing before the SEA makes any final determination regarding eligibility for funding under Part B.

SECTION XIV: Personnel Qualifications 34 C.F.R. § 300.156; ARSD 24:05:16:16 & ARSD 24:05:16:01

Meade School District will ensure that personnel necessary to carry out the provision of special education and related services are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities, including related service personnel and paraprofessionals. Meade School District will take measurable steps to recruit, hire, train, and retain certified personnel to provide special education and related services to children with disabilities as specified under SD administrative rule.(24:05:16:05, ARSD).

1. Personnel qualifications; ARSD 24:05:16:16

2. Paraprofessionals and assistants; ARSD 24:0516:16:01

1. Personnel qualifications; ARSD 24:05:16:16

To ensure that all personnel necessary to carry out the purposes of Part B and Part C of the Individuals with Disabilities Education Act are appropriately and adequately prepared and trained, including ensuring that those personnel have the content knowledge and skills to serve children with disabilities, the department shall determine that all personnel providing special education or related services, including related services, paraprofessionals and assistants, early intervention, and early childhood personnel, perform these functions under state-approved or state-recognized certification or licensure or other comparable requirements that apply to the area in which the person is providing special education or related services. The department shall ensure that related services personnel who deliver services in their discipline or profession meet the requirements of this section and have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

2. Paraprofessionals and assistants; ARSD 24:0516:16:01

Paraprofessionals and assistants who are appropriately trained and supervised in accordance with this section may be used to assist in the provision of special education and related services to children with disabilities under Part B of the Individuals with Disabilities Education Act. At a minimum, the following standards must be met:

- (1) Paraprofessionals must have a high school diploma or GED;
- (2) Paraprofessionals must work within defined roles and responsibilities as identified by the school district;
- (3) Paraprofessionals must work under the supervision of, and be evaluated by, certified staff; and
- (4) Each school district must describe the training to be provided paraprofessionals in the staff development component of the district's comprehensive plan under § 24:05:16:05.

SECTION XV: Performance Goals and Indicators 34 C.F.R. § 300.157; ARSD 24:05:14:13

Meade School District will ensure the implementation of state established performance goals and indicators for students with disabilities within their jurisdiction. Specific reference must include:

1. Student information management system (SIMS)

Meade School District will comply with all requests by the SEA for data submission that is instrumental in monitoring the performance of the student population with respect to state established goals and indicators, and will submit such data on a timely basis. District personnel responsible for data submission may include district administrators and clerical staff.

SECTION XVI: Participation in Assessments 34 C.F.R. § 300.160; ARSD 24:05:14:14, ARSD 24:05:14:14.01

Meade School District will ensure that all children with disabilities are included in all general State and district wide assessment programs, including those assessments described under section 1111 of the Elementary and Secondary Education Act (ESEA), with appropriate accommodations and alternate assessments where necessary, and as indicated in their respective individual education programs (IEP).

Meade School District ensures that all students with disabilities will be included in state and district assessments, with appropriate accommodations and alternate assessments when necessary. Parents will be informed of their child's participation during the course of the IEP meeting, including any necessary accommodations or any assessment that will be based on alternate or modified achievement standards.

Meade School District will provide all necessary data to the SEA on the participation of students with disabilities in state and district wide testing programs and will, to the extent possible, utilize universal design principles in the development and administration of any assessments.

SECTION XVII: Supplementation of State, local, and other Federal Funds 34 C.F.R. §§ 300.162-163; ARSD 24:05:19:0

1. Maintenance of effort; 300.163; ARSD 24:05:19:08.03

Meade School District will ensure the appropriate use of funds under Part B, consistent with 34 C.F.R. § 300.202(a)(1)(2)(3), to pay for the excess costs of providing special education and related services to children with disabilities within their jurisdiction and that such available funds will be used to supplement state, local, and Federal funds, not supplant those funds.

SECTION XVIII: Public Information 34 C.F.R. § 300.165; ARSD 24:05:20:02

Meade School District will ensure that prior to the adoption of any policies necessary to comply with the requirements under Part B, including any amendments to policies and procedures, there will be public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of individuals with disabilities. Meade School District will make available to parents of children with disabilities and the general public all documents during normal business hours.

SECTION XIX: State Advisory Panel 34 C.F.R. § 300.167-169; ARSD 24:05:14:18-19

Meade School District supports the work of the State Special Education Advisory Panel to provide policy guidance to the SEA with respect to special education and related services for children with disabilities. The district will refer interested parents to the appropriate state contact if they are interested in serving on the panel.

SECTION XX: Other Required Provisions 34 C.F.R. § 300.170 through 300.174.

Meade School District ensures that the specific provisions of 300.170 through 300.173 and 24:05:21:04, ARSD have been implemented at the district level, consistent with state policy.

- 1. Suspension and expulsion rates; 300.170; ARSD 24:05:14:16**
- 2. Annual description of Part B funds; 300.171; ARSD 24:05:21:03**
- 3. Access to instructional materials (NIMAC); 300.172; ARSD 24:05:14:17**
- 4. Over-identification and disproportionality; 300.173; ARSD 24:05:17:10**
- 5. Prohibition on mandatory medication; 300.174; ARSD 24:05:14:21**

- 1. Suspension and expulsion rates; 300.170; ARSD 24:05:14:16**

The department shall examine data, including data disaggregated by race and ethnicity, from Meade School District, as appropriate, to determine whether significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities among local educational agencies in the state or compared to the rates for nondisabled children within the agencies. If discrepancies are occurring, the department shall review and, if appropriate, revise or require the Meade School District to revise its policies, procedures, and practices relating to:

- (1) The development and implementation of individualized education programs;
- (2) The use of positive behavioral interventions and supports; and
- (3) Procedural safeguards to ensure that these policies, procedures, and practices comply with the Individuals with Disabilities Education Act, Part B.

Meade School District will submit data on suspension and/or expulsion with students with disabilities on an annual basis. If significant discrepancies are occurring, the district may be required to revise its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that such policies, and practices comply with federal and state statute, rules, and regulations.

- 2. Annual description of Part B funds; 300.171; ARSD 24:05:21:03**

The information required in the district's comprehensive plan coupled with statements of expenditures, descriptions of the annual use of IDEA, Part B funds, and certification of federal assurances establish a district's eligibility for funds under the Individuals with Disabilities Education Act, Part B.

- 3. Access to instructional materials (NIMAC); 300.172; ARSD 24:05:14:17**

The department shall adopt the National Instructional Materials Accessibility Standard (NIMAS), for the purposes of providing instructional materials to blind persons or other persons with print disabilities. Blind persons or other persons with print disabilities means children served under this article who qualify to receive books and other publications produced in specialized formats in accordance with the federal Act to Provide Books for Adults who are Blind, in accordance with 2 U.S.C. 135a, as amended to January 1, 2007.

In implementing NIMAS, the department shall coordinate with the National Instructional Materials Accessibility Center (NIMAC), and the department:

(1) As part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, shall enter into a written contract with the publisher of the print instructional materials to:

(a) Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to NIMAC electronic files containing the contents of the print instructional materials using the NIMAS; or

(b) Purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats;

(2) Shall provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

In carrying out this section, the district, to the maximum extent possible, shall work collaboratively with the state agency responsible for assistive technology programs.

4. Over-identification and disproportionality; 300.173; ARSD 24:05:17:10

The department shall provide for the collection and examination of data to determine whether any inappropriate overidentification or significant disproportionality based on race and ethnicity is occurring in the state and in Meade School District with respect to:

(1) The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in chapter 24:05:24.01;

(2) The placement in particular educational settings of these children; and

(3) The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

In the case of a determination of inappropriate overidentification or significant disproportionality with respect to the identification of children as children with disabilities, or the placement in particular settings of these children, the department shall provide for the review of and, if appropriate, revision of the policies, procedures, and practices used in the identification or placement to ensure compliance with the requirements of Part B of the Individuals with Disabilities Education Act; require any district identified under this section to reserve the maximum amount of funds allowable to provide comprehensive coordinated early intervening services to serve children in the district, particularly, but not exclusively, children in those groups that were significantly overidentified under this section; and require the district to publicly report on the revision of policies, practices, and procedures described under this section

Meade School District will submit annual child count data on the identification of students with disabilities. In the case of a determination of inappropriate overidentification or significant disproportionality with respect to the identification of children with disabilities, or the placement in particular settings of these children, the department shall provide for the review of and, if appropriate, revision of the policies, procedures, and practices used in the identification for placement to ensure compliance with the requirements of Part B of the Individuals with Disabilities Education Act; require any district identified under this section to reserve the maximum amount of funds allowable to provide comprehensive coordinated early intervening services to children in the district, particularly, not exclusively, children in those groups that were significantly overidentified under this section; and require the district to publicly report on the revision of policies, practices, and procedures described under this section.



Special Services Department

South Dakota Comprehensive Plan/Program Narrative

Sec. 300.201 Consistency with State policies.

The LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures, established under Secs. 300.101 through 300.163, and 300.165 through 300.174. (Authority: 20 U.S.C. 1413(a)(1))

South Dakota Administrative Rule 24:05:21:01. Local education agency comprehensive plans-Contents.

Each local education agency must have a current comprehensive plan approved by the school board on file with the district superintendent or designee. Documentation supporting the implementation of the local school district's comprehensive plan shall be maintained by the district for review by Special Education Programs staff during onsite monitoring visits. Districts shall update comprehensive plans consistent with 24:05:21:01.02 and recertify their content annually.

The Meade School District has formally adopted the following policies and procedures as the district's comprehensive plan for special education. These policies and procedures were approved by the school board on September 9, 2024. As indicated by the signature below, the authorizing official acknowledges the district will meet all requirements of the Individuals with Disabilities Education Act and Article 24:05 through the implementation of these policies and procedures and furthermore, provides assurances that it meets each of the conditions in 34 CFR 300.201 through 300.213.

CERTIFICATION- I certify that I have read and reviewed the above assurance and will comply with all provisions of applicable federal and state laws.

Signature of Authorized Official Date

Wayne Wormstadt, Superintendent of Meade School District
Typed Name and Title

1230 Douglas Street, Sturgis, SD 57785 605-347-2524
Address/State/Zip Telephone Number

*This page must be signed by the school district official listed above and returned to:

Department of Education
Special Education Programs
700 Governors Drive

Pierre, SD 57501

2024-2025 School Calendar B

AMENDED - 9/9/2024

SCHEDULED TO BE APPROVED ON 9/9/2024

August 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
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September 2024						
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29	30					

October 2024						
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27	28	29	30	31		

November 2024						
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December 2024						
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29	X	X				

January 2025						
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26	27	28	29	30	31	

February 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	X	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	X	22
23	24	25	26	27	28	29
30	31					

April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	X	19
20	X	22	23	24	25	26
27	28	29	30			

May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Open House Schedule		
Sturgis Williams Middle School	Tuesday	3:00-5:00 (August 20)
Stagebarn Middle School	Tuesday	3:00-5:00 (August 20) 6th-8th gr. open house
	Thursday	12:00-3:00 (August 22) 5th gr. orientation
	Thursday	3:00-5:00 (August 22) 5th gr. open house
Sturgis Brown High School	Tuesday	5:00-7:00 (August 20)
Rural	Thursday	1:00-3:00 (August 22)
Sturgis Elementary	Thursday	2:00-4:00 (August 22)
Whitewood Elementary	Thursday	2:00-4:00 (August 22)
Piedmont Valley Elementary	Thursday	2:00-4:00 (August 22)
In-service (No students)	Tue, Wed, Thurs	August 20 - 22, 2024
First Day of School	Monday	August 26, 2024
Labor Day (No School)	Monday	September 2, 2024
Parent-Teacher Conference		
High School	Monday	September 30, 2024 (4:00-8:00pm)
Middle School	Tue & Thurs	October 1 & 3, 2024 (4:00-7:00pm)
Elem., Rural & Whitewood	Mon & Thurs	Sept 30 & Oct 3, 2024 (4:00-7:00pm)
In-service (No students)	Friday	October 4, 2024
Native American Day (No School)	Monday	October 14, 2024
Thanksgiving (No School)	Wed, Thurs, Fri	November 27 - 29, 2024
In-service (No students)	Friday	December 6, 2024
Christmas Vacation (No School)	Mon - Fri	Dec 23, 2024 - Jan 3, 2025
In-service (No students) MLK Day	Monday	January 20, 2025
Parent-Teacher Conference		
High School	Monday	January 13, 2025 (4:00-8:00pm)
Middle School	Tue & Thurs	February 11 & 13, 2025 (4:00-7:00pm)
Elem., Rural & Whitewood	Mon & Thurs	February 10 & 13, 2025 (4:00-7:00pm)
In-service (No students)	Friday	February 14, 2025
President's Day (No School)	Monday	February 17, 2025
In-service (No students)	Thursday	March 20, 2025
Spring Break (No School)	Friday	March 21, 2025
Parent-Teacher Conference		
High School	Monday	April 7, 2025 (4:00-8:00pm)
Easter Break (No School)	Fri & Mon	April 18 & 21, 2025
Graduation	Sunday	May 18, 2025
Last Day of School	Wednesday	May 21, 2025

- First or Last day of school
- X No School
- In-Service
- Parent-Teacher Conferences

	Student days	In-service days	PT Conference
August	5	3	
September	20		1
October	21	1	1
November	18		
December	14	1	
January	19	1	1
February	18	1	1
March	19	1	
April	20		1
May	15		
Total	169	8	5

**Any snow days will be made up by adding additional days at the end of the school calendar. Furthermore, February 17, March 20 and April 21 have been used at the discretion of the Meade School Board with recommendations from the Superintendent.

Quarter-End Dates

October-25-,2024	1st	42-days
January-10-,2025	2nd	44-days
March-19-,2025	3rd	45-days
May-21-,2025	4th	44-days

Trimester End Dates

November 15, 2024	1st	57 days
February 28, 2025	2nd	58 days
May 21, 2025	3rd	54 days

2024-25 Rural School Calendar

AMENDED - 9/9/2024 SCHEDULED TO BE APPROVED 9/9/2024

August 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- First or Last day of school
- No School (district-wide)
- In-Service
- Teacher Work Day
- Parent-Teacher Conferences
- Half Day
- Rural No School

Open House Schedule		
Sturgis Williams Middle School	Tuesday	3:00-5:00 (August 20)
Stagebarn Middle School	Tuesday	3:00-5:00 (August 20) 6th-8th gr. open house
	Thursday	12:00-3:00 (August 22) 5th gr. orientation
	Thursday	3:00-5:00 (August 22) 5th gr. open house
Sturgis Brown High School	Tuesday	5:00-7:00 (August 20)
Rural	Thursday	1:00-3:00 (August 22)
Sturgis Elementary	Thursday	2:00-4:00 (August 22)
Whitewood Elementary	Thursday	2:00-4:00 (August 22)
Piedmont Valley Elementary	Thursday	2:00-4:00 (August 22)
In-Service (No students)	Tues, Wed, Thurs	August 20-22, 2024
First Day of School	Monday	August 26, 2024
Labor Day (No School)	Monday	September 2, 2024
Parent-Teacher Conference		
High School	Monday	September 30, 2024 (4:00-8:00pm)
Middle School	Tue & Thurs	October 1 & 3, 2024 (4:00-7:00pm)
Elem., Rural & Whitewood	Mon & Thurs	Sept 30 & Oct 3, 2024 (4:00-7:00pm)
Native American Day (No School)	Monday	October 14, 2024
Thanksgiving (No School)	Wed, Thurs, Fri	November 27 - 29, 2024
In-service (No students)	Friday	December 6, 2024
Christmas Vacation (No School)	Mon - Fri	Dec 23, 2024 - Jan 3, 2025
In-service (No students) MLK Day	Monday	January 20, 2025
Parent-Teacher Conference		
High School	Monday	January 13, 2025 (4:00-8:00pm)
Middle School	Tue & Thurs	February 11 & 13, 2025 (4:00-7:00pm)
Elem., Rural & Whitewood	Mon & Thurs	February 10 & 13, 2025 (4:00-7:00pm)
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In-service (No students)	Thursday	March 20, 2025
Spring Break (No School)	Friday	March 21, 2025
Parent-Teacher Conference		
High School	Monday	April 7, 2025 (4:00-8:00pm)
Easter Break (No School)	Fri & Mon	April 18 & 21, 2025
Graduation	Sunday	May 18, 2025
Last Day of School	Wednesday	May 21, 2025

	Student days	In-service days	PT Conference	Teacher Work Days
August	4	3		
September	18		1	1
October	19	1	1	1
November	15			1
December	13	1		1
January	17	1	1	2
February	16	1	1	1
March	17	1		1
April	18		1	1
May	12			2
Total	149	8	5	11

*Any snow days will be made up by adding additional days at the end of the school calendar. Furthermore, February 17, March 21, and April 21 could also be used at the discretion of the Meade School Board with recommendations from the Superintendent.

Trimester End Dates		
November 15, 2024	1st	49 days
February 28, 2025	2nd	53 days
May 21, 2025	3rd	47 days



2025 ASBSD Standing Positions (DRAFT)

OVERVIEW

Standing positions are broad policy statements that reflect the core beliefs of South Dakota's locally elected public school board members. Standing positions provide your school board association with general direction and guidance on a range of education policy issues.

EQUITY IN EDUCATION

School boards are encouraged to recognize and to understand the needs and strengths of all students. School boards should provide resources that will facilitate access to a high-quality, safe, and supportive education that prepares students for success. ASBSD urges local school boards to promote and to support the significant benefits of learning in racially, ethnically, and socio-economically diverse settings, to commit to equity and excellence for all students, and to support the needs of English-language learners.

Adopted: 2018

Revised: 2023

HEALTH & WELLNESS (AMENDMENT PROPOSED)

ASBSD believes that wellness is related to staff and students' mental and physical well-being and their readiness to teach and learn. A growing body of research links student wellness to positive academic results, affirming the important role the overall wellness plays in student achievement.

Mental health is also vital to the wellbeing of all students and has become increasingly important as schools often serve as the first line of defense in providing mental health services or counseling to students. ~~Schools are urged to seek a~~ Additional State and Federal resources and funding to support the behavioral and mental health of ~~their~~ students are needed to support both students and staff members.

ASBSD believes local public school boards should work with community stakeholders in a coordinated approach to promote policies and practices that encourage and enable wellness, including healthy food choices, nutrition education, personal care and hygiene and regular physical activity, and physical and mental wellbeing, including behavioral resources.

Comprehensive local policy includes multiple aspects of student/staff well-being, including drug resistance, suicide prevention, violence prevention and all forms of bullying.

ASBSD urges local public school boards to adopt policy that promotes healthy lifestyles and student safety, but opposes state mandates, whether funded or unfunded, which would limit the authority of local public school districts to design appropriate wellness programs that reflect school and community standards.

Adopted: 2008

Revised: 2024

Incorporates language from resolutions to maintain our position on these issues.

INVESTMENT IN EDUCATION (AMENDMENT PROPOSED)

ASBSD believes devoting public funds to elementary and secondary education is an investment in the social and economic future of our children, our communities, our state and our nation. There is no impoverishment of public education that is not eventually an impoverishment of South Dakota.

In South Dakota, public schools deliver an outstanding return on investment. The personal and economic benefits of a quality education have a direct and dramatic impact on individuals, families and communities. Investments in the public education system serve multiple ends, but none are more important to the economic future of our country than ensuring every child graduates from high school ready for the postsecondary education or the workplace.

ASBSD believes investing in elementary and secondary education leads to improved student outcomes, particularly when investments strengthen teacher quality, improve access to high quality public K-12 programs and provide extended learning opportunities for students at-risk.

South Dakota's Constitution prescribes the commitment to public education in Article 8, Section 1; "The stability of a republican form of government depending on the morality and intelligence of the people, it shall be the duty of the Legislature to establish and maintain a general and uniform system of public schools wherein tuition shall be without charge, and equally open to all; and to adopt all suitable means to secure to the people the advantages and opportunities of education."

The State Aid inflationary index factor defined in SDCL 13-13-10.1 requires school districts to annually receive an increase in state aid. This law requires an increase in the investment in public education be made by the state each year and is the only such legal requirement amongst the state's institutions.

Investment in education should also come in attracting teachers to the profession. State funds and/or programs for an undergraduate scholarship for education majors in each K-12 education certification area or for a teacher academy for public school teachers holding a preliminary alternative certification or an alternative certification to assist in their completion of requirements for full certification are two options that could be explored.

Adopted: 2011

Revised: 2024

Incorporates language from resolutions to maintain our position on these issues.

LOCAL GOVERNANCE

Public school districts are governed by elected leaders, who are responsive and accountable to local citizens. An informed, active citizenry is essential to our democratic and representative form of government.

Local boards, within parameters established by state law, are vested with authority to make local education decisions. Local board members, as the elected representatives closest to the students, families and communities in which they live, are best positioned to understand student and community needs and identify effective solutions. A local public school board cannot delegate statutory duties and responsibilities. State law must allow governance flexibility to ensure all school boards are positioned to meet the needs of their community and the changing public school environment.

Public school boards are accountable to students, citizens and staff for: providing education programs; striving for excellence; identifying needs; adopting clearly defined written policies; measuring program success; and interpreting and disseminating information to the public; and setting the school calendar that best fits their district.

Public school boards function best in a non-partisan, broadly representative, team-spirited manner while putting district needs ahead of partisanship, special or personal interest – be they political, racial, religious, geographic, economic, social, civic or any other form. The board and superintendent, along with other key personnel, serve as a local governance leadership team that works together to effectively and efficiently operate a public school district.

ASBSD supports the judgment and integrity of South Dakota public school board members and opposes initiatives or legislation that impedes a school board's ability to govern.

It is ASBSD's expectation that school board members be fully invested in the concept of public school education and the purpose for which public schools are created.

Adopted: 2007

Revised: 2020

NATIVE AMERICAN CURRICULUM

ASBSD believes South Dakotans must continue to work toward embracing the pride, heritage and dignity of Native American culture, fostering collaboration and establishing long-term commitments, including consideration of the implementation of the Oceti Sakowin Essential Understandings or other curriculum and coursework in South Dakota Native American history and culture, to improving public educational outcomes for Native American students.

Adopted: 2010

Revised: 2022

NON-PUBLIC SCHOOLS OR ALTERNATIVE EDUCATION FUNDING OR ESTABLISHMENT OF NEW NON-PUBLIC SCHOOL SYSTEMS (ADOPTION PROPOSED)

The defunding of public education through the diversion of state funds to non-public schools or alternative education systems is a detriment to the state of South Dakota.

More than 140,000 students are enrolled in the public school district system, which accounts for more than 80 percent of the total K-12 school aged children in the state. With four out of every five K-12 school aged children in South Dakota enrolled in public schools, it is imperative for the good of the state the available public funds be utilized for public education and no other education systems.

Article 8, Section 1 of the South Dakota Constitution, which states, "...it shall be the duty of the legislature to establish and maintain a general uniform system of public schools..." further supports the sentiment of funding public schools in place of any other education system or delivery method.

Funding a private school scholarship, savings account, voucher program or other method or establishing a charter school or other education system or providing a property tax exemption or subsidy benefitting a non-public or alternative education structure beyond the public education system harms the state and impairs the students enrolled in South Dakota public schools.

Adopted: 2024

The prevalence of legislative proposals establishing and funding non-public education systems has grown and the expressed opposition to these proposals now lends itself to a Standing Position because ASBSD always opposes public funds being used for non-public education.

OPEN GOVERNMENT AND TRANSPARENCY

As public bodies, school boards operate in a transparent manner that promotes active civic engagement and public discourse. Effective and efficient governance respects the public's right to observe, respectfully record a board meeting and petition government while operating under the legal framework of school board, state and federal policy. Public school boards, as government entities closest to citizens, provide a wealth of public information, including thorough financial records.

ASBSD believes it is incumbent upon each public school board member to have a working knowledge of both open meeting laws and privacy laws.

ASBSD supports state policies and potential legislation allowing public school boards the local option to post official minutes and public notices online.

ASBSD supports full disclosure of conflicts of interest as prescribed by law (reference SDCL 3-23-6 through 3-23-9).

Adopted: 2009

Revised: 2019

PUBLIC SCHOOL CHOICE

ASBSD believes South Dakota's public education system, through South Dakota's open enrollment laws, does provide parents and students the choice to attend any of South Dakota's public schools.

ASBSD supports open enrollment laws that work to promote cooperation among public school districts that help meet the educational needs of all students and families.

ASBSD supports partnerships between schools and parents to offer diverse and multiple high quality educational options to meet the individual needs of students.

ASBSD believes public education offers communities the best way to educate all children including those who have disabilities and students from culturally diverse backgrounds.

Adopted: 2007

Revised: 2022

SAFE AND SECURE SCHOOLS (AMENDMENT PROPOSED)

ASBSD believes South Dakota public school students deserve to learn in a safe and secure school environment.

That safe and secure environment can be achieved through additional federal, state and local resources and funding for schools to implement or add school safety measures, which may include school resource officers, physical security improvements, or related student supports, so long as the resources and funding aren't accompanied by mandates that bypass local control.

A growing body of research has linked student achievement and behavior, as well as staff morale, to physical building conditions. Every child deserves a safe, technologically-ready school facility designed for student learning.

ASBSD believes local public school boards are responsible for the adoption of plans to prevent and respond to situations that threaten the safety or well-being of students and staff. School districts are encouraged to work with a variety of state and local government agencies and to prepare effective emergency response plans.

State and local government agencies are encouraged to inform and collaborate with school districts to obtain and utilize appropriate resources that will enhance the safety and security of school buildings.

ASBSD believes local public school boards, acting in compliance with federal and state law, must have the authority to enact and implement policies and procedures that maintain safe, orderly schools and create supportive learning cultures.

ASBSD supports current laws designed to keep convicted criminals from employment in schools and illegal drugs and weapons away from school buildings, as well as South Dakota School Safety Program, which provides many resources and training opportunities schools can use to keep students and staff safe.

ASBSD urges parents, businesses, communities, local law enforcement and state agencies to work with local school boards to provide safe, crime-free schools.

ASBSD recognizes the crucial role law enforcement, the juvenile justice system, social services, court-appointed advisors, mental health providers, and the medical community play in serving students and their families in protecting the school environment.

Adopted: 2010

Revised: 2024

Incorporates language from resolutions to maintain our position on these issues.

SCHOOL FINANCE (AMENDMENT PROPOSED)

South Dakota’s public school students deserve a comprehensive school finance system. School finance decisions, whether at the local, state or federal level, should build the capacity of the public education system to expand learning opportunities for students. Policy makers at all levels should fulfill commitments and obligations to public schools before providing financial support to non-public schools.

ASBSD supports a school finance system that:

- Provides necessary equitable, predictable and timely funding; and
- Provides equal opportunities to all public school students while addressing South Dakota’s diverse student needs; and
- Provides judicious funding based on relief for enrollment fluctuations; and
- Provides locally elected public school boards the authority and responsibility to prioritize and allocate funding, within the mandates and parameters of each fund set in state statute, to best meet student needs; and
- Provides an appropriate level of funding for special education programs; and
- Provides additional funding to meet state and federal expectations.

In addition, ASBSD supports the local control of school boards in the management of district funds.

Adopted: 2007

Revised: 2024

Incorporates language from resolutions to maintain our position on these issues.

SCHOOL REORGANIZATION

ASBSD believes school district reorganization, resource sharing and cooperative arrangements are in the best interest of South Dakota’s public school students when:

- Educational outcomes, measured in expanded educational opportunities with expectations for improved achievement, is the most important consideration; and
- Geographical issues are considered, including the amount of student travel time and allowing for continued community participation; and
- Reorganization is voluntary – initiated at the local level by the board or citizens and approved by the citizens of the public school district.

Adopted: 2006

Revised: 2020

STATE REQUIREMENTS & OVERSIGHT (ADOPTION PROPOSED)

Decisions made by the State Board of Education and the process of implementation of those decisions by the state Department of Education should be done so with full consideration of the effect on students, educators, administrators and school boards.

Outcomes affecting South Dakota academic content standards, graduation requirements and state assessment exams should be reached with sufficient input from stakeholders in public education as they serve as expectations for what students should know and be able to do by the end of each grade level and upon graduation with the goal being all students continue their education, ultimately becoming career and life ready.

An appropriated guarantee of sufficient financial resources and professional development opportunities being made available to public schools and staff members to ensure all students can achieve the benchmarks is also needed.

Legislative intervention to halt or repeal content standards approved by the State Board of Education Standards should not be broached as any intervention in the process could result in unintended consequences for our schools in the future; and erodes local control or undermining the board.

The inclusion of multiple K-12 educators or those with a background in K-12 education to serve on the South Dakota State Board of Education Standards should be strongly considered by the Governor when making appointments. The Senate Education committee and Senate body as a whole must thoroughly review any proposed appointments before voting to confirm the individual.

Establishing parameters for membership or adjusting the Governor's appointment or Senate confirmation process made in state statute may compromise the integrity of the board and its membership in the future and should be avoided.

Adopted: 2024

Incorporates language from resolutions to maintain our position on these issues and provide direction for ASBSD in the legislative interim.

STUDENT ACHIEVEMENT

One of a local public school board's core responsibilities is to develop, adopt and oversee policies focused on improving student achievement and eliminating achievement gaps between low achieving students and students performing at or above grade level.

Every student can achieve at high levels when the state, local public school boards and communities establish high expectations and provide necessary resources and support for students.

Today's public school boards strive to develop instructional policy that provides for multiple paths to knowledge that moves students to develop more critical thinking, collaborative problem solving and self-reliance skills.

As community leaders, public school board members focus on providing programs and working collaboratively with other agencies.

Public school administrators and teachers provide an excellent education to their students and to ensure that remains, each should be fully certified and stay up-to-date on their continuing education credits. Educators not certified should be working toward certification.

Initial and continuing education of school board members is also important in order to enhance their knowledge base resulting in strong and effective leadership for the district and to set a good example for students, administrators and staff.

Student achievement should be gauged using an accountability system based on multiple assessments that are valid, reliable, defensible, credible and diagnostically meaningful to a variety of stakeholders.

Public schools in South Dakota offer students multiple avenues to reach their potential success that is not measured strictly by assessments.

ASBSD urges policymakers at all levels to support programs that promote high level skills such as digital literacy, innovative thinking, and interactive communication to engage learners leading students to succeed in today's highly competitive, global economy.

Adopted: 2010

Revised: 2023

TECHNOLOGY IN EDUCATION (AMENDMENT PROPOSED)

Technology has an essential and expanding role in our global society. Emerging information and communication technologies will reshape how students learn and how they apply their knowledge, skills and abilities.

ASBSD believes technology transforms public K-12 education. The infrastructure, hardware, software, and platforms are either available or being developed that will continue to change the nature of how we teach our children in profound and far-reaching ways.

ASBSD believes technology is a powerful, important tool for public education to be used in combination with proven teaching and learning strategies to ensure a high-quality education.

ASBSD supports technology initiatives that are focused on improved student outcomes and that reflect the need for ongoing support and renewal in the ever-changing technological landscape. Digital technology using virtual learning strategies, blended learning, and other cutting edge teaching coupled with quality training, will advance our students in the highly competitive global environment.

South Dakota's public school systems should embrace technology as a catalyst to improve teaching and learning. School district staff need support, through high-quality, embedded professional development, to integrate technology into their instruction. Technology integration is a critical tool to prepare our students for digital world that is transforming around them.

The use of Artificial Intelligence in schools should be determined by local school board policy that best fits the district's needs.

Adopted: 2012

Revised: 2024

Addition of the statement on AI supports the local control of school boards.



2025 ASBSD Legislative Resolutions (DRAFT)

Overview

ASBSD Resolutions are policy statements adopted by the ASBSD membership that guide your Association's advocacy efforts at the state and federal levels. A subcommittee of the ASBSD Board of Directors – called the ASBSD Policy and Resolutions Committee – develops draft policy statements for consideration by the full membership at the ASBSD Delegate Assembly.

A. Achievement and Equity

1. STATE FUNDED PRESCHOOL

RESOLUTION

ASBSD supports state funding of public voluntary preschool education programs so long as it does not jeopardize or repurpose current funding of public K-12 education.

RATIONALE

State funding for voluntary pre-school programs, consistent with the SD Early Learning Guidelines, would be a welcome addition to the public K-12 funding model. However, that funding would need to be a supplement to the current funding model, not utilized to supplant it, in any way. Any adjustment to the current funding model, which did not add new money to the model, would jeopardize academic opportunities currently in place in public school districts.

ADOPTED: 2017

REVISED: 2019

2. COMPULSORY SCHOOL ATTENDANCE (AMENDMENT PROPOSED)

RESOLUTION

ASBSD supports compulsory school attendance to age 18 or until a student graduates or earns their GED. ~~ASBSD also understands to accomplish this goal cooperative funding and support for at-risk youth must be provided to the districts.~~

RATIONALE

In today's global economy, every South Dakota student deserves the lasting benefits of a high school diploma. Maintaining compulsory attendance age until 18 will make public school policy mirror BIE policy, minimizing the potential for students to transfer to public school in order to drop-out of high school. ASBSD also understands to accomplish this goal cooperative funding and support for at-risk youth must be provided to the districts.

ADOPTED: 2008

REVISED: 2024

Moved second sentence in the resolution to the rationale.

A. Achievement and Equity

~~3. SOUTH DAKOTA ACADEMIC CONTENT STANDARDS, GRADUATION REQUIREMENTS AND STATE ASSESSMENT EXAMS (DELETION PROPOSED)~~

RESOLUTION

~~ASBSD supports South Dakota academic content standards, graduation requirements and state assessment exams assuming sufficient financial resources and professional development opportunities are available to public schools and staff members to ensure all students can achieve the benchmarks set for each segment.~~

RATIONALE

~~South Dakota academic content standards and graduation requirements serve as expectations for what students should know and be able to do by the end of each grade level and upon graduation. The review, revision, development, and feedback process involves stakeholders throughout the state of South Dakota and is an ongoing and critical component to ensure South Dakota students in every classroom receive current and relevant learning experiences. The goal is that all students continue their education, ultimately becoming career and life ready.~~

~~ADOPTED: 2010~~

~~REVISED: 2024~~

Incorporated into Standing Position: State Requirements and Oversight. The resolution now lends itself to a more general statement on the Association's stance on these matters and that fits into the Standing Positions. Moving the resolution language into a Standing Position still provides the necessary leeway to take a position on legislation dealing with these topics.

4. CURRICULUM ADOPTION (AMENDMENT PROPOSED)

RESOLUTION

ASBSD supports the authority ~~within current state statute~~ of the local school board to implement curriculum ~~within the content standards that is~~ best suited for their local school district within the content standards adopted and implemented by the State Board of Education without ~~additional~~ statutory intrusion ~~that dictates what each board must adhere to.~~

RATIONALE

Local school boards across the state are best suited to make decisions regarding what curriculum is best for their K-12 students. New laws dictating curriculum in the public schools of South Dakota would be a hinderance to the state and local boards, who are the knowledgeable decision makers in these areas, and potentially limit the education of students.

ADOPTED: 2021

REVISED: 2024

Proposed amendment strengthens the support of the local control of school boards to make the decisions that best fit their district related to curriculum within the adopted content standards and without the need for state law to establish curriculum mandates.

A. Achievement and Equity

~~5. CONTENT STANDARDS INTERVENTION (DELETION PROPOSED)~~

RESOLUTION

~~ASBSD opposes legislative intervention to halt or repeal content standards approved by the State Board of Education Standards.~~

RATIONALE

~~The process for adopting new and updated content standards is in place and legislative intervention in the process could result in unintended consequences for our schools in the future; and erodes local control.~~

ADOPTED: 2024

Incorporated into Standing Position: State Requirements and Oversight. The resolution now lends itself to a more general statement on the Association's stance on these matters and that fits into the Standing Positions. Moving the resolution language into a Standing Position still provides the necessary leeway to take a position on legislation dealing with these topics.

~~6. STATE BOARD OF EDUCATION STANDARDS MEMBERSHIP AND APPOINTMENT (DELETION PROPOSED)~~

RESOLUTION

~~ASBSD opposes change to state statute defining the membership composition and appointment process of the South Dakota Board of Education Standards.~~

RATIONALE

~~ASBSD encourages the inclusion of multiple K-12 educators or those with a background in K-12 education to serve on the South Dakota State Board of Education Standards, but does not want qualifying parameters for membership put in statute. We encourage the Governor to strongly consider the purpose of the board when making appointments and for the Senate Education committee and Senate body as a whole to thoroughly review any proposed appointments before voting to confirm the individual. Adjusting the Governor's appointment or Senate confirmation process may compromise the integrity of the board and its membership in the future.~~

ADOPTED: 2024

Incorporated into Standing Position: State Requirements and Oversight. The resolution now lends itself to a more general statement on the Association's stance on these matters and that fits into the Standing Positions. Moving the resolution language into a Standing Position still provides the necessary leeway to take a position on legislation dealing with these topics

B. Local Governance

1. STUDENTS RECEIVING ALTERNATIVE INSTRUCTION (HOMESCHOOL) FOLLOWING LOCAL SCHOOL DISTRICT POLICIES AND RULES

RESOLUTION

ASBSD supports all local school district eligibility requirements, policies and rules related to student participation in extracurricular, co-curricular and all other school sponsored activities be obeyed by alternative instruction (homeschool) students planning to participate.

RATIONALE

The statute does require an alternative instruction (homeschool) student participating in public school district activities be held to the same local training rules. ASBSD believes all students, regardless of path of education, participating in an activity be held to the same standard and follow all protocols.

ADOPTED: 2008

REVISED: 2022

2. SCHOOL FINANCES (DELETION PROPOSED)

RESOLUTION

~~ASBSD supports local governance in the management of district funds.~~

RATIONALE

~~Control of school finances should rest with the local public school board within the district.~~

~~ADOPTED: 2009~~

~~REVISED: 2024~~

~~*Incorporated in Standing Position: School Finance. The Resolution fits into the Standing Position because they express similar sentiments.*~~

3. CHARTER SCHOOLS OR OTHER SCHOOL SYSTEMS (DELETION PROPOSED)

RESOLUTION

~~ASBSD opposes legislation that creates charter schools or a similar school system that would require the use of any state or federal funds in order to operate.~~

RATIONALE

~~Any legislation that has the potential to introduce charter schools or similar school systems and could take funding from public schools, receive waivers from state standards of accreditation and teacher certification, be selective in the students who may enroll, and be detrimental to local public school districts, should be opposed.~~

~~ADOPTED: 2012~~

~~REVISED: 2024~~

~~*Incorporated in Standing Position: Non-Public Schools or Alternative Education Funding or Establishment of New Non-Public School Systems. The prevalence of legislative proposals establishing and funding non-public education systems has grown and the expressed opposition to these proposals now lends itself to a Standing Position because ASBSD opposes public funds being used for non-public education.*~~

B. Local Governance

4. PUBLIC FUNDING FOR NON-PUBLIC EDUCATION (DELETION PROPOSED)

RESOLUTION

~~ASBSD opposes any law, savings account, subsidies or voucher program that diverts taxpayer public dollars to fund non-public student education.~~

RATIONALE

~~Legislation that diverts or subsidizes taxpayer public dollars to non-public education would be detrimental to publicly educated students, and utilizes funding that is not accountable to taxpayers.~~

~~ADOPTED: 2015~~

~~REVISED: 2024~~

Incorporated in Standing Position: Non-Public Schools or Alternative Education Funding or Establishment of New Non-Public School Systems. The prevalence of legislative proposals establishing and funding non-public education systems has grown and the expressed opposition to these proposals now lends itself to a Standing Position because ASBSD opposes public funds being used for non-public education.

5. PRIVATE SCHOOL SCHOLARSHIP PROGRAM (DELETION PROPOSED)

RESOLUTION

~~ASBSD opposes state law allowing tax credits from the insurance company premium and annuity tax or any other private entity to fund a private school scholarship program and permits contributions to remain anonymous.~~

RATIONALE

~~The state law allowing the diversion of public dollars to non-public schools is detrimental to the public education system and, in the opinion of ASBSD, is unconstitutional. In addition, the scholarship program is based on an antiquated school funding system and may result in the program no longer remaining fiscally neutral for the state. Permitting contributions to remain anonymous places their special interests above their tax obligation to the state and undermines transparency established in other state laws. ASBSD supports amending SDCL 13-65 to require contributions to the scholarship fund to become public information. ASBSD also supports amending SDCL 13-65 to require any school receiving funds under SDCL 13-65 to follow all state requirements that public schools follow, including (but not limited to) accepting students under the State's Open Enrollment statutes and requiring the school to continue educating all accepted students until tuition/scholarship dollars are no longer paid or the student is expelled pursuant to State law.~~

~~ADOPTED: 2016~~

~~REVISED: 2024~~

Incorporated in Standing Position: Non-Public Schools or Alternative Education Funding or Establishment of New Non-Public School Systems. The prevalence of legislative proposals establishing and funding non-public education systems has grown and the expressed opposition to these proposals now lends itself to a Standing Position because ASBSD opposes public funds being used for non-public education.

B. Local Governance

6. SCHOOL DISTRICT IDENTIFICATION SYMBOLS and EVENTS

RESOLUTION

ASBSD supports the local control by public school boards, and encourages them to seek input from community stakeholders on matters that involve symbols and events they believe uniquely identify their school.

RATIONALE

Public school districts are sensitive to the representation and depiction of all people through the use of mascots, nicknames, logos or other symbols and school events. Public school boards are open to discussion with local Native American tribes, community organizations and members on the utilization of these symbols and maintain their local control to make determinations on usage based on these discussions and what is best for the district, as a whole.

ADOPTED: 2016

REVISED: 2020

7. DECISION-MAKING AUTHORITY REGARDING TRANSGENDER LEGISLATION

RESOLUTION

ASBSD supports the judgment, integrity and local control of public school boards and school districts to act in the best interest of all their students, school and community and show respect for all students, staff and other individuals, when making decisions on transgender matters that impact their local policies, facilities and other school procedures.

RATIONALE

Local public school boards and districts have been met with these matters previously and have prudently reached a decision that works best for all parties involved.

ADOPTED: 2016

REVISED: 2023

8. LEGAL AND FINANCIAL PROTECTION FOR COMPLIANCE WITH STATE LAW

RESOLUTION

ASBSD supports provisions in law that would require the South Dakota Attorney General's office to represent a public school district, should it face a lawsuit while complying with the state law, and indemnify the public school district for any financial liability incurred by the district rising out of the lawsuit.

RATIONALE

Public school districts respect the letter of the law and implement statutory requirements enacted by the legislature. Should a district face litigation for complying with state law, ASBSD believes a legal and financial partnership with the State of South Dakota is necessary. There is precedent in law related to this request as SDCL 13-67-5, 13-34-25 and 13-24-24 states the attorney general would represent a school district at no cost should it be sued for complying with state statute related to use of textbooks or the display of the national motto and we believe this right should be extended to all laws requiring school district compliance with state law.

ADOPTED: 2016

REVISED: 2023

B. Local Governance

9. BEHAVIORAL and MENTAL HEALTH RESOURCES (DELETION PROPOSED)

RESOLUTION

~~ASBSD supports additional State and Federal resources and funding for schools to support the behavioral and mental health of students and personnel in K-12 public schools.~~

RATIONALE

~~Public schools are experiencing a growing need for support in mental health resources including, behavior specialists and social workers, which most schools cannot afford. An increasing number of students and personnel with behavior and mental health issues have taxed the resources available in schools. Learning and instruction are disrupted and hindered if a student or staff member's behavioral or mental health problems are not addressed. Support from state and federal funds is essential to providing the resources needed.~~

~~ADOPTED: 2018~~

~~REVISED: 2024~~

~~*Incorporated into Standing Position: Health & Wellness. The resolution lends itself to a general statement on the Association's stance on these matters and that fits into the Standing Positions. Moving the resolution language into a Standing Position still provides the necessary leeway to take a position on legislation dealing with these topics.*~~

10. SAFE SCHOOLS RESOURCES (DELETION PROPOSED)

RESOLUTION

~~ASBSD supports additional State, Federal, and local resources and funding for schools to create a safe learning environment for all students in K-12 public school, so long as the resources and funding are not accompanied by a mandate that bypasses the local control decision making of a school board.~~

RATIONALE

~~School safety plans are continuously evolving and essential to ensuring a safe environment, thus additional resources are needed to:~~

- ~~a. Dedicate more resources to community efforts to "wrap services around" students. This starts at the district and school building level with programs that nurture students' social and emotional needs and growth. Through this support, communities can implement threat assessment and help students in need of intervention;~~
- ~~b. Provide sustained and flexible funding for comprehensive school safety planning and implementation. School boards may consider building improvements and school climate programs to enhance safety which can require capital outlay funds;~~
- ~~c. Fund more collaborative projects between schools and local law enforcement. ASBSD believes the best option to ensure school safety is through partnership with local law enforcement agencies, specifically in the form of school resource officers being in schools.~~

~~ADOPTED: 2018~~

~~REVISED: 2024~~

~~*Incorporated in the Standing Position: Safe and Secure Schools. The resolution now lends itself to a general statement on the Association's stance on these matters and that fits into a Standing Position. Moving the resolution language into a Standing Position still provides the necessary leeway to take a position on legislation dealing with these topics.*~~

B. Local Governance

11. SCHOOL BOARD AND SCHOOL BOND ELECTIONS

RESOLUTION

ASBSD opposes any legislative mandate which would require public school district annual school board elections, or special elections, or both, be held on any date other than what is determined by the local school board.

RATIONALE

It is important for locally elected school boards to be able to decide, within the parameters of state statute, the date they will hold their school board and school bond elections, in order to maintain the non-partisan nature of these elections. School bond elections should also be left to local control of the school board so the district can meet construction project timelines and favorable interest rates, should the bond be passed by the local voters. Since 1939 the locally elected school board has had the statutory authority to set the date of the annual school election and since 1981 the locally elected school board has had the statutory authority to choose to hold a general school district election in conjunction with a regular municipal election. School elections are a local decision and should remain as such.

ADOPTED: 2020

REVISED: 2022

12. SCHOOL ADMISSION IMMUNIZATION EXEMPTION AND REQUIREMENTS (AMENDMENT PROPOSED)

RESOLUTION

ASBSD opposes the repeal of immunization requirements or expansion of the immunization exemptions for students for public school admission beyond what is currently permitted in state law.

RATIONALE

The current immunization requirements and exemptions for students for school admission in school law provide sufficient personal rights and protection to families and students who fall within those criteria, as well as a safe environment for fellow students and school staff. Expansion or repeal of these exemptions would endanger the health of students and staff and the safe environment provided within the school.

ADOPTED: 2021

REVISED: 2024

The proposed amendment to the resolution focuses on opposition to any repeal to immunization requirements or exemptions in state law.

B. Local Governance

~~13. SCHOOL BOARD POLICY REFERRAL (DELETION PROPOSED)~~

RESOLUTION

~~ASBSD opposes legislation permitting the referral of local school board policy.~~

RATIONALE

~~Local school boards diligently develop and review school board policies, in an open forum with input available from the public during the process, that best fit their district and ensure compliance with state and federal law while also providing the best possible environment for student learning and safety and structure for the many processes that go into operating a school district. Legislation permitting the referral of local school board policy would hinder a school board's right to govern.~~

~~ADOPTED: 2022~~

~~REVISED: 2024~~

Portions of this resolution have been combined with additional ideas from B20. School Board Policy Language in State Law, as well as new concepts and put into new resolution B21. School Board Policy. This resolution's premise is in the new proposal.

~~14. SUPPORT FOR THE SOUTH DAKOTA SCHOOL SAFETY PROGRAM (DELETION PROPOSED)~~

RESOLUTION

~~ASBSD supports the South Dakota School Safety Program, which provides many resources and training opportunities schools can use to keep students and staff safe.~~

RATIONALE

~~Because school safety is always a priority, the creation of the South Dakota School Safety Program through the Department of Public Safety and Homeland Security offers school districts more resources to keep students and staff safe with their capability to provide resources and training for schools, along with the creation of a school safety tip line to inform administrators and law enforcement about potential harm.~~

~~ADOPTED: 2022~~

~~REVISED: 2024~~

Incorporated in the Standing Position: Safe and Secure Schools. The resolution now lends itself to a general statement on the Association's stance on these matters and that fits into a Standing Position. Moving the resolution language into a Standing Position still provides the necessary leeway to take a position on legislation dealing with these topics.

15. BOARD MEMBER RECALL PROCESS

RESOLUTION

ASBSD opposes legislation implementing a recall process for school board members.

RATIONALE

State law (SDCL 3-17) currently contains a process for the removal of a school board member for multiple reasons making the implementation of a recall process unnecessary.

ADOPTED: 2023

B. Local Governance

16. LOCAL CONTROL OF FACILITIES AND ACTIVITIES

RESOLUTION

ASBSD supports the decision-making ability of local school boards to determine, based on state law and/or their local school board policies, the appropriate use of their facilities and the activities sponsored by the district.

RATIONALE

Local school boards are best equipped to determine the best use of their facilities, as well as the activities the district chooses to sponsor, in accordance with state law and/or their local school board policies.

ADOPTED: 2023

17. PARENT AND GUARDIAN RIGHTS AND RESPONSIBILITIES

RESOLUTION

ASBSD supports the engagement of parents and guardians in education and encourages collaboration between parents or guardians and schools with the goal of supporting student learning, growth and development, so long as it doesn't limit the authority of the local school board or abridge or intrude upon the educational process.

RATIONALE

Parents/guardians have a fundamental right to oversee the care, custody and control of their children. Educators, administrators and school boards want parents and guardians to be invested and involved in their child's education. Schools welcome their input and influence on their child's intellectual development with the understanding between the two parties that an open dialogue be maintained in accordance with school board policy regarding the classroom and its materials, instead of actions that disrupt student learning. Parents have a responsibility to present concerns in a matter that aligns with established board policy and models respectful discourse for all students involved.

ADOPTED: 2023

18. SCHOOL, INSTRUCTIONAL AND LIBRARY MATERIALS REVIEW (AMENDMENT PROPOSED)

RESOLUTION

ASBSD supports adherence to local school board policies for review of school, instructional and library materials for both school district employees and the public.

RATIONALE

Locally elected school board members adopt school board policies that best fit their school district. Policies governing review of school, instructional and library materials have been thoroughly vetted by the school board and administration and are best suited for the review process in the district. These policies should be regularly reviewed by the school board and district's administration to ensure they meet the needs of the district.

ADOPTED: 2023

REVISED: 2024

Added instructional to the resolution so it matches the title.

B. Local Governance

19. NONPARTISAN SCHOOL BOARD ELECTIONS

RESOLUTION

ASBSD supports the provision in state statute (SDCL 13-7-13) maintaining the nonpartisanship of public school board elections.

RATIONALE

The purpose of South Dakota's public school system is to educate children. Education to students is provided in an unbiased and nonpartisan manner for the best possible learning environment to be achieved and successful outcomes to be attained. Locally elected leaders of public schools within the state's public education system must remain unbiased and nonpartisan when making decisions in the best interest of students and school systems. Therefore, local public school board elections should maintain their nonpartisan status, allowing local voters to focus on the individual candidate running and not their political party affiliation.

ADOPTED: 2023

~~20. SCHOOL BOARD POLICY LANGUAGE IN STATE LAW (DELETION PROPOSED)~~

~~RESOLUTION~~

~~ASBSD opposes legislation requiring specific language school boards must implement in their local policies.~~

~~RATIONALE~~

~~Local school boards thoroughly develop school board policies that best fit the needs of their students and staff and represent the interests of the local community, which elected them, and implement the policies through a rigorous process. Legislation seeking to codify one-size fits all language for a school board policy bypasses the policy development process and erodes the community connection and local control of a school board.~~

~~ADOPTED: 2023~~

Portions of this resolution have been combined with additional ideas from B13. School Board Policy as well as new concepts and put into new resolution B21. School Board Policy.

21. SCHOOL BOARD POLICY (ADOPTION PROPOSED)

RESOLUTION

ASBSD supports the local control of school boards in creating, reviewing, adopting, implementing and maintaining their school board policies.

RATIONALE

Local school boards thoroughly develop school board policies that best fit the needs of their students and staff and represent the interests of the local community, which elected them, and implement the policies through a rigorous process. School boards complete the policy process in an open forum with input available from the public throughout the policy adoption proceedings. Finally, school boards are well aware of educational and societal issues that affect their district and develop school board policies promptly to address these matters. A mandate removing the local control of school boards in the policy process would hinder its right to govern.

ADOPTED: 2024

Encompasses the thoughts of B13. School Board Policy Referral & B20. School Board Policy Language in State Law while also focusing on the local control of school boards on their policies and process.

B. Local Governance

22. MANDATES ON DISPLAYS IN SCHOOL BUILDINGS (ADOPTION PROPOSED)

RESOLUTION

ASBSD opposes mandate requiring or limiting displays in any area of public school buildings beyond what is currently required in state statute.

RATIONALE

Beyond what is currently required in state law, mandates that require or limit displays, in any manner, are unnecessary. Local school leaders can decide what should or should not be displayed in common areas in school buildings and classrooms. Local school boards have the authority to implement policies managing displays in their buildings and are trusted to do so by their communities. Further laws diminishing this power are an erosion of local control.

ADOPTED: 2024

Should legislation requiring certain displays in classrooms be introduced in upcoming session this resolution provides ASBSD with the cover to oppose a mandate of this nature.

C. School Finance

1. CONSISTENT SPARSITY FUNDING (AMENDMENT PROPOSED)

RESOLUTION

ASBSD supports consistent ~~district-level~~ funding provided by the state for sparse public school districts as defined in SDCL 13-13-78.

RATIONALE

The state's sparse funding has provided much needed resources to the state's smallest and most rural schools. However, since the funding has been instituted, the amount of funding delivered to districts has declined and has been threatened for repeal. Given that sparsity funding amounts to more than 10 percent of the operating budget in some rural districts, the state's smallest most geographically isolated districts deserve consistent state supplemental funding.

ADOPTED: 2009

REVISED: 2014

Removes district level from the resolution to center the focus on the funding portion of it.

2. SCHOOL FUNDING – ~~TWO-YEAR ENROLLMENT AVERAGING~~ (AMENDMENT PROPOSED)

RESOLUTION

ASBSD supports ~~reinstating two-year the implementation of~~ enrollment averaging or current enrollment, whichever is larger, in place of the ~~singular use of the~~ fall enrollment count for the state aid formula calculation.

RATIONALE

The provision in the state aid formula that allowed for two-year averaging of school district enrollment was eliminated ~~in 2016, but—W~~with year to year fluctuations in student enrollment, public schools ~~depend on two-year would benefit from enrollment~~ averaging to provide stability in their budgeting process.

ADOPTED: 2016

REVISED: 2024

The amendment to the resolution expands our support of any implementation of enrollment averaging being reintroduced in the funding formula.

3. CAPITAL OUTLAY ADJUSTMENTS

RESOLUTION

ASBSD supports legislation amending Capital Outlay fund caps in SDCL 13-16-7.2 to allow a school district flexibility within the levy.

RATIONALE

Since the implementation of the Capital Outlay growth caps, schools have experienced growing pressure on the Capital Outlay fund. Inflation has led to rising costs and resulted in schools having to postpone projects due to the inability to raise the needed funds because of the caps imposed on the Capital Outlay levy. Legislation amending the caps and providing more flexibility to districts would benefit fiscally responsible building projects.

ADOPTED: 2018

REVISED: 2023

C. School Finance

4. GENERAL OBLIGATION BOND ELECTION

RESOLUTION

ASBSD supports legislation allowing a school bond to be approved by a simple majority vote.

RATIONALE

With the growth caps placed on Capital Outlay, schools are finding it increasingly difficult to fund major Capital Outlay projects, such as facility construction. School districts need the ability to pass bonds on local construction whereby a majority vote of the electorate is enough for it to pass. Under current law SDCL 7-24-2 county bonds only require a simple majority, while school related bonding requires a 60 percent vote to pass. Thus, the change would be consistent with another government subdivision requirement.

ADOPTED: 2018

5. PROPERTY TAX EXEMPTION FOR HOME SCHOOL INSTRUCTION (DELETION PROPOSED)

RESOLUTION

~~ASBSD opposes legislation exempting parents or guardians who provide home school instruction from property taxes.~~

RATIONALE

~~Exempting specific taxpayers from the need to pay for public education defeats the purpose of taxation of the general public to provide the constitutionally mandated support for public schools. Parents and guardians utilizing home school instruction have made a choice when it comes to exempting out of the public school system and that choice should be respected, however, forgiving their tax obligation to fund public education is a dangerous precedent that would lead to any government service being provided on a use basis. Government cannot function in that model.~~

ADOPTED: 2018

REVISED: 2021

Incorporated in Standing Position: Non-Public Schools or Alternative Education Funding or Establishment of New Non-Public School Systems. The prevalence of legislative proposals establishing and funding non-public education systems has grown and the expressed opposition to these proposals now lends itself to a Standing Position because ASBSD opposes public funds being used for non-public education.

C. School Finance

6. INCREASING STATE AID (AMENDMENT PROPOSED)

RESOLUTION

ASBSD supports an annual increase to State Aid without a growth cap, but rather a focus on public school districts receiving the maximum amount of state budget dollars available. ~~The Governor and the Legislature have a constitutional obligation to maintain a state education funding system that provides for public schools to deliver a high-quality education and competitively compensate district employees. To accomplish that, an annual increase in state aid must be provided without a percentage limit.~~

RATIONALE

The Governor and the Legislature have a constitutional obligation to maintain a state education funding system that provides for public schools to deliver a high-quality education and competitively compensate district employees. To accomplish that, an annual increase in state aid must be provided without a percentage limit.

Appropriating funds for public schools is a constitutional requirement of South Dakota under Article 8, section 1, and must be a state budget priority. State Aid is critical to schools in order for them to maintain a consistent revenue source and without it, schools would not be able to withstand the inflationary increases of salaries, and operational expenses of schools and thus not meet the standard of education expected. In addition, schools are required by state law to meet accountability rules to maintain teacher salaries. Without State Aid schools could not meet those state mandated requirements.

Schools need State Aid and the Legislature needs to fund it annually with maximum amount of dollars available. School districts must be appropriated the maximum amount of dollars available to pay for the growing needs within school districts to:

- a. provide the best quality education for each student;
- b. provide salary increases to teachers, as well as maintain salaries for all personnel, and remain competitive in regional teacher salaries to attract and retain our best teachers;
- c. meet inflationary increases in the operation of the schools;
- d. maintain safety and health related services;
- e. provide current technology and instructional materials.

ADOPTED: 2018

REVISED: 2024

Moved second and third sentence in the resolution to the rationale and minor updates in language were also made.

C. School Finance

7. ACCOUNTABILITY WAIVERS (AMENDMENT PROPOSED)

RESOLUTION

ASBSD supports the waiver process option for school districts to seek relief from accountability requirements, including, but not limited to, meeting the target average teacher compensation, minimum teacher salary and the general fund reserve cash caps. In a fiscal year where school districts are not provided the statutorily required increase in state aid, waivers from accountability requirements should be considered.

RATIONALE

There must be a balance between accountability and flexibility regarding funds for enhancing teacher salaries and general fund cash reserves. Each school district faces unique challenges and situations and the waiver process is an important component in guaranteeing flexible options for schools to meet the teacher salary targets and general fund cash reserve caps.

ADOPTED: 2018

REVISED: 2024

Changes target to average teacher compensation to match state law and adds the minimum teacher salary accountability, which will become an accountability in 2026-27.

8. PROTECTING SCHOOL DISTRICT VALUATIONS (AMENDMENT PROPOSED)

RESOLUTION

ASBSD opposes legislation that would reduce or cap any property valuations without the inclusion of a hold harmless clause for school districts.

RATIONALE

ASBSD believes protecting property valuations to support school funding must be a priority in South Dakota. Any legislation that significantly reduces or implements a cap on property valuations without a hold harmless for schools would have a drastic negative effect on school finance.

ADOPTED: 2019

REVISED: 2024

Adds a provision to oppose putting a cap on property taxes, which was introduced in legislation during the previous session.

C. School Finance

~~9. IMPLEMENTATION OF TEACHER SALARY ACCOUNTABILITY TARGETS (DELETION PROPOSED)~~

RESOLUTION

~~ASBSD supports the implementation of teacher salary accountability targets only if new, ongoing funding, beyond the annual increase in state aid that schools receive, is provided.~~

RATIONALE

~~Public school boards support increasing teacher salaries in order to recruit and retain the quality staff members charged with educating our students on a day-to-day basis. To increase those salaries, school districts need a new, ongoing funding source, beyond what is provided in state aid, which is used cover not only teacher salaries, but also administrator and other staff wages and a variety of other costs within their budgets. Should teacher salary accountability targets exceeding what districts receive in state aid be set, school boards will be unable to meet those targets or be forced into budget cuts in order to reach them. An additional, on-going funding commitment would need to be made in order for teacher salary targets to be met.~~

ADOPTED: 2021

REVISED: 2024

The recent addition & change to teacher pay accountabilities changes our need to support any new accountabilities.

~~10. FUNDING FOR SCHOOL SAFETY PROGRAMS (DELETION PROPOSED)~~

RESOLUTION

~~ASBSD supports funding for schools to implement or add school safety measures, which may include school resource officers, physical security improvements, or related student supports.~~

RATIONALE

~~The safety of students and staff is of the utmost importance to school districts. School Safety funding provided to schools for a school resource officers, physical security improvements, or related student supports would enhance the safety of the school environment as an additional resource to the safety policies, procedures and plans already in place.~~

ADOPTED: 2022

REVISED: 2024

Incorporated in the Standing Position: Safe and Secure Schools. The resolution now lends itself to a general statement on the Association's stance on these matters and that fits into a Standing Position. Moving the resolution language into a Standing Position still provides the necessary leeway to take a position on legislation dealing with these topics.

C. School Finance

11. FUNDING FOR CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

RESOLUTION

ASBSD supports new funding for public schools for Career and Technical Education (CTE) options and opportunities within their district, and for collaborated efforts with neighboring districts.

RATIONALE

South Dakota has a need to create an expanded and educated workforce. As education needs of students change, we need to adapt and change to create educational opportunities, which will offer resources that help guide students down pathways of success, not just in education, but for success in their future career goals. An expansion and creation of CTE options could provide partnership opportunities for neighboring school districts that could offer expanded educational opportunities. ASBSD supports the state creating grant opportunities for districts, which could be applied for by local districts to create and expand CTE centers by matching those grant funds with local funds.

ADOPTED: 2022

~~C12. STATE-FUNDED UNDERGRADUATE EDUCATION SCHOLARSHIP PROGRAM (DELETION PROPOSED)~~

~~RESOLUTION~~

~~ASBSD supports a state-funded program for an undergraduate scholarship for education majors in each K-12 education certification area who enroll in South Dakota Board of Regent Universities.~~

~~RATIONALE~~

~~There is an insufficient number of undergraduate education majors enrolled in South Dakota Board of Regent Universities to meet the staffing needs of K-12 schools in South Dakota. Notably, in fiscal years 2018-2021, there were only 44 graduates of science education programs from these universities, which is less than twenty-five percent of the number of science teachers needed in South Dakota during that time.~~

~~To combat the teacher shortage in South Dakota public schools, a state-funded scholarship program providing 100 percent of tuition and fees for undergraduate scholarships to education majors in each certification area who enroll in South Dakota BOR Universities that are equal to the number of alternative certification approvals plus the number of K-12 public school educators holding an international exchange teacher permit, should be established and distributed.~~

~~ADOPTED: 2023~~

~~REVISED: 2024~~

~~Incorporated in Standing Position: Investment in Education. The resolution now lends itself to a general statement on the Association's stance on these matters and that fits into a Standing Position. Moving the resolution language into a Standing Position still provides the necessary leeway to take a position on legislation dealing with these topics.~~

C. School Finance

~~C13. STATE-FUNDED TEACH FOR SOUTH DAKOTA ACADEMY (DELETION PROPOSED)~~

RESOLUTION

~~ASBSD supports the creation of a state-funded Teach for South Dakota Academy, as well as a stipend program, for public school teachers holding a preliminary alternative certification or an alternative certification to assist in their completion of requirements for full certification.~~

RATIONALE

~~Expecting a teacher to take classes to become certified while simultaneously transitioning to a new teaching career is unreasonable and the creation of the Teach for South Dakota Academy, which would take place during the summer and be provided at no cost to public school teachers attending, will benefit their progress in obtaining full certification.~~

~~Providing a transitional stipend may attract those considering a career change into education by reducing financial barriers to career changes. Moreover, providing pedagogical training and fundamentals of teaching experiences will produce better, more productive, and more confident teachers.~~

ADOPTED: 2023

REVISED: 2024

Incorporated in Standing Position: Investment in Education. The resolution now lends itself to a general statement on the Association's stance on these matters and that fits into a Standing Position. Moving the resolution language into a Standing Position still provides the necessary leeway to take a position on legislation dealing with these topics.

14. TRANSFERS FROM CAPITAL OUTLAY TO GENERAL FUND (ADOPTION PROPOSED)

RESOLUTION

ASBSD supports the increase of the percentage amount a school district can transfer from its capital outlay fund to its general fund.

RATIONALE

With the change in teacher pay accountabilities public school districts will need to explore different funding options to ensure they meet what's required in state law. Increasing the percentage amount a school district can transfer from its capital outlay fund to its general fund presents a different option to public school districts to utilize in their general fund to meet the teacher pay accountabilities without having to raise taxes through an opt-out, which would put increased property tax pressure on constituents. Providing this additional funding option benefits the public school districts and, most importantly, their local taxpayers.

ADOPTED: 2024

Increasing the transfer amount from Capital Outlay to the general fund provides school districts to meet the accountabilities required of them without raising taxes and the resolution would allow us to support the legislation.

D. Taxation

1. PROPERTY TAX REDUCTION OR REPEAL

RESOLUTION

ASBSD opposes the reduction or repeal of property tax without a new source of revenue being implemented to replace those dollars lost or a hold harmless clause being included in any proposal.

RATIONALE

Property tax dollars are the main source of local revenue for South Dakota's public school districts and any reduction or repeal of these dollars removes much needed funding from these districts. Any repeal or reduction of a property tax must be replaced with a new revenue source or include a hold harmless clause in order for the district to meet its budget obligations.

ADOPTED: 2022

REVISED: 2023

2. TAX COLLECTION ADMINISTRATION FEE

RESOLUTION

ASBSD opposes legislation imposing a fee on local school districts to be paid to another local government entity for collecting and distributing property taxes.

RATIONALE

South Dakota's K-12 public school funding system makes school districts heavily reliant on property taxes to fund the many components in their budget, but within the state's property tax system are not equipped to collect or distribute local dollars. School districts should not be assessed a fee for the collection and distribution of dollars they are dependent upon, but are not allowed to collect themselves (SDCL 10-21-1).

ADOPTED: 2023

3. STATE REVENUE COLLECTION (ADOPTION PROPOSED)

RESOLUTION

ASBSD opposes the repeal or reduction of a state revenue source without the increase to an existing revenue source or implementation of a new revenue source to replace the lost dollars.

RATIONALE

The state aid funding formula relies on two funding sources in local property tax dollars and state revenue collection. If either source of revenue for the state aid funding formula receives a cut the other must make up the loss in funding or, if the revenue is not made up, funding for public schools will be cut. A reduction or repeal of a state revenue source without it being recouped from another or new revenue source would be detrimental to public schools.

ADOPTED: 2024

The resolution permits ASBSD to oppose any repeal or reduction of state revenue without replacement revenue in place, which would put school funding in precarious position.

E. Personnel

1. HUMAN RESOURCE MANAGEMENT

RESOLUTION

ASBSD supports a local public school district's ability to develop hiring, evaluation and compensation policies to develop performance and market-based compensation mechanisms that support local efforts to recruit and retain quality staff.

RATIONALE

School boards, administrators and teachers are in the best position to decide whether the school district has the financial resources, personnel, data systems and desire to implement local policy. Districts should have the flexibility to adopt effective hiring, evaluation and compensation policies.

ADOPTED: 2010

REVISED: 2012

F. Unfunded Mandates

1. STATE EDUCATION MANDATES

RESOLUTION

ASBSD supports legislative action to review and subsequently require the state to supply the necessary funding for all mandates placed on local public school districts.

RATIONALE

When state mandates place additional burdens on school boards, funds should be allocated to compensate expenses incurred. Therefore, it should be the policy of the legislature to review and subsequently require the funding necessary to meet the fiscal impact on public school districts and consider providing additional funding, if determined as being needed, prior to the passage of all mandates placed on local public school districts.

ADOPTED: 2008

REVISED: 2023

2. FEDERAL MANDATES

RESOLUTION

ASBSD supports full funding for all federal mandates.

RATIONALE

When federal policymakers enact laws intended to foster higher levels of school performance and academic achievement, Congress must adequately fund federal mandates to avoid causing local school boards to shift local resources to meet the demands of federal education policies.

ADOPTED: 2008

REVISED: 2016

G. Federal Relations

1. MEDICAID SERVICE REIMBURSEMENT

RESOLUTION

ASBSD supports the continuation of federal Medicaid Service provided to public school K-12 for providing health services to Medicaid-eligible students.

RATIONALE

Public schools play a key role in identifying eligible children for Medicaid, connecting children to needed services in schools and communities. Medicaid service reimbursement funds help South Dakota public school districts provide outreach and coordination services that ultimately helps eligible children receive health services in a timely manner.

ADOPTED: 2008

REVISED: 2012

2. SCHOOL NUTRITION

RESOLUTION

ASBSD supports flexibility in federal law for state and local food service personnel to adjust the nutrition requirements including changes to the calorie maximum, to ensure they are providing school meals that meet the needs of their diverse student body in their communities.

RATIONALE

A one-size-fits-all policy ties the hands of local public school lunch providers. According to recent report, the USDA's new regulations have led to hungrier students, wasted food, and increased costs for schools.

ADOPTED: 2010

REVISED: 2016

3. E-RATE

RESOLUTION

ASBSD supports action by Congress and the Federal Communications Commission to strengthen the E-Rate program and improve the quality and speed of Internet connectivity in our nation's public K-12 schools.

RATIONALE

The E-rate program, officially called the Schools and Libraries Program Universal Service Fund, provides significant discounts to schools and libraries to help them build technology infrastructure and provide telecommunications and Internet services for students in low-income and rural areas. The program is a vital source of funding to maintain and improve Internet connectivity in public K-12 schools. Expansion of the federal E-rate program would improve access to technology for public K-12 schools and students.

ADOPTED: 2010

REVISED: 2012

G. Federal Relations

4. EVERY STUDENT SUCCEEDS ACT (ESSA)

RESOLUTION

ASBSD supports the federal education policy emphasizing the importance of local governance, providing states with more control over education standards and strengthening support for local control in managing school administration, budget development and related operations for public school district responsibilities.

RATIONALE

ESSA affirms state control of education standards by allowing them to set their own benchmarks for student achievement in math and reading. In addition, ESSA reaffirms the importance of local governance as state education standards will be up for peer review by public school board members, administrators, parents and other groups. A local governance measure included in the bill strengthens support for local control which will enhance the local district's goal of consistent student achievement.

ADOPTED: 2016

ASBSD Delegate Assembly



Submitting a Resolution or Standing Position

Participating in the process

ASBSD's resolutions and standing positions dictate the legislative direction of the association. They are an extremely valuable reference for our legislative advocating efforts and, as we've seen in past legislative sessions, are the guides for ASBSD to follow when controversial legislative issues, which our member schools do not hold a consensus opinion on, are introduced.

As member districts, you have the opportunity every year to vote on the resolutions and standing positions each year at Delegate Assembly. This year's Delegate Assembly is set for Friday, November 22 in Fort Pierre at the Drifters Event Center, at 1 p.m. (Central).

Submitting a resolution or standing position

Member districts can submit a new or amended resolution or standing position, or suggest deletion of a resolution or standing position, by completing the 2024 ASBSD Delegate Assembly Member Resolution-Standing Position Form in the following steps:

1. Draft a resolution or standing position to create, amend, or eliminate a proposed resolution or standing position. Include a clear, concise rationale to explain your intent.
2. Officially approve the resolution or standing position at a school board meeting.
3. **Send the proposed resolution or standing position by Tuesday, November 12, 2024:**
 - E-mail to Tyler Pickner at tpickner@asbsd.org

Please note: Resolutions/Standing Positions **must** be received via email to tpickner@asbsd.org by **Tuesday, November 12** to be included in the Delegate Assembly packet.

Submission from the floor at Delegate Assembly

The ASBSD By-laws provide a mechanism for school districts to submit resolutions from the floor at Delegate Assembly. Per policy, 200 copies of all resolutions must be submitted by the member district's appointed Delegate to the Secretary prior to the start of Delegate Assembly for the resolution to be considered.

**ASBSD Delegate
Assembly**



Call for New & Amended Resolutions & Standing Positions Form

SUBJECT / TITLE:

RESOLUTION/STANDING POSITION:

RATIONALE:

(Attach additional pages and resolutions as necessary)

Approved by the _____ (school district) School Board on _____ (date)

Signed: _____ Board Contact Person: _____
(Board President)

To ensure all delegates and the boards they represent have adequate time to review your resolution, please **submit by Tuesday, November 12** to tpickner@asbsd.org.

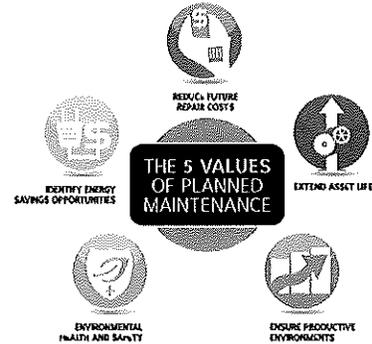


PLANNED SERVICE RENEWAL

7/22/2024

Meade School District
1230 Douglas St
Sturgis, SD 57785-1869

Sturgis Elementary 2024-25



Dear Customer:

Thank you for choosing Johnson Controls to provide the maintenance solution for your facility. We appreciate your business and look forward to continuing as your building technology services partner.

Your current service agreement (1-131163180239) will expire on 08/31/2024. We are pleased to offer a one year continuation of your current agreement for the annual sum of \$17,300.00, to be paid semi-annual. The scope will remain the same and the term of this contract will be 09/01/2024 to 08/31/2025. Invoices will be sent to:

Meade School District 46-1
1230 Douglas St
Sturgis SD 57785

To continue service without interruption, please sign below and return to me by 8/1/2024. If you require us to reference a requisition or purchase order on our invoices, please provide a copy of that document when you return this signed notice.

As a manufacturer of mechanical, controls, security and fire systems, we have the expertise and resources to provide proper maintenance and repair services for your facility. With planned service you're getting a solution that can help optimize your building's performance, provide dependability, sustainability and energy efficiency. Your service is delivered with the attention of a local service company backed by the resources of a global organization.

Again, thank you for your business and we look forward to serving you in the coming year. Please do not hesitate to call if I can assist you in any way.

Sincerely,

Bryan Lund
JOHNSON CONTROLS SIOUX FALLS SD - N44
3413 S Gateway Blvd
Sioux Falls SD 57106-1555
Phone: (866)818-5508

Customer Signature: _____

Customer Name: _____

Customer Title: _____

PO/Requisition #: _____



Otis Elevator Contract Extension

7.18.2024

Equipment Location:

12380 Sturgis Road
Piedmont, South Dakota
57769

Contract Number: CLH05015

Hello Brett,

In an effort to not only thank you for your continued business, but also to ensure our future relationship with you, Otis Elevator Company would like to offer you **one month free for a 5 year extension** to your existing maintenance contract term at 12380 Sturgis Road, Piedmont, South Dakota.

Accordingly, you will receive a credit on your account for **one month of free maintenance service** and the term of your contract will be **extended for five years from the current expiration date**. The effective date of this contract renewal offer will be the first day of the following calendar month from the date of your signature approval.

Please feel free to call me with any questions. We appreciate your business and look forward to a continued successful business partnership.

Sincerely,

Saige Bingman

Otis Elevator Company



The term extension selected will extend your current term by the number of years selected. At the end of the initial extended contract term, the contract will automatically renew for successive periods equal to the extension term selected. Either party may terminate the contract at the end of the initial extended contract term or at the end of any subsequent term by giving the other party at least 90 days but no more than 120 days written notice prior to the end of the then current term. The applicable discount identified above will come into effect on the first day of the month following the date of the customer's signature after the building address and contract number have been verified by Otis. Your existing billing cycle and all other contract terms and conditions shall remain the same.

CUSTOMER

Approved by Authorized Representative

Otis Elevator Company

Approved by Authorized Representative



"To Build Knowledge and Skills for Success Today and Tomorrow"

Policy JFCD: BULLYING/CYBER BULLYING

Status: Adopted

Original Adopted Date: 03/12/2012 | Last Revised Date: 09/09/2024 | Last Reviewed Date: 09/09/2024

**For purposes of the timelines stated in this policy "days" refers to a day that the school is in session, except that during the summer it refers to regular working days that the Business Office is open. "Calendar days" refers to calendar monthly days.*

SECTION 1 – Policy Statement

The District is committed to maintaining a constructive, safe, and bullying-free school climate that is conducive to all students' educational opportunities and which fosters an environment in which all students are treated with respect and dignity. Bullying can inhibit a student's educational opportunities and may also have long-term negative effects on a student. Bullying of students shall not be tolerated and is strictly prohibited. Bullying of students from other schools who are at a District activity, parents, school employees, guests, visitors, volunteers and vendors of the District shall also not be tolerated and is strictly prohibited.

This policy shall not be interpreted or applied to prohibit civil exchange of opinions or debate protected under the state or federal constitutions if the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others. However, conduct which substantially interferes with the work of the school, causes material and substantial interference with school work and discipline, and might reasonably have led school authorities to forecast substantial disruption of or material interference with school activities is not constitutionally protected speech and is therefore prohibited under this policy.

All students, parents, employees, guests, visitors, volunteers and vendors shall conduct themselves in a civil and responsible manner and in a manner consistent with school policies related to student, parent, employee and visitor conduct. This policy prohibiting bullying shall apply to all students, parents, employees, guests, visitors, volunteers and vendors while on school property, while attending or participating in school activities, on school-owned property or on non-school property, while in any school-owned or leased vehicle, while at a school bus stop, or when in a private vehicle located on school property during school or during school activities.

The District shall investigate all reported instances involving bullying. Unless a different person is designated by the Superintendent to conduct the investigation, the Principal of the school attendance center where the bullying is alleged to have occurred is responsible for investigating the alleged bullying. Allegations of bullying may also be reported by the administration to other authorities, including but not limited to law enforcement.

Students who violate this policy shall be subject to appropriate disciplinary action, up to and including expulsion. Employees who violate this policy shall be subject to appropriate disciplinary action, up to and including termination of employment. Parents, guests, visitors, volunteers, and vendors who violate this policy may be prohibited from being on school property.

Pursuant to state law:

- A. any school district employee, school volunteer, student, or parent who promptly reports in good faith an act of bullying to the appropriate school district official as designated in the school district's policy, and who makes the report in compliance with the provisions of the school district's policy, is

immune from any cause of action for damages arising from failure to remedy the reported incident, and

- B. no cause of action is created against the school district, school district employee, school volunteer, student, or parent unless there has been substantial noncompliance with the school district's policy which results in injury to a person.

The District will maintain confidentiality to the maximum extent possible under the circumstances. However, a person reporting bullying conduct must understand that should the administrator who is investigating the report determine there is reasonable cause to suspect that bullying did occur which could result in administrative discipline or a referral to the School Board, the person alleged to have abused the other person may have the right to know the identity of the person(s) making the report in order that he/ she may have an opportunity to defend himself/herself.

The District strictly prohibits retaliation against any person because he or she has made a report, testified, assisted, or participated in the investigation of a report of alleged bullying. Retaliation includes, but is not limited to, any form of verbal or physical reprisal or adverse pressure. The person(s) alleged to have bullied another person shall not directly or indirectly (such as through another person) harass, pressure, or retaliate against any other person because of the complaint being reported. A violation of this provision may lead to separate disciplinary action based on the retaliation. Any person who believes he or she is being subjected to retaliation because of his or her involvement with a bullying report should immediately contact a school administrator.

Complaints against school employees (Policy KL) and complaints related to Sexual Harassment (Policy ACAA) are addressed through other school district policies and not through this policy.

SECTION 2 – Bullying/Cyber Bullying Defined

- A. Bullying is an intentional isolated act or pattern of repeated conduct toward another person that is sufficiently severe and offensive to a reasonable person, and
 1. has the purpose or effect of creating an intimidating, hostile or offensive school environment for one or more students, parents, employees, guests, visitors, volunteers or vendors, and/or
 2. has the purpose or effect of substantially or unreasonably interfering with a student's educational opportunities (i.e., academic, co-curricular activities, extra-curricular activities, and social opportunities, etc. within the school environment), employee's and volunteer's work environment or performance, or access by parents, guests, visitors or vendors, and/or
 3. places a person in reasonable fear of harm to his or her person or damage to his or her property, and/or
 4. causes physical hurt or psychological distress to a person, and/or
 5. constitutes retaliation against any person for asserting or alleging an act of bullying, and/or
 6. disrupts the orderly operation of a school.

- B. Bullying/Cyber Bullying conduct includes threats, intimidation, physical violence, theft, destruction of property, hazing, stalking (SDCL 22-19A-1), harassment (SDCL 22-19A-4), and threatening or harassing contact by telephone or other communication devices, commonly referred to as cyberbullying (SDCL 49-31-31). Neither the physical location nor the time of day of any incident involving the use of computers or other electronic devices is a defense to any disciplinary action taken by the School District for conduct determined to meet the definition of bullying in SDCL 13-32-15.

Students and community members who believe they have been the victims of such misuses of technology, as described in this policy, should not delete the offending material from the system. A copy of the material should be brought to the attention of a principal or teacher.

Per SDCL 13-32-15, in situations in which cyber bullying originated from a non-school computer or cell phone, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operations of a school. In addition, such conduct must also violate a school policy. Such conduct includes, but is not limited to, threats or making a threat off school grounds to harm a member of the school staff or a student.

1. Hazing defined: any verbal or physical act or acts done on school property or at a school activity which directed toward another person and done for the purpose of initiation into any group, regardless of whether the group is a school sanctioned organization, when the act or acts causes or may create a reasonable risk of causing mental, emotional or physical harm to the person who is the recipient of the act or acts.
2. Stalking defined: willfully, maliciously, and repeatedly following or harassing another person; making a credible threat to another person with the intent to place that person in reasonable fear of death or great bodily injury; or willfully, maliciously, and repeatedly harassing another person by means of any verbal, electronic, digital media, mechanical, telegraphic, or written communication.
3. Harass defined: a knowing and willful course of conduct directed at a specific person which seriously alarms, annoys, or harasses the person, and which serves no legitimate purpose.
4. Threatening or harassing contacts by telephone or other electronic communication device defined: using or knowingly permitting a telephone or other electronic communication device under his or her control for any of the following purposes:
 - (1) to contact another person with intent to terrorize, intimidate, threaten, harass or annoy such person by using obscene or lewd language or by suggesting a lewd or lascivious act,
 - (2) to contact another person with intent to threaten to inflict physical harm or injury to any person or property,
 - (3) to contact another person with intent to extort money or other things of value,
 - (4) to contact another person with intent to disturb that person by repeated anonymous telephone calls or intentionally failing to replace the receiver or disengage the telephone connection.

SECTION 3 – Reporting Procedure

Any individual who believes that he or she has been or is being subjected to bullying or has reason to suspect another person has been or is being subjected to bullying should immediately report it to a teacher or school administrator. The report may be made verbally or in writing. A report may be made anonymously, OR refer to [Safe2Say South Dakota](#) website and submit a tip anonymously. If disciplinary action is being requested, the individual reporting the bullying will be asked to either submit a signed written complaint or sign a completed Bullying Report Form, Exhibit JFCD-E(1), verifying the accuracy of its content. The written complaint or Bullying Report Form must include the following:

- the date the written complaint was filed or the Bullying Report Form was completed,
- the school employee receiving the complaint (if applicable),
- the name of the person reporting the bullying,
- the address/phone # of the person reporting the bullying,
- the specific conduct or nature of the bullying complaint including the person(s) alleged to have bullied the complaining party or another person, the date(s) and location where the conduct occurred, witnesses, etc.,

- the date the school employee completed the form (if applicable),
- the date and signature of the person reporting the bullying.

If the signed written complaint was given to a teacher, or if the Bullying Report Form was completed by a teacher, the teacher shall forward the complaint or Bullying Report Form to the teacher's building principal.

SECTION 4 – Procedure for Addressing Bullying/Cyber Bullying Complaints

COMPLAINT PROCEDURE

STEP 1: Principal

Should there be a report which alleges a District student, parent, employee, guest, visitor, volunteer or vendor has been subjected to bullying, an investigation into the alleged bullying will be initiated. The District's investigation may include, but is not limited to, such things as interviewing individuals with actual or possible knowledge regarding the conduct in question, identifying facts related to the conduct in question, identifying when and over what period of time the conduct is to have occurred, determining whether the conduct negatively affects the educational opportunities or employment condition of the victim, identifying prior history of a similar nature by any of the individuals involved, and attempting to obtain possible verification from other persons. The investigation shall be conducted promptly and completed in a reasonable time frame given the nature of the complaint.

The person alleged to have bullied another person will be notified that a complaint has been filed pursuant to this policy and that the complaint is being investigated. The name of the person making the complaint will not be disclosed to the person alleged to have violated this policy unless and until the investigation results in a determination that there is reasonable cause to suspect that bullying did occur.

Upon reasonable suspicion by the school administrator responsible for the investigation that the allegation of bullying may be true, the employee, student or other person accused of bullying conduct shall be notified in writing that reasonable suspicion exists that the complaint may be valid, including a statement of the facts supporting the determination that reasonable suspicion exists, and the name of the alleged victim.

The person alleged to have bullied another person in violation of this policy shall be afforded an opportunity to respond to the allegation of bullying but is not required to submit a response.

Pending the outcome of the investigation the school administrator responsible for conducting the investigation may take such action consistent with school policy and state law as deemed appropriate in order to facilitate the investigation and protect the rights of all persons involved. If there is reasonable suspicion to believe that a person bullied another person while at school or at a school activity on non-school property in violation of this policy, the administration may prohibit that person from being on school property or at school activities.

Upon reasonable suspicion by the school administrator responsible for the investigation that the allegation of bullying may be true, the employee, student or other person accused of bullying conduct shall be notified in writing that reasonable suspicion exists that the complaint may be valid, a statement of the facts supporting the determination that reasonable suspicion exists, and the name of the alleged victim and complaining individual(s).

The person alleged to have bullied another person in violation of this policy shall be afforded an opportunity to respond in writing to the notification of alleged bullying but is not required to submit a written response.

At the conclusion of the investigation, the Principal shall make a determination as to whether bullying did occur or whether the facts are insufficient to determine that a determination that bullying occurred. The complainant and the person alleged to have bullied another person will receive written notice of the Principal's determination. Should the Principal conclude that bullying did occur, the Principal shall take such action as deemed appropriate, which may include

imposing disciplinary consequences on the person found to have violated this policy prohibiting bullying.

STEP 2: Appeal to the Superintendent

The following procedure shall be used to address an appeal of the Principal's decision in Step 1 to the Superintendent :

1. If either party is not satisfied with the Principal's decision, or if the Principal does not render a written decision within **ten (10) days** of the request for a decision on the merits of the complaint, that party may appeal to the Superintendent by filing form JFCD-E(2). The appeal must be filed within ten (10) calendar days of receipt of the Principal's written decision, or ten (10) days of the deadline for the Principal's written decision, whichever comes first. The appealing party must attach the Principal's written decision.
2. Within **ten (10) days** from the date the appeal was filed, the Superintendent shall render a decision in writing. All parties shall receive copies of the decision. The Superintendent shall uphold, reverse, modify the principal's decision, or the Superintendent may refer the matter back to the Principal for further investigation and supplemental decision which decision may restate, modify or reverse the Principal's initial decision. A supplemental decision by the Principal after a referral back to the Principal is subject to appeal to the Superintendent. The time frame for rendering a decision by the Superintendent may be extended by the Superintendent for good cause and upon written notification to all parties, which notification shall identify the reason for the extension and the date on or before which the decision shall be rendered.

STEP 3: Appeal to the Board

If either party is not satisfied with the Superintendent's decision, or if the Superintendent does not render a written decision within **ten (10) calendar days** of the receipt of the appeal, that party may appeal to the School Board by filing with the Business Manager using Form JFCD-E(3) within **ten (10) calendar days** of receipt of the Superintendent's written decision, or **ten (10) calendar days** of the deadline for the Superintendent's written decision, whichever comes first. The appeal shall be in writing and the appealing party must attach to the appeal the Principal's written decision, the appeal to the Superintendent, and the Superintendent's written decision or notice of the Superintendent's failure to render a written decision.

The following procedure shall be used by the Board to address an appeal of the Superintendent's decision on the merits related to a bullying complaint:

1. Upon receipt by the Board President/Chairperson of an appeal by the Complainant, a copy of the appeal shall be given to the person alleged to have violated the bullying policy.
2. Upon receipt of an appeal, the Board shall at its next meeting schedule a date, time and location for the appeal hearing.
3. The following procedure shall be applicable at the appeal hearing before the Board:
 - A. The Board shall appoint a board member or a person who is not an employee of the school district as the hearing officer;
 - B. Within **thirty (30) calendar days** of an appeal being filed with the Board, the Board shall conduct a hearing in executive session;
 - C. The Complainant, person alleged to have violated the bullying policy, and Superintendent each have the right to be represented at the hearing;
 - D. The Board shall make a verbatim record of the hearing by means of an electronic or mechanical device or by court reporter. This record and any exhibits must be sealed and must remain with the hearing officer until the appeal process has been completed;

- E. The issue on appeal is whether the Superintendent's decision should be upheld, reversed or modified;
- F. All parties shall be given the opportunity to make an opening statement, with the appealing party being given the first opportunity, followed by the other party, and then the Superintendent;
- G. The appealing party shall present his or her case first, and the other party shall then present his or her case. Both parties shall have the opportunity to ask questions of the other's witnesses. The hearing officer and board members may ask questions of any witness;
- H. The Superintendent shall present the basis of his/her decision which led to the appeal. Both parties shall have the opportunity to ask the Superintendent questions. The hearing officer and board members may also ask questions of the Superintendent;
- I. Unless a witness is a party to the appeal, witnesses may be present only when testifying unless the hearing officer rules otherwise. All witnesses must take an oath or affirmation administered by the School Board president, hearing officer or other person authorized by law to take oaths and affirmations;
- J. The hearing officer shall admit all relevant evidence. The hearing officer may limit unproductive or repetitious evidence. The strict rules of evidence do not apply. *Moran v. Rapid City Area School Dist.*, 281 N.W.2d 595. 602 (S.D. 1979).
- K. All parties shall be given the opportunity to make a closing statement, with the appealing party having the first opportunity, followed by the other party, and then the Superintendent. The appealing party shall be given the opportunity for a brief rebuttal;
- L. After the evidentiary hearing, the Board shall continue to meet in executive session for deliberations. No one other than the hearing officer may meet with the Board during deliberations. The Board may seek advice during deliberation from an attorney who has not represented any of the parties to the hearing. Consultation with any other person during deliberation may occur only if a representative of both parties and Superintendent are present. The Board may, in its sole discretion, continue the proceedings and make a final decision on the appeal at a later date; Within **thirty (30) calendar days** of the hearing, the Board shall render its decision and issue its written Findings of Fact, Conclusions of Law and Decision. The time frame for rendering a decision may be extended by the Board President for good cause and upon written notification to both parties and the Superintendent, and the notification shall identify the reason for the extension and the date on or before which the decision shall be rendered;
- M. The decision of the School Board must be based solely on the evidence presented at the hearing and must be formalized by a motion made in open meeting. The Board will convene in open session and a motion to uphold, reverse, or modify the Superintendent's decision shall be made and voted upon. Findings of Fact, Conclusions of Law and Decision, consistent with the Board motion shall be in writing and approved by the Board. Both parties, the Principal and the Superintendent will receive copies after the Findings of Fact, Conclusions of Law and Decision are approved by the Board.
- N. Following the Board hearing, should the Board determine there has been a violation of this policy prohibiting bullying, Board action may include but is not limited to the following: (1) suspend or expel a student from any or all school programs, including but not limited to classes, extracurricular activities, or attendance at school activities; (2) pursuant to statute, reprimand, suspend without pay, or terminate the contract of an employee, or (3) prohibit a person

	Policy JFCD: Bullying/Cyber Bullying	NEPN Code: JFCD-E(1)
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**BULLYING
COMPLAINT REPORT FORM**

Date Form Completed: _____

Form Completed by: _____

Person Reporting the Bullying: _____

Address/Phone # of the Person Reporting the Bullying:

Nature of Complaint: (With specificity, identify the person(s) alleged to have bullied, the conduct which is the basis of the bullying complaint, when/where the conduct occurred, the person(s) alleged to have bullied, witnesses, and any other pertinent information):

 _____ (use additional sheets if necessary).

 Date School Employee Completing the Bullying Report Form

 Date Person Reporting the Bullying

Adopted: 9/9/2024, 6/1/2011 Revised: 9/9/2024, 12/8/2014 Reviewed: 9/9/2024

ASBSD sample exhibits are intended to be a guide for school districts. As is the case with any exhibit, a local school district's unique circumstances, challenges and opportunities need to be considered.

	Policy JFCD: Bullying/Cyber Bullying	NEPN Code: JFCD-E(3)
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**BULLYING
 COMPLAINT APPEAL TO THE SCHOOL BOARD**

I/We Appeal the Superintendent's Step 2 decision for the following reason(s): [With specificity, Complainant should state how or why the Complainant believes the Superintendent's decision is wrong]:

ATTACH A COPY OF THE BULLYING COMPLAINT REPORT (Exhibit JFCD-E(1), PRINCIPAL'S DECISION, COMPLAINT APPEAL TO THE SUPERINTENDENT (Exhibit JFCD-E(2)), EMPLOYEE'S STEP 2 WRITTEN RESPONSE, AND SUPERINTENDENT'S DECISION.

_____ Date	_____ Complainant
_____ Date Received	_____ Business Manager

Adopted: 9/9/2024, 3/12/2012 Revised: 9/9/2024 Reviewed: 9/9/2024

ASBSD sample exhibits are intended to be a guide for school districts. As is the case with any exhibit, a local school district's unique circumstances, challenges and opportunities need to be considered.

**Policy JFCD:
Bullying/Cyberbullying
Process**

Initial complaint to school employee or anonymously through Safe2Say South Dakota

Meet and discuss the concern with the individual involved

Meet and discuss the concern with the Principal

If disciplinary action is requested, individual will submit written complaint or complete Bullying Report Form, Exhibit JFCD-E(1)

The Principal shall render a decision in writing within 10 days

If either party is not satisfied with the Principal's decision, or if the Principal does not render a written decision within ten (10) days of the request for a decision on the merits of the complaint, that party may appeal to the Superintendent by filing form JFCD-E(2).

The Superintendent shall render a decision in writing within 10 days

If either party is not satisfied with the Superintendent's decision, or if the Superintendent does not render a written decision within ten (10) calendar days of the receipt of the appeal, that party may appeal to the School Board by filing with the Business Manager using Form JFCD-E(3) within ten (10) calendar days of receipt of the Superintendent's written decision, or ten (10) calendar days of the deadline for the Superintendent's written decision, whichever comes first.

Within thirty (30) calendar days of an appeal being filed with the Board, the Board shall conduct a hearing in executive session

The Board renders its decision and issues its written Findings of Fact, Conclusions of Law and Decision within 30 calendar days

END

*For the purpose of the timelines stated in this policy, "days" refers to a day that the school is in session, except that during the summer it refers to regular working days that the Business Office is open. "Calendar days" refers to actual monthly days.

*Refer to Policy JFCD: Bullying/Cyberbullying for full details.

Proposal for Integrated Pest Management
at
Meade County School District

Submitted by

Black Hills Pest Control
P.O. Box 231
Sturgis, S. Dakota 57785

Kenneth Beug, owner and operator

347-0092

bhpc@rushmore.com

March, 4 2024

Todd Battles

Todd.battles@k12.sd.us

605-490-7963

Treatment Goals

Black Hills Pest control will work in conjunction with the facilities manager, housekeeping staff and maintenance staff at the Meade County Schools to provide an integrated pest management program as defined by Federal standards. This program will incorporate inspections, maintenance recommendations and applications of pesticides where needed to prevent recurring pest problems and control of pest problems that do arise.

Black Hills Pest Control will utilize only E.P.A. and State approved pesticides that will be applied as safely as possible and according to label. Material safety data sheets will be provided for all products used on this project. Black Hills Pest Control will also interact with the public, residence and the staff in order to address concerns about environmental factors, safety factors and long term effects of the treatment as well as the current goals of the Meade County School District with this project.

Background of Black Hills Pest Control

Black Hills Pest Control is a family owned and operated company that was started in 1998 by Kenneth and Jean Beug of Sturgis, SD. Our primary focus is residential and commercial pest control in the Black Hills area. Ken and Jean Beug had a commercial and residential pest control company, Bargain Exterminating, in Denver, Co. from 1987 to 1995, when they sold the company and returned to the Black Hills. Prior to starting Bargain Exterminating, from 1985 to 87, Ken Beug worked with Orkin Pest control in Denver, Co. serving in all capacities including service, service manager and assistant manager of the Denver Branch.

Ken and our staff technicians are currently licensed in all of the categories required for this project.

Black Hills Pest Control is locally owned and family operated company. We carry a two million dollar liability policy and can have named the Meade County School District as specifically insured.

Treatment Plan

I would recommend an integrated pest management program for the Meade County School District as follows. We would be on site at each school monthly or Bi-annually to inspect and treat any type of pest control issue that may arise. The exterior and interior of all the buildings will be treated/inspected every month or bi-annually in order to provide consistent service for everyone and to prevent outside insects from getting in.

Box elder bugs, flies and wasps have been an ongoing problem and would be controlled by treating the exterior of the buildings on the ground floor around the foundation and windows. The eaves of the buildings will be treated where accessible. Some interior windows on the sunny sides of the buildings may need to be treated and would be treated with an approved odorless pesticide. Any wasps or yellow jacket nests would be treated as detected. Recommendations for sealing of possible entry points of pests and recommendations for fly control devices or lighting will be made to the maintenance staff as necessary.

Black Hills Pest Control worked in conjunction with the staff to provide a pest management mosquito control program for the Meade County Schools. This program incorporates applications of pesticides to reduce mosquito populations for the campus and areas of high public use including the concession stands, near potential mosquito breeding areas, also those areas of tall grasses that are a harborage areas for mosquitoes during the day. Treating standing water that is a potential mosquito breeding site. We also spray a long lasting residual product for the establishment of perimeter barriers around the campus and tall grasses that provide harborage for mosquitoes during the heat of the day. We used a high pressure sprayer that will carry over a large area to mist and spray the areas that need to be treated.

Black Hills Pest Control has the experience and appropriate state licenses to provide this service and will provide the labor force, insurance, safety equipment, chemicals and equipment.

Bid Price

Black Hills Pest Control will provide all pesticides, rodent control devices, and baits for this project. The labor force, equipment, insurance, and disposal of chemical containers will also be furnished by Black Hills Pest Control. Treatment of trees and/or removal of trees that are infested with box elder bugs or elm beetles and treatment of wood destroying insects such as termites or fungus will not be included.

1) Atall Elementary

16375 Atall Road Union Center SD, 57787

Bi-annual pest control price: \$165.00 per treatment (spring & fall)

2) Central Meade County School

19625 Ball Field Road Union Center SD, 57787

Monthly pest control price: \$135.00

3) Elm Springs Elementary

21309 Elm Springs Road Wasta SD, 57791

Bi-annual pest control price: \$195.00 per treatment (spring & fall)

4) Hereford Elementary

15998 Cross S Road Hereford SD, 57785

Bi-annual pest control price: \$165.00 per treatment (spring & fall)

5) Opal Elementary

18010 Opal Road, Opal SD 57787

Bi-annual pest control price: \$195.00 per treatment (spring & fall)

6) Piedmont Valley Elementary
16159 2nd Street Piedmont SD 57769

Monthly Pest control price: \$135.00

7) Stagebarn Middle School
12500 Sturgis Road Summerset SD, 57769

Monthly Pest Control price: \$135.00

8) Sturgis Brown High school
12930 East Highway 34 Sturgis SD, 57785

Monthly pest control price: \$155.00

9) Sturgis Elementary
1121 Ball Park Road Sturgis SD, 57785

Monthly pest control price: \$135.00

10) Sturgis Williams Middle School
1425 Cedar Street Sturgis SD, 57785

Monthly Pest Control Price: \$135.00

11) Whitewood Elementary
603 Garfield Street Whitewood, SD 57793

Monthly Pest Control Price: \$135.00

Last year we completed four months of mosquito treatments for Sturgis High school, Piedmont Valley Elementary, and Stage barn Middle School.

Monthly mosquito control for all schools annually totals \$3890.00

Submitted Oct. 24, 19
By Kenneth Beug

Phone number 605-347-0092
E-mail bhpc@rushmore.com
P.O. Box 231,
Sturgis, S.D. 57785

CLOSED Open Enrollment

Students per section before

	19	21	22	23
STEL	KG	1	2	3
STEL Avg.	19.4	20.4	22.2	21.2
PVE	KG	1	2	3
PVE Avg.	18.8	21.2	22.75	21
WW	KG	1	2	3
WW Avg.	19	21	20	15
SWMS				
SWMS Avg.				
SBMS				
SBMS Avg.				

SBHS

125 open enrollment applications

95 total open enrolled accepted

18 denied due to capacity

12 withdrew open enrollment application

Open Enrollment is CLOSED

AVG. Students
per Core
Section

24	24	25	25	25	20.7
4					
22					
4					20.8
22.6					
4	5				19.2
18	22				
	5	6	7	8	24.8
	22	23.8	25	28.4	
	5	6	7	8	24.2
	23	27.25	26	21.6	
					23.6
					12.5

**Registered
Homeschool
Connections**

STEL
STEL Avg.
PVE
PVE Avg.
WW
WW Avg.
SWMS
SWMS Avg.
SBMS
SBMS Avg.

1

1

10

13

2

SBHS

Rural

MEADE 46-1
BUDGET TIMELINE
2025-2026

SEPTEMBER	REVIEW FY25 CAPITAL OULTAY BEGIN TO UPDTATE 5 YEAR CAPITAL OUTLAY PLAN START TO DISCUSS FY26 CAPITAL OUTLAY - FACILITIES,TECH,CURRICULUM STUDENT COUNT LAST DAY OF FRIDAY- IMPACT ON GENERAL FUND
OCTOBER	UDPATE 5 YEAR CAPITAL OUTLAY PLAN BEGIN THE PROCESS OF FY26 CAPITAL OULTAY- MEET WITH ADMIN. ON NEEDS
NOVEMBER	PRESENT 5 YEAR PLAN TO SCHOOL BOARD REQUESTS FOR CAPITAL OUTLAY DUE FROM ADMIN. TO BUSINESS OFFICE
DECEMBER	START TO DISCUSS FY26 GENERAL FUND & STATE AID STATUS - GOV. BUDGET ADDRESS ORGANIZE CAPITAL OUTLAY REQUESTS FROM ADMIN INTO BUDGET FORMAT BEGIN TO ORGANIZE AND UPDATE GENERAL FUND & SPED STAFF SPREADSHEETS WITH COLA ESTIMATES FINALIZE THE MAJOR PROJECTS TO BE IN FY26 CAPITAL OUTLAY BUDGET& UPDATE ESTIMATES
JANUARY	DISCUSS PRELIMINARY CAPITAL OUTLAY WITH BOARD ASK FOR AUTHORIZATION TO BID ANY PROJECTS OVER BID THRESHOLD DISCUSS GENERAL FUND REVENUE PROJECTIONS AND COLA FOR STAFF REVIEW GENERAL FUND & SPED STATE AID FORMUALS WITH BOARD CONTINUE TO BUILD & UPDATE GENERAL FUND & SPED DATA
FEBRUARY	BID PROJECTS FOR CAPITAL OUTLAY IF NEEDED WAGE & BENEFITS DISCUSSION GENERAL FUND & SPED PRESENT PRELIMINARY CAPITAL OUTLAY BUDGET TO BOARD
MARCH	CONTINUE DISCUSSION ON WAGE & BENEFITS FOR GF AND SPED PROVIDE BOARD WITH ANY CHANGES OR UPDATES IN THE CAPITAL OUTLAY BUDGET NEGOTIATIONS WITH MEA
APRIL	PRESENT PRELIMINARY BUDGETS TO THE BOARD FOR FUNDS 10,21,22 AND FOOD SERVICE FINALIZE NEGOTIATIONS.
MAY	APPROVE PRELIMINARY BUDGETS FOR FUNDS 10,21,22 PUBLISH BUDGETS IN LEGAL PAPER SET DATE FOR BUDGET HEARING
JUNE	BUDGET HEARING FOR FUNDS 10,21,22
JULY	ADOPT FY26 BUDGETS

We recently conducted a survey to gather valuable input from our administrators and school board members as part of our strategic planning process. The survey focused on evaluating several key areas that are critical to the development of our district's strategic plan.

The survey assessed:

- References from previous districts, including feedback from Board members, Superintendents, Administrators, and staff.
- Supports provided during the planning process.
- Supports and training offered after the initial strategic plan was completed.
- Input from staff members across all roles, including teachers, paraprofessionals, secretaries, food service workers, custodial/maintenance staff, and administrators.
- Input from our communities.
- Facilitation of the planning process, including leading public input sessions and analyzing the results of sessions and surveys.
- Supporting evidence or case studies demonstrating long-term success, particularly after five years.
- The ability to customize the strategic plan to meet the specific needs of Meade 46-1.

We appreciate the time and thoughtful responses from all participants. Your insights have been instrumental in shaping a strategic plan that is thorough, inclusive, and tailored to the unique needs of our district.

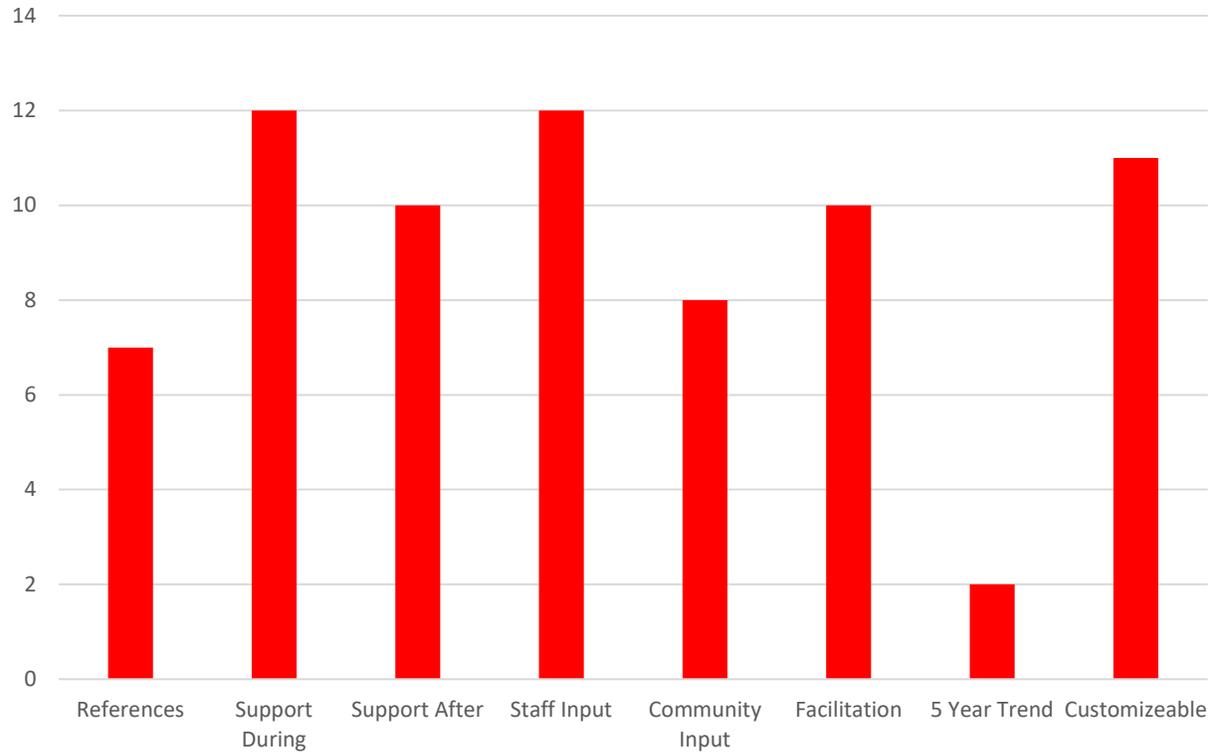
Instrumental responses from the open-ended responses we believe need consideration moving forward are:

- Get everyone in the district on the same page working towards the same goals
- Improvement of student achievement
- A plan that guides decisions
- A living document with set, but modifiable goals
 - Doesn't sit on the shelf!
- Attainable
- Plan backed by data and input
- Metrics with training for admin to implement, measure, and identify needs of change

The following chart outlines the evaluation of eight possible rankings assigned to various categories during the strategic planning survey. To determine the importance levels of each category, we focused on the top four rankings of all people that participated in the survey.

By concentrating on the top four rankings, we are able to clearly distinguish which categories are considered most important for guiding our strategic planning efforts and assist in determining a consultant that will fit our needs. This approach ensures that the categories receiving the highest prioritization are emphasized in our decision-making and planning processes.

Summative Scores for Ranking 1st through 4th Priorities





Meade School District 46-1
STURGIS BROWN HIGH SCHOOL

ACTIVITIES OFFICE

Mike Schultz, Activities Director Holly Kopplin, Admin. Assistant

12930 E. Hwy. 34
Sturgis, SD 57785-6400
(605) 347-2686
605-347-4487
Fax (605) 347-0225

“To Build Knowledge and Skills for Success Today and Tomorrow”

Board Report – September, 2024
September Mike Schultz, Activities Director

Activities Numbers:

All fall athletics at the middle school and high school have begun practicing. All high school athletic activities have now performed with the Cheerleaders competing in their first competition at Belle Fourche. The middle schools are set to start their activities soon.

The following are the participation numbers for each of the fall sports at each of the schools:

Sturgis Brown High School

Cross Country (B&G) – 23 total
Boys Golf – 19
Volleyball – 55 – 25, 9th graders
Football - 79
Boys Soccer - 33
Girls Soccer - 33
Competitive Cheer - 26
Sideline Cheer – 14

Sturgis Williams Middle School

Volleyball - 35
Football - 38
Cross Country – 36 (6th – 8th)

Stagebarn Middle School

Volleyball - 43
Football - 35
Cross Country – 31(6th – 8th)

Practice/Game Conditions

This year the outdoor conditions haven't been as bad as they were a year ago. Air Quality has been mostly good. Although it's been hot a few days, it hasn't been all that much of a factor. It's been a good start to the season as far as the athletics has gone.

SDHSAA

We received some clarification on non-SDHSAA and non-accredited schools and their students opportunity to participate in the districts where they reside. This had an effect on a few Black Hills Area Schools. We had one student in our activities that we received authorization to participate here in Sturgis.

Fine Arts

Practices are starting for our fine arts activities. Some will start their competitions in October. A few have had their organizational meetings so we haven't gotten a good look at those numbers as of yet.

**MEADE SCHOOL DISTRICT 46-1
BUILDINGS & GROUNDS DEPARTMENT**

"To Build Knowledge and Skills for Success Today and Tomorrow"



September 9, 2024

School Board Meeting

Todd Battles

SUPERVISOR OF BUILDINGS & GROUNDS
12940 E. HIGHWAY 34
STURGIS, SD 57785
Phone: 605-347-2649
Fax: 605-347-3363

E-mail: todd.battles@k12.sd.us

School has started and things are moving fast. Buildings and Grounds is trying hard to keep up with the ever-growing grass. All facilities had been mowed and trimmed for open houses, but everything is ready to be cleaned up again.

Sports have started and Woodle field has hosted several games to date. The crew is also at the Stagebarn facility getting the field ready. For being a dry summer, the fields are in fantastic playing condition.

Deliveries are a big part of the Buildings and Grounds Department. We deliver and transport all inter school mail, ups and fed ex, copy paper, and all sorts of furniture.

The custodial crews have done a fantastic job with all the changes in cleaning and sanitizing that have been added.

Several Capital Outlay projects have been completed. The only things that are left are the HVAC at the admin building which is waiting on pipe. Also, the plumbing.

We have installed a new work order process and the crew and staff have seemed to acclimate to the change very well.

Kelly Cleland has resigned, and we have another maintenance lead starting soon.

RE: Meade 46-1 School Board Report
From: Beth Johnson, Curriculum Director

Subject: August 2024 Board Report

Curriculum-

Social Studies pilots are underway for grades 5-12. Schools are piloting specific units from each company and evaluating the curriculum against the district-created rubric. The department expects to have recommendations coming in December. K-4 took some time prior to the start of the school year to dig into the state-provided curriculum. The teachers in the department meeting felt the curriculum was well-rounded -addressing literacy in other content areas, aligned to the district rubric, and especially liked that the curriculum is specifically tailored to meet the South Dakota standards while engaging students in learning. The K-4 committee will make the recommendation in December to adopt the resources provided by the state, making the pilot of other curricula this fall unnecessary.

Science will begin the adoption process with the first committee meeting scheduled for October 17th with three additional meeting days to follow. The committee will develop an adoption rubric specific to Science and begin piloting in November for the remainder of the year. An extended pilot allows for the curriculum office to identify potential implementation challenges before an adoption.

Professional Development-

Partnership for Achieving Student Success (PASS) Teams introduced staff to Kagan Cooperative Learning Strategies during the August Inservice. Staff members traveled to three different sessions with their building levels and learned why cooperative learning is effective, what ways they can use cooperative learning to improve student learning, and they participated in multiple cooperative learning structures. Each session focused on showcasing different methods and incorporating Kagan into different content areas all while holding to the team's [core values](#).

Meade also invited food trucks to alleviate teachers' need to travel during the lunch break. Although this feature can be improved, teachers were excited about the option to stay and continue conversations with team members while eating delicious food.



Photos: Courtesy of Allison Schubauer



September Board Report

September 3, 2024

New Cafeteria! High School Students are raving about the new cafeteria. They now have at least two choices on the hotline, two in the hot case, two Grab N Go options, and our Scooper Sam's Sub Station along with the salad and fruit bar. Any of those options can be purchased as a reimbursable meal. They are enjoying expanded a la carte beverages and snacks as well, and there is a cold brew coffee station on the way!

We are excited to have this new space finally open! The team has also used the kitchen to serve football players for their lock-in in July and for several staff events.



Salad Bars – We now feature salad bars at ALL schools, including elementary schools! This allows us to serve more fresh fruits and vegetables to all students, while they learn to make healthful choices for themselves.



Farm to School – We started the school year off right with a huge load of watermelons and cantaloupes from Woonsocket, SD. From now until the snow flies, we will be looking for opportunities to purchase locally grown tomatoes, cucumbers, and other produce for our salad bars.

We continue to feature local bison on chili and cinnamon roll day.

Sincerely,

Rhonda Ramsdell, Food Service Director

PIEDMONT VALLEY ELEMENTARY
16159 SECOND STREET.

“TO BUILD KNOWLEDGE AND SKILLS FOR SUCCESS TODAY AND TOMORROW”

PHONE: 605.787.5295

FAX: 605.787.5954

PIEDMONT, SD 57769

605.787.5295

To: Mr. Wormstadt
From: Ethan Dschaak
Re: September Board Report
Date: 9.9.24

Start of the School Year:

We are off to a great start to the school year. We have invested our time, and will continue to, in a number of academic and safety initiatives. These include Hello Literacy, I Love You Guys (safety), and Kagan (implemented to help with student engagement). Mrs. Christensen is doing a wonderful job working with staff on these particular initiatives. This will help us continue our trend of academic success and overall school safety.

New Staff:

We have a large number of new staff joining us for the 2024-2025 school year. We are lucky to have such a great group of professionals joining us this fall. Please welcome the following professionals to our already great staff!

Andrea Pulscher, Kindergarten teacher	Meghan Kvernum, 4 th Grade teacher,	Mackenzie Jones, SPED
Samantha Drury, SPED	Kelsey Duncan, 1 st Grade Teacher	Lisa Miller, Para
Stacy Schmidt, 1 st Grade Teacher	Samantha Maier, 1 st Grade Teacher	
Katy Edwards, Lunch Supervisor	Charlene Starkweather, 3 rd Grade Teacher	

Fall Pictures:

We will have fall pictures on Friday, Sept 13th. We always look forward to this day and the opportunity to see our students dressed for success!

Go Gold:

PVE will be, once again, supporting **GO GOLD FOR CHILDHOOD CANCER AWARENESS**. This is a wonderful opportunity to show support and help students with pediatric cancer. We all know cancer is an awful thing..... and we love to show support to our students and families who have been affected by this terrible disease!

Enrollment:

Our current enrollment at Piedmont Valley Elementary is 522 students.

Students of the Month:

None at this time.



Rural Schools

Opal, Elm Springs, Hereford, Atall, Central Meade County School.

To: Mr. Wormstadt

From: Shelly Mikkelson

Re: September 2024 Board Report

Enrollment Numbers: At the current time

Atall: 11

Opal: 13

Hereford: 13

Elm Springs: 10

Central Meade County School: 50

Total Students in Rural: 97

New Staff: We are happy to welcome Jayden Shoemaker to our staff as the Special Education teacher for rural students. Jayden grew up in Faith and is excited to be working closer to home!

Fall Picture Day & Book Fair: On September 12th., rural students will have the opportunity to shop for new books at the Scholastic Book Fair and getting dressed up for Picture Day at the Central Meade County Community Center.

Safety Day: All rural students will be learning about safety on September 12 at the Central Meade County Community Center. Students will be rotating through stations including volunteer firefighters, rural ambulance, Meade County Sheriff's Office with dispatchers, along with Noelle Jacobs who will all be sharing important information about safety.

Girls Volleyball: Practice started September 3rd. We are excited to see the girls play!

9/13—St. Paul Rapid City @ Union Center- 4:30 & 5:30

9/21—Faith Tournament- all day

9/24—Union Center @ Faith High School- 5:00

9/26—Union Center @ Stagebarn- 4:00

10/3—Union Center @ St. Paul Rapid City- 4:30 & 5:30



STURGIS BROWN HIGH SCHOOL

"To Build Knowledge and Skills for Success Today and Tomorrow"

Pete Wilson, Principal
Mike Schultz, Activities Director

Coleen Keffeler, Asst. Principal
Wayne Sullivan, Asst. Principal

School Board Meeting

September 9, 2024

What's happening:

Teachers had a great in-service week and got prepared for the new school year. We're excited to welcome seven new staff members to our team. This includes two paraprofessionals, four teachers and a new trainer that all work with our students. The open house on Tuesday, August 20, was a success, with many incoming 9th graders and new students attending. They had the opportunity to meet their teachers, explore the school, and familiarize themselves with different rooms.

The first day of school went well, with several key accomplishments. We started in Scooper Time as students met their Scooper Time teacher, received their computers, and logged onto email, Infinite Campus, and Google Classrooms, and took their school pictures. As we settle into the new cafeteria and kitchen, the students are excited about the new space with much natural light and many new lunch items to choose from. We continue to adjust the lunch schedule as we want to see what we can handle with the new area. We have additional tables coming very soon. Students and staff are adjusting well to the new schedule, and it is too early to tell all the pros and cons of the switch.

Students started their dual enrollment classes early and many students came to get their new MacBooks before school started. Many college-level classes are conducted in our building and taught by either SBHS teachers or by Western Dakota Tech teachers. Some of the classes that students can get college credit for that our teachers teach include Advanced Placement English classes, College Algebra, and College Government. All these classes follow college expectations and standards and the best part, they have our staff leading the classroom. These credits come at a reduced rate for our students, and we continue to explore adding more classes within our building for college credit.

We are full steam ahead with activities for students to participate in throughout the month of September. Scoopers Go Gold for childhood cancer events were planned with Go Gold week happening September 2-7. Suicide Awareness week is September 9-14 with many events planned as well. The complete list of those events are inside the Sturgis Brown High School announcements that come out every Friday. Scooper Thespian Society had their season kick-off on September 3rd revealing their productions for the year. Finally, we are gearing up for Homecoming Week on September 23-27. The homecoming theme is Scooper's in Hawaii.



To: School Board Members
From: Chrissy Peterson – Special Services
Re: September Board Report 2024

The Special Services Department had a very busy start to a new school year. Many new students to the district have special needs which require individualized programming and lots of meetings to coordinate team members. The Special Education numbers certainly have not experienced any declining enrollment! Additionally, 17 new certified and support staff have joined the department. The new members are quickly acclimating to our school and students and are becoming quite efficient and effective team members!

The preschool population is ever changing and growing which makes scheduling a unique endeavor! When a child turns three and has a disability, they enroll in the early intervention program at Whitewood, Piedmont, or Sturgis Elementary and are provided services at the school. This can happen anytime during the school year because enrollment is based on the date of the third birthday. Once the preschool student is enrolled, they receive services in the area of gross motor, fine motor, cognitive, speech, and social skills.

Meade School District is scheduled to receive 16 adult and 8 junior EpiPens for free from the Mylan Company because we are enrolled in their school program. EpiPens have a one-year expiration date.

STURGIS ELEMENTARY

1121 Ball Park Road
Sturgis, SD 57785
Phone:
605-347-2386
Fax: 605-347-3769



Chantal Ligtenberg - Principal
E-mail -
Chantal.Ligtenberg@k12.sd.us
Katy Jutting - Assistant Principal
E-mail – KatyJutting@k12.sd.us

To: Mr. Wormstadt
From: Chantal Ligtenberg
Re: September 2024 Board Report

Enrollment Numbers: These are the tentative numbers as of September 6.

School site students

Kindergarten/JK: 109
First Grade: 103
Second Grade: 111
Third Grade: 107
Fourth Grade: 108 110 **Total Students on site: 540**

**We are currently down 2 students from this time a year ago*

September House Meeting 9/18: This year houses will be rotating to different activities throughout the year that has students practicing teamwork, collaboration, and social skills when playing games. This month's character trait focus is loyalty. The Essential that students will be introduced to is learn staff members' names and greeting them in the hallway. Our fourth grade house leaders will assist House staff each month on instruction on the character trait and the essential.

"Scholar of the Month" awards will be on future School Board reports (*Students selected based on "Character Count" traits the student is exhibiting*)

September Scholars will be awarded the week of September 23. We have started the tradition of making this a red carpet affair as all the students by grade level line up in the hallway and cheer the scholars on as they strut, skip, or dance down the hallway.

Procedures: Staff and students have been practicing various procedures to not only be safe, but efficient throughout our school day. Examples are evacuating for a fire drill, ALICE scenarios and hallway, restroom, playground and dining room procedures.

School Fundraiser: Our fundraiser kicked off on 9/3 and will go through 9/18. Money raised for this event goes toward special activities within classrooms, grade level field trips, student celebrations, assemblies, and playground equipment.

To: Mr. Wormstadt
From: David Olson
Subject: September Board Report
Date: 9/4/24

Welcome Back!

We are excited to have all of the staff and students back in the building! There was very little staff turn over at SMS this year, but we are excited to welcome Sarah Walker as a 5th grade teacher, Trent Doerges as a Special education teacher, as well as Sami Maxwell, Kim Davis and Mary Stiefvater as paraprofessionals.

5th Grade Transition

SMS implemented a new 5th grade orientation for 2024-25 school year. Staff were trained through the boomerang project and the WEB (Where Everyone Belongs) program was conducted by 8th grade mentors for all incoming 5th graders on August 22nd, from noon – 3:00. The program was very successful, 111 out of the 115 5th graders attended, and it seemed to help with the students' transition into our building. The orientation was followed immediately by a 5th grade-only open house, which was very well attended. 8th grade mentors will continue to work with 5th grade students throughout the year, in an attempt to maintain the positive student relationships at school.

Humanity Launch

SMS will welcome the Humanity Launch back for a third year on September 18th. This organization will run a program using presentation, music, dance, and small groups to cover the topics that most impact students. This retreat focuses on how students are all different, yet how students are also so much alike. 7th & 8th will have their program in the morning, and 5th & 6th will do theirs in the afternoon.

Preliminary Enrollment

At the current time, we are showing 10 additional students beyond the enrollment numbers at the end of the 2023-24 school year. The primary increase in students has come from open enrollments (5th grade), as well as in-district enrollments (6th grade). Official enrollment is not finalized until the last Friday in September.

Numbers as of 5/21/24

5th grade (PVE 4th) – 110
6th grade – 100
7th grade – 107
8th grade – 109
Total – 426

Current Enrollment

5th grade – 115
6th grade – 109
7th grade – 104
8th grade – 108
Total – 436





Sturgis
Williams
Middle
School

Meade School District

46-1
1425 Cedar
Street
Sturgis, SD
57785
(605) 347-5232

Chad Hedderman, Principal

Katy Jutting, Assistant Principal

*"WE ARE AN EDUCATIONAL COMMUNITY DEDICATED TO EMBRACING LEARNING, INSPIRING
INDIVIDUALITY, AND EMPOWERING STUDENTS."*

To: Mr. Wormstadt
From: Chad Hedderman
Subject: September Board Report
Date: 8/3/2024

We Are Back!

The school year is off to a fantastic start. The beginning of the year is always filled with anticipation for what lies ahead and the new connections that will be formed. As a lifelong educator, summer offers a chance to reflect and rejuvenate, but there is nothing more fulfilling than seeing students return to our hallways and witnessing how much they have grown over the past few months. We are here to make a positive impact in the lives of these young individuals and to equip them with the knowledge and skills needed to thrive in society. Each new school year provides an opportunity to learn from our experiences and strive to be the best educators we can be because our students deserve nothing less than our very best.

Enrollment

Our enrollment is on the rise as we have welcomed an outstanding 20 additional students since the 2024 Rally occurred. Our current enrollment is as follows.

- 5th Grade- 110
- 6th Grade- 119
- 7th Grade- 126
- 8th Grade- 143

Total Enrollment: 498

New Beginnings and New Staff

Our first few weeks have been filled with excitement and enthusiasm. The SWMS staff met at the beginning of the year inservice where they were allowed cooperative time to work on planning lessons for the year, work with their PLCs, and dive into a deeper understanding of Kagan. Our staff has been exceptional in preparing for the return of our students, demonstrating a high level of professionalism and commitment to fostering a positive and productive learning environment. We thank them for their commitment to the students of SWMS.

We welcomed the following staff members this year:

- Shauna Sigman (Administrative Assistant)
- Torrey Anson (5th Grade)
- Ashley Dean (Special Services Teacher)
- Ivy Freese (7th Grade)
- Becky Kosters (Special Services Teacher)
- Jon Pierson (8th Grade)
- Laurie Rayhill (Special Services Teacher)
- Keri Casteel (Paraprofessional)



Sturgis
Williams
Middle
School

Meade School District

46-1
1425 Cedar
Street
Sturgis, SD
57785
(605) 347-5232

Chad Hedderman, Principal

Katy Jutting, Assistant Principal

*"WE ARE AN EDUCATIONAL COMMUNITY DEDICATED TO EMBRACING LEARNING, INSPIRING
INDIVIDUALITY, AND EMPOWERING STUDENTS."*

Open House

The SWMS Open House occurred on August 20th and was a great success. Having students and their families in the halls created a welcoming and familiar chatter that brings our school to life after being dormant for the last few months. Families were welcomed into the school to meet the teachers, practice lockers, visit the lunchroom, gather information about sports, and register for the bus.

Activities

Activities are also off to a great start as athletes have taken to the field/course/court!

Football 40

Cross Country 34

Volleyball 40

Soccer 8

Boys golf 2

Good luck athletes this season.



Technology Department

Working toward getting staff and students settled in with their technology needs for the start of the school year. Either with device issuing, program installation or training opportunities.

Sturgis Brown High School cabling infrastructure project has been completed with the replacement of Cat5 to Cat6A throughout the facility to include the new build.

Upcoming CyberSec issue would be to enable multi-factor authentication for Infinite Campus after school enrollment is complete.

Staff will need to continue to be vigilant to spot and not fall for Phishing attempts and have been provided web based training on this topic.

Upcoming:

Cyber Security Assessment

Acceptable Use Policy

Data Retention

Anthony Eads

Meade School District

Technology Director



WHITEWOOD ELEMENTARY

SEPT. 2024 BOARD REPORT

Principal:
BRIT PORTERFIELD

Presented To :
WAYNE WORMSTADT

 meade.k12.sd.us

 605-269-2264

 brittan.porterfield@k12.sd.us

Whitewood ELEMENTARY



Enrollment Numbers

PreK: 21	3rd: 15
K: 19	4th: 18
1st: 21	5th: 22
2nd: 20	Total: 136 students (+10 from last fall)



Playground Update

- The PTO has been working on a major playground overhaul, tentatively scheduled to happen next summer.
- The project will cost around \$410,000 and will be funded entirely through donations.



Dates to Know:

- Picture Day - Sept. 11th
- Whitewood PTO Community Pizza Party - Sept 12th at 5:30 PM
- Parent-Teacher Conferences - Sept. 30th and Oct. 3rd



South Dakota Report Card

Total Score: 79 out of 100

- Student Performance: 44.7 out of 45
- Student Progress: 24.7 out of 45
- School Environment: 9.3 out of 10

Whitewood ELEMENTARY



New Staff / New Roles

- Heather Nudd - Paraprofessional
- Myla Budmayr - Paraprofessional
- Lexi Ridley - Admin. Assistant
- Rainee Lisko - PreK
- Jade Wood - 5th Grade
- Michelle Albrecht - SST



1003 Grant

- We've received a 1003 Grant that will provide funding to support literacy instruction.
- Funds will be used for professional development, two additional paraprofessionals, and a book vending machine.



Community Support

- Several community organizations have donated to keep our after-school program free for families who qualify for free/reduced lunches.
- Thank you to the City of Whitewood, Churches Care for Whitewood, Immanuel Lutheran, and First Presbyterian Church for their donations.



Riser Donations

- Several community organizations provided funds to the PTO to purchase a set of practice risers for choir performances. Thank you to RHM Construction, the 8-10 Club, and the Whitewood PTO.

HOMESCHOOL Connections

MEADE 46-1

DATE:
Sept. 4th, 2024

Key Metrics

Total Students

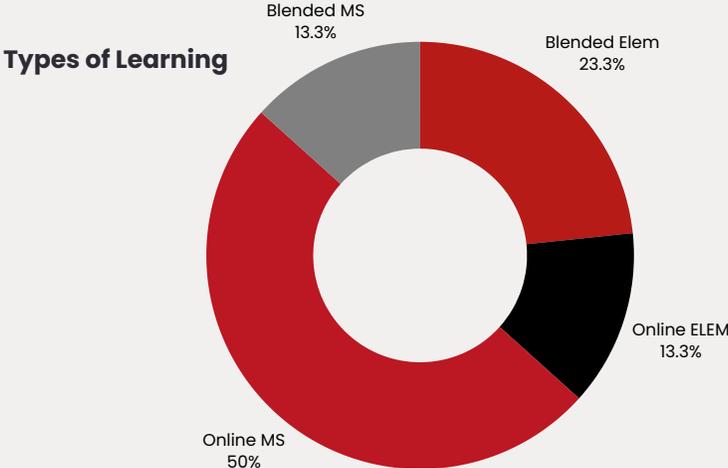
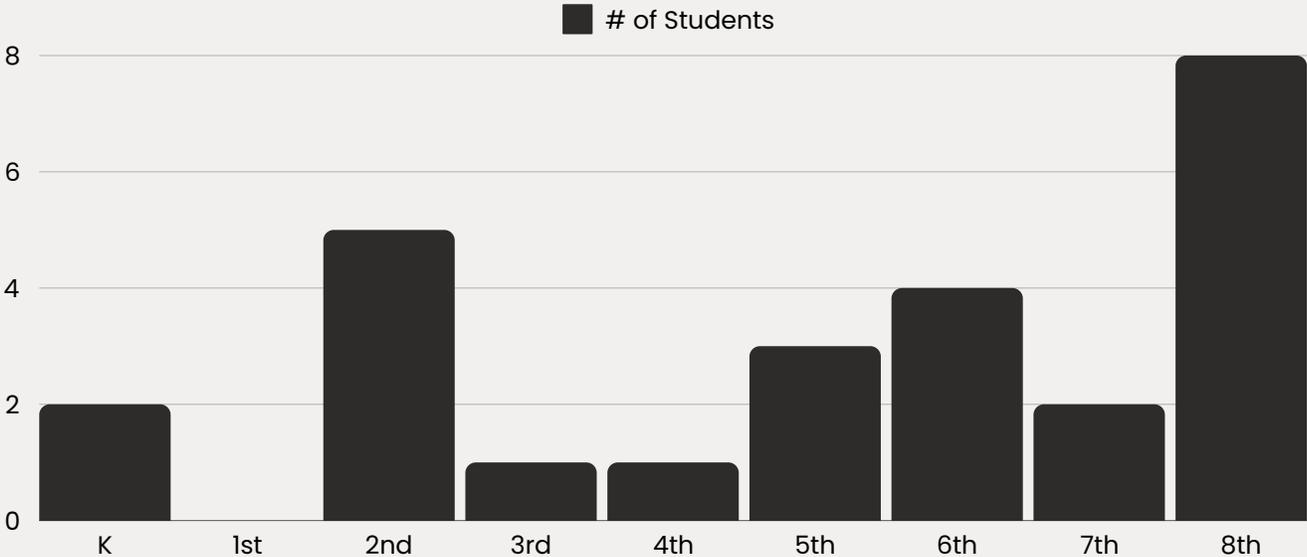
31 students

Total FTEs

18.5

New Students to Meade 46-1

16





"To Build the Knowledge and Skills for Success Today and Tomorrow"

Meade Board of Education Report

As the new school year begins, the Meade 46-1 School Board is thrilled to welcome back our students, staff, and families! School is officially up and running, and our classrooms, hallways, and offices are buzzing with the excitement and energy that only the start of a new academic year can bring. Teachers are diligently preparing and engaging with their students, and our administrative staff ensures everything runs smoothly. We are grateful for the hard work and dedication of everyone involved in ensuring the success of Meade students.

The school board is excited to embark on this journey with all of you, and we look forward to the successes and achievements that lie ahead. The board itself has been working diligently on a couple of items over the past month. To begin with, the board has been forging forward chasing goals they have put in place for themselves.

Goal 1: Continuing Education for Board Members

The board hasn't participated in training in the last month but have been looking into the different options that are available. In the next couple of months board members will be attending training:

- **The Studer Group's** What's Right in Education Conference in Colorado October 22-24, 2024.
- **ASBSD** Gavel Training in the Meade 46-1 Board Room on October 16, 2024.

These two events will increase the knowledge of the school board and propel the school board to reach their goal of collectively attending 135 hours of continuing education and each board member participating in at least 10 hours of training throughout this fiscal year.

Goal 2: Strategic Planning and Vision

Mr. Wormstadt has been a survey-creating machine over the past month to try to get data for the board members on what our district is looking for in our next strategic plan and what other districts are doing for their current strategic plans.

Mr. Odegaard and Mr. Jutting have been reviewing the data from the surveys to help determine what direction the district is looking to go. Some of this data was presented during the board meeting on September 9, 2024.

The surveys and training will help the board members to work towards the strategic planning and vision goal of evaluating and pursuing an option for updating the Meade 46-1 Strategic Plan.

Update from Subcommittees

Policy. The policy committee has been deep in discussions about the potential for an Artificial Intelligence policy and the impending changes to policies that include Title IX changes. Along with that, the policy committee reviewed ASBSD's list of annual policy reviews, which suggests that 29 policies should be reviewed on an annual basis. Finally, the committee discussed the next policies to begin reviewing, which will be the policies in category C.

Buildings and Grounds. The buildings and grounds subcommittee is always rumbling, if it isn't current projects they are looking into the future for future projects that could be coming down the pipeline. Exciting projects that the district is looking into at the current time are CTE expansion, East Gym modifications, and Woodle Field purchase and turf potentials. These are all exciting opportunities for our students of Meade!

Upcoming

First Finance Committee Meeting on September 30th
Studer Group What's Right in Education
ASBSD Gavel Training

Prepared By:
Justin Jutting
Meade School Board President

SD Municipal Sales Tax Impact from IM-28

City/Town	2023 General Sales Tax Due	Tax Repeal Impact	Impact %
Aberdeen	\$21,416,250	\$2,088,265	9.8%
Akaska	\$22,882	\$2,845	12.4%
Alcester	\$248,782	\$48,614	19.5%
Alexandria	\$152,324	\$7,439	4.9%
Alpena	\$271,485	\$16,845	6.2%
Andover	\$25,301	\$7,309	28.9%
Arlington	\$578,453	\$100,636	17.4%
Armour	\$314,388	\$85,997	27.4%
Artesian	\$22,931	\$1,295	5.6%
Ashton	\$15,164	\$842	5.6%
Astoria	\$20,775	\$1,326	6.4%
Aurora	\$108,247	\$1,509	1.4%
Avon	\$154,257	\$22,904	14.8%
Baltic	\$339,459	\$43,159	12.7%
Belle Fourche	\$3,994,971	\$614,299	15.4%
Belvidere	\$6,044	\$321	5.3%
Beresford	\$1,363,815	\$190,412	14.0%
Big Stone City	\$405,026	\$21,075	5.2%
Bison	\$204,490	\$30,053	14.7%
Blunt	\$43,909	\$1,717	3.9%
Bonesteel	\$97,557	\$57,876	59.3%
Bowdle	\$136,702	\$30,000	21.9%
Box Elder	\$4,165,120	\$369,776	8.9%
Bradley	\$8,511	\$454	5.3%
Brandon	\$5,266,782	\$565,985	10.7%
Brandt	\$28,328	\$817	2.9%
Bridgewater	\$86,026	\$2,938	3.4%
Bristol	\$72,807	\$2,214	3.0%
Britton	\$787,308	\$215,133	27.3%
Brookings	\$19,552,462	\$1,631,463	8.3%
Bruce	\$74,682	\$1,570	2.1%
Bryant	\$373,197	\$24,427	6.5%
Buffalo	\$212,911	\$19,056	9.0%
Burke	\$300,912	\$71,795	23.9%
Camp Crook	\$3,674	\$128	3.5%
Canistota	\$315,850	\$57,548	18.2%
Canova	\$37,491	\$762	2.0%
Canton	\$1,504,328	\$215,853	14.3%
Carthage	\$51,530	\$1,004	1.9%
Castlewood	\$217,683	\$27,077	12.4%
Cavour	\$26,637	\$2,110	7.9%
Centerville	\$254,314	\$52,107	20.5%
Central City	\$37,734	\$2,377	6.3%
Chamberlain	\$1,915,980	\$311,595	16.3%
Chancellor	\$136,017	\$12,654	9.3%
Clark	\$591,653	\$79,759	13.5%
Clear Lake	\$619,373	\$104,232	16.8%
Colman	\$348,693	\$22,013	6.3%
Colome	\$75,702	\$11,355	15.0%
Colton	\$182,890	\$27,676	15.1%
Columbia	\$33,497	\$674	2.0%
Conde	\$32,698.1	\$787.9	2.4%

City/Town	2023 General Sales Tax Due	Tax Repeal Impact	Impact %
Corona	\$22,836	\$2,489	10.9%
Corsica	\$341,235	\$42,092	12.3%
Cresbard	\$10,877	\$327	3.0%
Crooks	\$316,923	\$5,749	1.8%
Custer	\$2,334,025	\$425,723	18.2%
Dallas	\$27,906	\$363	1.3%
Dante	\$14,442	\$692	4.8%
Davis	\$14,335	\$205	1.4%
De Smet	\$684,018	\$149,967	21.9%
Deadwood	\$4,740,724	\$275,097	5.8%
Dell Rapids	\$1,752,592	\$350,200	20.0%
Delmont	\$31,430	\$10,250	32.6%
Dimock	\$71,452	\$24,721	34.6%
Doland	\$45,134	\$5,971	13.2%
Dupree	\$51,469	\$537	1.0%
Eagle Butte	\$514,458	\$84,317	16.4%
Eden	\$19,465	\$5,525	28.4%
Edgemont	\$295,848	\$29,400	9.9%
Egan	\$49,383	\$12,833	26.0%
Elk Point	\$739,397	\$125,756	17.0%
Elkton	\$291,445	\$18,969	6.5%
Emery	\$153,438	\$39,952	26.0%
Erwin	\$4,663	\$56	1.2%
Estelline	\$249,225	\$61,364	24.6%
Ethan	\$59,111	\$1,850	3.1%
Eureka	\$339,033	\$92,072	27.2%
Fairfax	\$30,725	\$2,653	8.6%
Fairview	\$5,732	\$44	0.8%
Faith	\$262,180	\$64,916	24.8%
Faulkton	\$366,782	\$66,291	18.1%
Flandreau	\$865,129	\$99,676	11.5%
Florence	\$54,265	\$3,391	6.2%
Fort Pierre	\$1,924,615	\$287,833	15.0%
Frankfort	\$25,220	\$753	3.0%
Frederick	\$36,151	\$4,925	13.6%
Freeman	\$690,693	\$176,898	25.6%
Garretson	\$615,484	\$96,895	15.7%
Gary	\$105,067	\$11,563	11.0%
Gayville	\$63,953	\$1,459	2.3%
Geddes	\$76,631	\$8,103	10.6%
Gettysburg	\$613,021	\$116,614	19.0%
Glenham	\$16,351	\$2,413	14.8%
Gregory	\$904,727	\$133,894	14.8%
Grenville	\$12,209	\$2,560	21.0%
Groton	\$694,907	\$125,491	18.1%
Harrisburg	\$3,024,515	\$408,746	13.5%
Harrold	\$54,585	\$2,596	4.8%
Hartford	\$1,547,830	\$213,393	13.8%
Hayti	\$213,445	\$25,935	12.2%
Hazel	\$9,936	\$155	1.6%
Hecla	\$35,909	\$10,748	29.9%
Henry	\$39,365	\$13,074	33.2%

City/Town	2023 General Sales Tax Due	Tax Repeal Impact	Impact %
Hermosa	\$249,435	\$52,081	20.9%
Herreid	\$312,736	\$74,931	24.0%
Highmore	\$483,068	\$74,764	15.5%
Hill City	\$1,265,978	\$246,790	19.5%
Hitchcock	\$24,344	\$823	3.4%
Hosmer	\$35,152	\$1,132	3.2%
Hot Springs	\$2,210,020	\$474,444	21.5%
Hoven	\$201,952	\$34,449	17.1%
Howard	\$444,861	\$103,384	23.2%
Hudson	\$150,540	\$22,096	14.7%
Humboldt	\$259,454	\$16,305	6.3%
Hurley	\$80,149	\$5,277	6.6%
Huron	\$9,535,131	\$868,684	9.1%
Interior	\$34,040	\$1,001	2.9%
Ipswich	\$473,070	\$95,968	20.3%
Irene	\$106,658	\$19,058	17.9%
Iroquois	\$35,673	\$7,341	20.6%
Isabel	\$96,536	\$11,875	12.3%
Java	\$25,585	\$4,523	17.7%
Jefferson	\$159,654	\$4,309	2.7%
Kadoka	\$313,780	\$75,165	24.0%
Kennebec	\$137,137	\$26,811	19.6%
Keystone	\$988,731	\$50,978	5.2%
Kimball	\$497,352	\$44,883	9.0%
Kranzburg	\$17,029	\$1,160	6.8%
La Bolt	\$7,990	\$487	6.1%
Lake Andes	\$248,974	\$95,376	38.3%
Lake City	\$12,227	\$308	2.5%
Lake Norden	\$1,133,186	\$69,970	6.2%
Lake Preston	\$235,761	\$27,186	11.5%
Lane	\$1,306	\$4	0.3%
Langford	\$62,167	\$829	1.3%
Lead	\$1,685,827	\$406,300	24.1%
Lemmon	\$742,240	\$190,683	25.7%
Lennox	\$1,075,923	\$153,862	14.3%
Leola	\$98,603	\$13,910	14.1%
Lesterville	\$24,287	\$529	2.2%
Letcher	\$23,330	\$485	2.1%
Madison	\$4,627,768	\$622,242	13.4%
Marion	\$350,694	\$42,204	12.0%
Martin	\$562,432	\$220,028	39.1%
McIntosh	\$34,655	\$2,108	6.1%
McLaughlin	\$145,515	\$4,773	3.3%
Mellette	\$100,343	\$26,886	26.8%
Menno	\$253,342	\$47,000	18.6%
Midland	\$78,836	\$485	0.6%
Milbank	\$4,274,714	\$456,162	10.7%
Miller	\$944,754	\$159,437	16.9%
Mission	\$582,687	\$194,721	33.4%
Mitchell	\$14,497,168	\$1,427,588	9.8%
Mobridge	\$2,045,844	\$462,351	22.6%
Monroe	\$8,792.2	\$290.1	3.3%
Montrose	\$94,622.5	\$6,498.0	6.9%
Morristown	\$6,633.6	\$184.5	2.8%

City/Town	2023 General Sales Tax Due	Tax Repeal Impact	Impact %
Mound City	\$11,536	\$230	2.0%
Mount Vernon	\$88,231	\$1,377	1.6%
Murdo	\$337,285	\$73,359	15.5%
New Effington	\$76,336	\$9,662	12.7%
New Underwood	\$153,555	\$6,330	4.1%
Newell	\$342,107	\$61,586	18.0%
Nisland	\$19,666	\$425	2.2%
North Sioux City	\$4,964,291	\$252,727	5.1%
Oacoma	\$579,613	\$156,190	26.9%
Oelrichs	\$23,591	\$3,779	16.0%
Oldham	\$12,394	\$570	4.6%
Olivet	\$10,639	\$1,736	16.3%
Onida	\$243,355	\$29,748	12.2%
Orient	\$5,733	\$111	1.9%
Parker	\$519,360	\$152,895	20.3%
Parkston	\$879,323	\$200,505	22.8%
Peever	\$17,435	\$688	3.9%
Philip	\$616,183	\$114,091	18.5%
Pickstown	\$99,489	\$19,324	19.4%
Piedmont	\$409,742	\$74,618	18.2%
Pierpont	\$12,343	\$1,943	15.7%
Pierre	\$10,459,951	\$829,134	7.9%
Plankinton	\$280,112	\$24,927	8.9%
Platte	\$1,000,875	\$213,950	21.4%
Pollock	\$118,681	\$3,748	3.2%
Presho	\$159,933	\$12,897	8.1%
Pringle	\$27,973	\$492	1.8%
Pukwana	\$52,887	\$601	1.1%
Quinn	\$7,654	\$358	4.7%
Ramona	\$27,608	\$1,033	3.7%
Rapid City	\$79,032,583	\$6,653,951	8.4%
Redfield	\$1,124,970	\$190,207	16.9%
Reliance	\$55,656	\$518	0.9%
Reville	\$19,296	\$1,183	6.1%
Roscoe	\$128,218	\$31,416	24.5%
Rosholt	\$148,616	\$31,778	21.4%
Roslyn	\$71,197	\$29,928	42.0%
Saint Lawrence	\$62,922	\$1,143	1.8%
Salem	\$567,233	\$102,117	18.0%
Scotland	\$387,738	\$75,093	19.4%
Selby	\$325,845	\$45,758	14.0%
Sherman	\$6,585	\$267	4.1%
Sioux Falls	\$184,462,106	\$15,444,420	8.4%
Sisseton	\$1,346,766	\$315,866	23.5%
South Shore	\$12,353	\$1,638	13.3%
Spearfish	\$12,091,370	\$1,500,000	0.6%
Spencer	\$21,073	\$863	4.1%
Springfield	\$233,279	\$25,699	11.0%
Stickney	\$141,890	\$30,000	21.1%
Stratford	\$23,587	\$768	3.3%
Sturgis	\$4,765,361	\$712,491	15.0%
Summerset	\$1,033,304	\$233,875	22.6%
Summit	\$146,850	\$5,170	3.5%
Tabor	\$110,083	\$3,092	2.8%



Prepared by the LRC staff for
The Joint Committee on Appropriations
July 30, 2024

Initiated Measure 28 – To Prohibit Taxes on Anything Sold for Human Consumption – Fiscal Analysis

This memorandum provides information regarding the fiscal impact on state revenues of initiated measure 28, to prohibit taxes on anything sold for human consumption. There could be a total reduction in state revenues between \$133.6 and \$646.2 million, depending on the interpretation of the phrase, "human consumption." A food only interpretation could see a reduction of \$133.6 million representing 9.3% of state sales tax, while a broader interpretation could see a reduction up to \$646.2 million comprising up to 46.5% of state sales tax and 100% of tobacco taxes.

Understanding the Language of IM 28

To understand the fiscal impact of initiated measure 28 (IM 28), one must first interpret its language:

Notwithstanding any other provisions of law, the state may not tax the sale of anything sold for human consumption, except alcoholic beverages and prepared food. Municipalities may continue to impose such taxes.

The key phrase is "anything sold for human consumption." "Human consumption" may be interpreted in several different ways.

One interpretation of "human consumption" limits the phrase to food only, even though the measure does not specifically provide this limitation. In this case, "human consumption" would mean the ingestion or absorption of items meant for humans into the body. This interpretation is supported by how the phrase is used in the South Dakota Codified Laws. There are 36 statutes including the phrase "human consumption." Most reference food products intended to be ingested into the human body or describe what is not meant for human ingestion.¹

Another interpretation of "human consumption" includes more than just food. The assumption in this case is, if the intent of the measure was to limit its application to food only, the word "food"² would have been used. When interpreting the language of a statute, the court looks to the "plain meaning and effect" of a phrase.³ The plain and ordinary definition of "consume" or "consumption," means "to do away with completely, to spend, or use up".⁴ This interpretation of "human consumption" would include goods and services, as both goods and services can be "done away with completely" or "used up." In economic terms, goods that are consumed are considered "nondurable", meaning those goods are "able to exist for only a short time before deteriorating."⁵ Therefore, "human consumption" could be interpreted to include nondurable goods and services.

¹ SDCL use of the words human consumption: 10-45-18.2; 10-45-18.3; 10-46-16.2; 10-46-16.3; 34-5-11.1; 34-18-1(4); 34-20B-1(5)(c); 34-20B-117; 34-20G-1(12)(b); 34-46-1(1)(7); 34A-3A-2(8); 34A-7-1(1); 35-1-1(8); 35-13-15; 39-4-22; 39-4-23; 39-4-24; 39-4-25(2); 39-4-26; 39-5-6(24); 39-5-11; 39-5-39.1; 39-6-1(2)(3)(6); 39-6-2; 39-6-3; 39-6-3.1; 39-6-9(12); 39-11-14; 40-17-1; 40-18-1.2(21)(30); 40-21-25; 40-32-2(6); 40-32-4; 40-32-5(8); 40-32-10.1; 40-32-20.

² "Food" is defined in SDCL 10-45-1(5) as "any substance, whether in liquid, concentrated, solid, frozen, dried, or dehydrated form, that is sold for ingestion or chewing by humans and is consumed for its taste or nutritional value. The term, food, does not include alcoholic beverages, tobacco, or prepared food." See SDCL subdivision 10-45-1(5).

³ *US West Communications, Inc. v. Public Utilities Commission*, 505 N.W.2d 115, 123 (S.D. 1993).

⁴ <https://www.merriam-webster.com/dictionary/consume>

⁵ <https://www.merriam-webster.com/dictionary/nondurable>

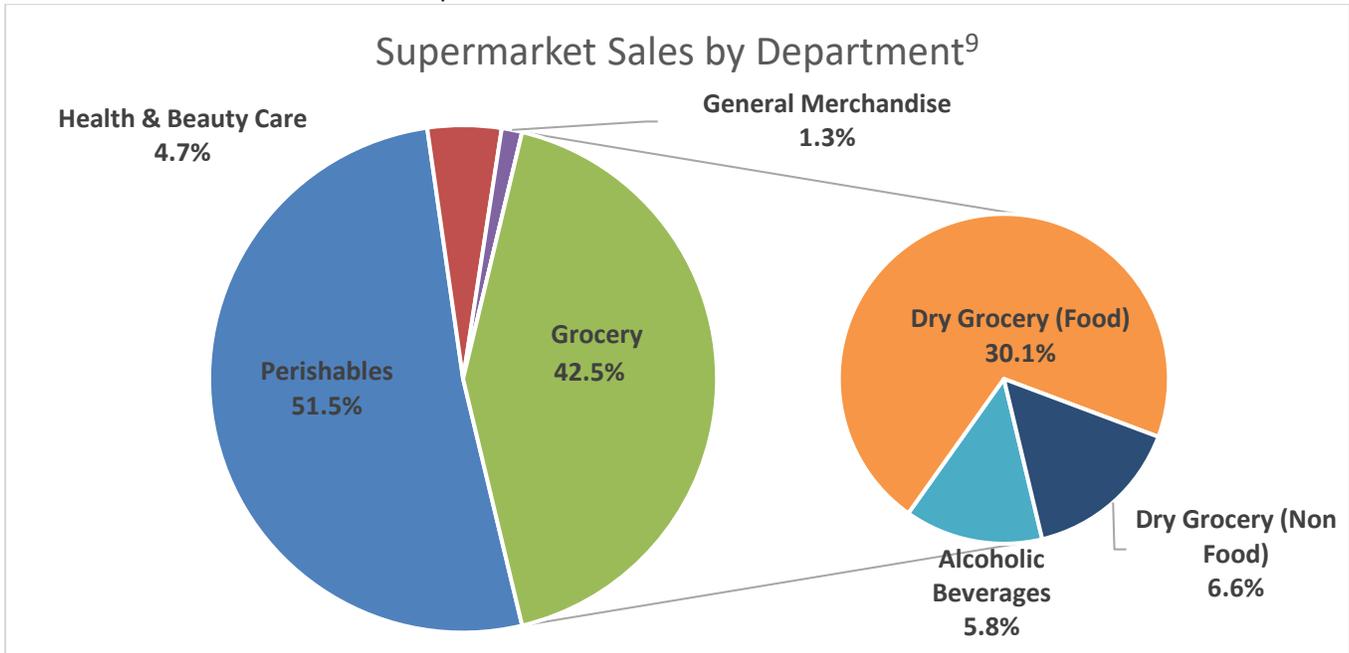
Because multiple interpretations are possible, the Legislature will likely need to clarify what "human consumption" means. This in turn, will clarify the fiscal impact of the measure.

The measure's language provides the state may continue to tax alcoholic beverages and prepared food. This means the state will continue to collect sales tax on most items sold by restaurants, fast food establishments, food trucks, and bars, and on off-sale liquor products. Certain items ordered at a restaurant would be taxed, while other items would likely not be taxed. For example, a cheeseburger, steak, chicken, fries, coffee, or other hot food would be taxed. A soft drink ordered at a restaurant would likely be taxed. However, a bottle of the same soft drink purchased at a retail store would likely not be taxed. Items like milk, juice drinks, or other products where the seller does not combine or mix two or more food ingredients to sell as a single, non-heated item would likely not be taxed.⁶

Identifying Products Sold for Human Consumption

The U.S. Bureau of Economic Analysis defines nondurable goods as, "tangible products that can be stored or inventoried and that have an average life of less than three years."⁷ The bureau defines services as "products that cannot be stored and are consumed at the place and time of their purchase."⁸ These definitions will be the framework for identifying products and services for human consumption in calculating the fiscal impact of IM 28, if "human consumption" is determined to include all nondurable goods and all services.

To understand the possible fiscal impact of eliminating the tax on anything sold for human consumption, one needs to understand what kinds of products are consumed. Supermarket sales consist mainly of food products. 51.5% of sales are perishables (meat, deli, produce, bakery, dairy, frozen foods, floral), while another 30.1% of sales are dry groceries (food).⁹ About 81% of what supermarkets sell is "food", up to about 93% of sales could be considered items for human consumption.



⁶ Definition of Prepared food, SDCL 10-45-1(8)

⁷ <https://www.bea.gov/help/glossary/nondurable-goods>

⁸ <https://www.bea.gov/help/glossary/services>

⁹ The Food Industry Association via the Progressive Grocer's 72nd Annual Consumer Expenditures Study



Retail stores such as Walmart and Sam's Club are in a different category than supermarkets. There are 15 Walmart and 2 Sam's Club stores in South Dakota. Walmart classifies 59% of its sales as groceries including dry groceries, snacks, dairy, meat, produce, deli & bakery, frozen foods, alcohol, and nonalcoholic beverages, and consumables such as health and beauty aids, pet supplies, household chemicals, paper goods, and baby products. Sam's Club classifies 63% of its sales as groceries and consumables.¹⁰ IM 28 could affect the sales tax of 59% to 63% of what Walmart, Sam's Club and similar stores sell in South Dakota.

Another category of retail store would be the Dollar General. The Dollar General considers 81% of what it sells as consumables. Dollar General defines consumables as paper and cleaning products, packaged foods, perishables, snacks, health and beauty products, pet supplies, and tobacco. The table below shows some of the products from each category. There are 78 Dollar Generals operating in South Dakota.¹¹ IM 28 could affect the sales tax for approximately 81% of Dollar General sales in South Dakota.

Dollar General Classification of Consumables ¹¹						
Paper & Cleaning Products	Packaged Foods	Perishables	Snacks	Health & Beauty	Pet	Tobacco
Paper Towels	Cereals	Milk	Candy	Soap	Pet Food	Cigarettes
Bath Tissue	Pasta	Eggs	Cookies	Body Wash	Pet Supplies	Chewing Tobacco
Paper Dinnerware	Canned Soups	Bread	Crackers	Shampoo		
Trash Bags	Canned Meats	Beer	Salty Snacks	Cosmetics		
Storage Bags	Fruits	Frozen Food	Carbonated Beverages	Over the Counter Medicines		
Disinfectants	Vegetables	Refrigerated Food		Dental Hygiene Products		
Laundry	Condiments	Wine		Foot Care Products		
	Spice	Produce				
	Sugar					
	Flour					

Calculating the Fiscal Impact of IM 28

The methodology used in this analysis to determine the fiscal impact of IM 28 began with researching and identifying various products that could be considered as being for "human consumption" and which are sold at retail. Next relevant Standard Industrial Classification (SIC) codes applicable to the products were identified from the 2023 South Dakota SIC taxable sales data. The taxable sales data was then inflated forward two years, at a rate of 4% each year, to arrive at estimated 2025 taxable sales. Depending on the SIC code, the taxable sales were divided into categories -- services, food, tobacco, energy, personal care, paper & stationary, and other consumables. A percentage was applied to each category of items on the amount for each SIC code and then multiplied by 0.042 to reach the amount of sales tax revenue that could be impacted. The sources of information used in the analysis include South Dakota SIC taxable sales, annual reports of major businesses operating in South Dakota, and other economic and financial sources.

¹⁰ Walmart 2023 Annual Report

¹¹ Dollar General 2023 Annual Report



The table below shows the items that could possibly be defined as being for human consumption and sets forth the effect on state sales tax revenues. It is possible the overall fiscal impact could be lower or higher due to the limitations in the analysis.¹² The total possible fiscal impact on state sales tax and tobacco tax revenues could be a reduction between \$133.6 and \$646.2 million. This amount represents 9.3% to 46% of the annual state sales tax revenues and 100% of tobacco taxes.

Items Possibly Defined as Being for Human Consumption and the Effect on State Sales Tax Revenues	
Items	Estimated Fiscal Impact to State Sales Tax Revenue
Services ^①	(\$335,844,178)
Food ^②	(\$133,576,072)
Energy ^③	(\$91,690,694)
Tobacco ^④	(\$42,723,674)
Personal Care ^⑤	(\$17,929,338)
Paper & Stationary ^⑥	(\$15,244,234)
Other Consumables ^⑦	(\$9,237,777)
Total Possible Fiscal Impact	(\$646,245,968)

Notes:

- ① Services includes the hiring of someone to perform a certain function.
- ② Food includes items which would be included in the definition of food as provided in SDCL 10-45-1(5).
- ③ Energy includes water, electricity, propane, gas, diesel, and other energy products.
- ④ Tobacco includes the lose of sales and excise taxes on cigarettes, cigars, chewing tobacco, vaping products, and any other product containing nicotine.
- ⑤ Paper & Stationary includes any items made out of paper, except books.
- ⑥ Personal Care includes products like toothpaste, cosmetics, shampoo, soap, non-prescription medicines, ointments, and many others.
- ⑦ Other consumables include household chemicals, disposalable plastics (plates, cups, silverware), certain baby products, and other consumables.

Sources: South Dakota SIC Taxable sales, annual reports of major businesses operating in South Dakota, and other sources

Updated Fiscal Note of IM 28

The Legislative Research Council completed a fiscal note for IM 28 on January 5, 2023. The fiscal note stated there would be a reduction of \$123.9 million in state sales tax revenues. The estimate was based on the phrase "human consumption" being interpreted to apply only to food. The fiscal note letter also stated assumptions regarding the meaning of the phrase were "just as reasonable, if not more so." This memorandum considers other reasonable interpretations of "human consumption". The original fiscal note may no longer be the best information available on the fiscal impact of IM 28. The factors affecting this include: the amount of time passed since completion of the original fiscal note, the reduction in the sales tax rate, understanding the possible interpretations of the language used, and the growth rate in sales tax.

¹² Limitations in the analysis include: 1) The use of the SIC coding for businesses in South Dakota. The coding rolls up too many different businesses into the same classification, which could cause an over or under-estimation of the fiscal impact, and 2) The percent of sales attributed to each category of items for the SIC Code.

