



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

AGENDA for September 14, 2026
5:30 PM Regular Board Meeting
Board Room, Williams Administration Building
YouTube: <https://www.youtube.com/watch?v=x0rsVAM8LQk>

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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 August 17, 2026 and Special Board Meeting Minutes on August 31, 2026
 - 4.b. Personnel
 - 4.c. Financial Reports
 - 4.d. Claims for Payment
 - 4.e. Open Enrollment, In District Transfer and/or Transfer of Athletic Eligibility
 - 4.f. Activity Assignments & Activity Volunteers
 - 4.g. Surplus Items
 5. Conflict of Interest Waivers
 - 5.a. Approve Pete Wilson Conflict of Interest Waiver
 6. Open Forum
 7. Recognitions
 - 7.a. Character Education Word of the Month
 8. Action Items
 - 8.a. Appoint/Select ASBSD Delegates
 - 8.b. Approve District Creation of 501c3 Foundation
 - 8.c. Special Education Comprehensive Plan
 - 8.d. Cleanrite Custodial Services Agreement
 9. Policy Reviews (Non-Action Items)
 - 9.a. Second Reading of School Board Policy IGBI: Assignment to Alternative Setting
 - 9.b. First Reading of School Board Policy DBDA: General Fund Balance
 - 9.c. First Reading of School Board Policy DC: Taxing and Borrowing Authority/Limitations
 - 9.d. Amend School Board Policy DJ: Purchasing Procedures
 - 9.e. First Reading of School Board Policy EBA: Buildings and Grounds Inspections
 - 9.f. First Reading of School Board Policy EFB: Free and Reduced Price Food Services

10. Discussion Items
 - 10.a. Preliminary Fall Enrollment
 - 10.b. 4-Day School Week Committee Update
 - 10.c. Reorganization Discussion
11. Reports
 - 11.a. Administrators
 - 11.b. Board Members
 - 11.c. BHSSC
 - 11.d. Superintendent
12. Upcoming Calendar Events
13. 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.a. School board members will enter into executive session, if needed, to discuss
Personnel (SDCL-1-25-2.1), Student Related Matters (SDCL-1-25-2.2), Legal
Counsel (SDCL-1-25-2.3), Employment Negotiations (SDCL-1-25-2.4),
Marketing/Negotiations (SDCL-1-25-2.5), and/or School Safety (SDCL-1-25-2.6).
14. Adjournment

MEETING MINUTES, Monday, August 17, 2026
5:30 PM Regular Board Meeting
Board Room, Williams Administration Building

Board Members Present: Aaron Odegard, Brian Voight, Justin Jutting, Lee Spring, Scottie Bruch, Terry Koontz, Tim Amdahl, Megan Snyder.

Board Members Absent: Tami Hannan

Others Present: Wayne Wormstadt, Brett Burditt, district staff, and community members.

Regular board meeting called to order at 5:30 PM

Call meeting to order/roll call

Pledge of Allegiance

Oath of Office

Business Manager, Brett Burditt administered the oath of office to board member Megan Snyder for a two-year term.

Agenda

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

Consent Agenda

MOTION by Snyder, seconded by Koontz, and Carried to approve the Consent Agenda as presented.

Regular Meeting Minutes on Monday, July 13, 2026 (Old Board), Monday, July 13, 2026 (New Board)

Personnel

New Hire (Certified Staff): Virginia Herweh, teacher, Whitewood Elementary, \$56,191.00; Coleen Keffeler, Perkins Coordinator, Sturgis Brown High School, \$6,000.00 stipend; Owen Cass, teacher, Stagebarn Middle School, \$46,201.00. New Hire (Support Staff): Stacy Pojorlie, school health assistant, PVE/SMS, \$19.95; Stacy Engelmann, special education paraprofessional, SMS, \$18.75; Sylvia Marolt, special education paraprofessional, PVE, \$18.95; Angela Harms, SES, lunchroom/playground, \$15.85; Zara Wallace, special education paraprofessional, SES, \$17.75; Emma Ohm, special education paraprofessional, SES, \$18.85; Rachel Palmer, food service worker, PVE/SMS, \$15.10; Kaylee Day, special education paraprofessional, PVE, \$17.75; Marnie Masten, special education paraprofessional, PVE, \$20.65. Amber Hayes, PVE, lunchroom monitor, \$14.75; Aliza Cheesman, paraprofessional, PVE, \$14.75. Change in Hourly Rate (Support Staff): Austin Murtha, food service head cook to site manager, (Tier 2), \$18.01/hr to \$18.76/hr; Lourinda Garner, food service worker to head cook, \$15.70/hr to \$15.85/hr; Heather Bestgen, special education paraprofessional, \$18.30 to \$18.80 for sensory training certificate; Deb Wilburn, special education paraprofessional, \$20.41 to \$20.91 for sensory training certificate; Mary Stiefvater, special education paraprofessional, \$17.08 to \$17.58 for sensory training certificate; Jennifer Dennis, special education paraprofessional, \$18.29 to \$19.29 for sensory training and behavior training certificates; Sara Audiss, special education paraprofessional, \$18.29 to \$19.29 for sensory training and behavior training certificates; Melinda Smiley, special education paraprofessional, \$18.37 to \$18.87 for sensory training certificate; Maggie

Walker, special education paraprofessional, \$18.86 to \$19.36 for sensory training certificate; Nicole Huber, special education paraprofessional, \$18.10 to \$19.10 for sensory training and behavior training certificates; Darla Parson, special education paraprofessional, \$20.14 to \$20.64 for sensory training certificate; Michelle Norato, special education paraprofessional, \$20.90 to \$21.40 for sensory training certificate; Paige Gorcezweski, special education paraprofessional, \$17.90 to \$18.40 for sensory training certificate; Cerrina Lingwall, special education paraprofessional, \$18.29 to \$18.79 for sensory training certificate; Jackie Thies, special education paraprofessional, \$18.04 to \$19.04 for sensory training and behavior training certificates; Theresa Jaramillo, special education paraprofessional, \$18.50 to \$19.00 for behavior training certificate; Lexi Long, special education paraprofessional, \$18.29 to \$18.79 for behavior training certificate; Myla Budmayr, special education paraprofessional, \$20.41 to \$20.91 for behavior training certificate. Change of Assignment (Support Staff): Megan Burgner, administrative assistant to special education paraprofessional, Stagebarn Middle School, \$18.18 to \$20.03; Mary Hunt-O'Brien, playground supervisor to ISS coordinator; Stagebarn Middle School, \$15.05 to \$16.05. Resignation (Support Staff): Colin Looker, maintenance, Buildings & Grounds, eff. 8/7/2026; Ryan Smeenck, maintenance, Buildings & Grounds, eff. 8/1/2026. Tanya Kremer, custodian, Sturgis Brown High School, eff. 8/7/2026; Nicole Ruel, health assistant, PVE/SMS, eff. 7/22/2026; Barb Termes, lunchroom/recess, Whitewood Elementary, eff. 6/16/2026.

Financial Reports

Claims for Payment

August 17, 2026 Newspaper board report 605 Ultmt clineg, Cntrctd Clineg 12083.33; AB Bsnss, Sppls Ovrgr 42.95; AB Wldng, Sppls 19.35; AJ Scrnprntng, Sppls 181.12; Ace, Sppls 2187.17; Aclls Edu, Lcns 3950.00; Adv Pmnt, Bckgrnd 50.00; Amzn, Sppls 3395.38; Amplf Edu, Tx Bk 357.50; BH Wtr, Utylts 5087.40; BH Chemcl, Sppls Equip 19787.00; BH Enrg, Utylts 52357.09; BH Pst, Srvc 965.00; BH Pinr, Pblshng 408.56; BH splc Srvc, Tutn 135729.36; BH Wrks, Tutn 3600.00; Branpop, Lcnse 1815.00; Brndn Sch, Dues 2450.45; By My Brkr, Rpr 2375.22; Csh, Entprse 6000.00; CBH, Fuel 1361.78; CDWG, Inst Sftwr 5270.00; Cenge Lrng, Tx Bk 4926.00; Cntrylnk, Utylts 72.17; Cty Sumrset, Utylts 15.35; Clad AI, Sbscrptn 212.40; Comtch, Lcnsng 97968.00; Cncrd Thetrcls, Sppls 51.43; Crum Ele, Sppls 2606.91; Currclm, Inst Sftwr 417020.40; Dkta Kstms, Sppls 610.50; Dlta Dntl, Ins 22037.86; Est Side Dairy, Equip 6500.00; Esy Bdg, Sppls 718.00; Edutk Soltn, Lcnsng 3744.00; EMS Linq, Sftwr 14401.00; Enng Prpn, Utylts 850.91; ESGI Sftwr, Inst Sftwr 12300.00; Evrgren Offc, Sppls 4740.00; Fath Ind, Pblshng 206.52; Frm Srvc, Rpr 170.00; Fenc Crfrs, Equip 18640.00; Get Mor Math, Inst Sftwr 10220.00; Goldnwst, Utylts 715.52; Gophr Sprts, Sppls 3824.33; Grnd Ele, Utylts 250.75; Grt Wst Tir, Rpr 461.52; Grssnburg, Vehcl 7900.00; Hrkla, Regstr 1104.00; Hinmn, Txt Bk 4340.95; Hlzl Dor, Rpr 72886.47; Hom Dpt, Equip 2898.00; Imgn Lrng, Inst Sftwr 24987.25; Indstrl 4 Iss, Equip 534.84; Inovtv Offc, Sppls 930.68; Jacobs Auto, Rpr 693.73; Jks Collsn, Rpr 304.75; Key Cty Glss, Sppls 10.00; Keffr Santtn, Utylts 1593.97; KSB Sch Law, Srvc 500.00; Lake Area Tech, Schlrshp 200.00; Lmnex, Tx Bk 27103.50; Loom, Sbscrptn 396.00; Loose Endz Cleaning, Contrctd Cleaning 14000.00; Low Rfng, Rpr 103159.00; Lthr Collge, Schlrshp 200.00; Lynns Dktmrt, Sppls 127.30; Mammth Const, Maint 30567.64; Mnke Fncng, Maint 17000.03; Marco Tech, Rpr 23717.15; Marinvlnyl, Sppls 141.44; MB Tre Lndscp, Srvc 5257.90; Mcgrw Hll Edu, Tx Bk 775.35; Mead Shrf, Tutn 1000.00; Menrds, Sppls 690.91; Michls, Sppls 243.40; MidMrca Resrch, Rpr 13779.00; Midco Bsns, Utylts 5662.33; Midcntnt, Tst 28.00; MDU, Utylts 3427.22; Mosyl Copr, Lcnsng 18436.50; Mrg Haff, Sppls 28941.01; Napa, Sppls 400.19; Net Wrld Sprts, Sppls 65.31; Nies Karras & Skjoldal, Legl Srvc 337.50; No Rd Ink, Inst Sftwr 26525.00; Otis Elvtr, Maint 1983.84; Par, Sppls 1255.62; Prsn Clincl, Sppls 9707.50; Prsn Edu, Sppls 775.81; Penn Tol, Equip 436.86; Ptny Bows, Pstge Leas 1066.44; Quill, Sppls

2261.58; Read Ntrly, Subscrptn 2860.00; Real Deal, Sppls 102.38; Regn Princpl, Dues 525.00; Rctr Tir, Rpr 1703.31; Rddl Sprts, Equip 14088.85; Rngsid, Equip 1105.42; Rvrsd Sppls 371.55; Rchstr 100, Sppls 756.00; Parent, Mileage 1324.26; Rnngs, Sppls 206.75; Rshmr Offc, Sppls 4399.00; SS Wrldwd, Sppls 593.99; Sasd, Membrshp 1603.00; Savvas, Inst Sftwr 85536.51; Schl Datbks, Sppls 1878.06; Schl Specity, Sppls 7336.44; Scintfc Specity, Equip 9444.00; SD Hgh Sch Act, Sppls 32.00; SDMEA, Regstr 50.00; Secrt Strys, Regstr 400.00; Servl, Sppls 251.08; Srvsaf, Srce 105.14; Sitgrnd, Subscrptn 539.88; Soltn Tree, Subscrptn 2276.69; Speech Geek, Sppls 59.98; Staples, Sppls 4877.75; Strlnk, Utylts 21.24; Stem Clning, Rpr 1854.00; Stckrs, Sppls 172.50; Strght tlk, Utylts 36.47; Studr, Srvc 35816.00; Strgs Strkrs, Sppls 66.00; Strgs Tir, Rpr 27.37; Stugs Cty, Utylts 8679.08; Smmt Fire Protctn, Srvc 381.95; Sun Lif Fincl, Ins 7662.16; Suprir Santtn, Prta Ptties 500.00; Swnk Mve, Lcns 674.00; Snchrny Bnk, Sppls 72.47; Techr Inovtns, Inst Sftwr 3936.00; Temp Tech, Sppls 1739.55; Themis Vritns, Inst Sftwr 1906.08; Unv SD, Tutn 2616.00; US Bnk, Copir Lse 23796.74; VAMC, Utylts 404.86; Vnway Trphy, Sppls 12.00; Visbl Diffnc, Contrctd Cleaning 30536.00; BCBS, Ins 270018.22; Wlls Plmbng, Sppls 23.64; Wst Rvr Ele, Utylts 1519.20; Wst Rvr Strpng, Maint 4775.55; Wex Bnk, Fuel 959.85; Whtwood Wtr, Utylts 96.00; WPS Pblshng, Sppls 1376.10. Cash for month ending July 31, 2026: General Fund: Begin Bal 5187404.32; Petty Cash 1.00; Cash Change 0.00; Advance Pymt 17176.87; Cash in Bank 1088774.18; Savings Investments PSBK 4081452.27; Savings CC rewards, 27178.88; Unemployment Savings 6248.51; Investments in CDS 1796713.07; Transfer in 109500.00; Revenue: Local Taxes 84888.25; Other Sources 147612.69; State 975835; Federal 49616; Other Sources 38922.41; Total Revenue 1296874.35; To Be Acct'd For: 6593778.67 Transfer Out 0.00; Expenditures 1878027.05; Ending Bal July 31, 2026: 4715751.62; Petty Cash 1.00; Cash Change 0.00; Advance Pymt 17176.87; Cash in Bank 77769089; Investments Savings 3920882.86; CC Rewards Savings 22466.12; Unemployment Savings 6250.63; Investments CDS 1794827.21; Capital Outlay: Begin Bal 7594292.71; Cash in Bank 9270.98, Savings Investments PSBK 7585021.73; Investments CDS 1141369.99; Transfer In 0.00, Revenue Local Taxes 56851.80; Other Sources 892.38; State 0.00; Federal 0.00; Other Sources 6078.60; Total Revenue 63822.78; To Be Acct'd For: 7658115.49; Transfer Out 109500.00; Expenditures 3930341.78; Ending Bal July 31, 2026: 3618273.71; Cash in Bank 178929.20; Invest, Savings: 3439344.51; Investments CDS 1148906.41; Spec Serv: Begin Bal 1878443.62; Cash in Bank 130521.06; Investments Savings 1747922.56; Revenue Local Taxes 31247.60; Other Sources 526.98; State 140082.15; Federal 69798.00; Other Sources 2796.85; Total Revenue 244451.58 To Be Acct'd For 2122895.20; Transfer out: 0.00 Expenditures 409644.07; Ending Balance July 31, 2026: 1713251.13; Cash in Bank 130757.14; Investment, Savings 1582493.99; Investments, CD 0.00; Food Service: Beg Bal 12278.92; Cash Change 100.00; Cash in Bank 12278.92; Investments, Savings 0.00; Investments, CD 0.00; Transfers In 0.00; Revenue: State 0.00; Federal 0.00; Other Sources: 4490.33; Total Revenue 4490.33; To Be Acct'd For 16769.25; Transfer Out: 0.00; Expenditures 13655.33; End Bal July 31, 2026: 3113.92; Cash Change 100.00; Cash In Bank 0.00; Investments, Savings 3113.92; Investment CDS 0.00; Enterprise: Beg Bal 216669.99; Cash Change 0.00; Cash in Bank 66874.25; Investments, Savings 149795.74; Transfers In 0.00 Revenue; Other Sources 658.72; Total Revenue 658.72; To Be Acct'd For 217328.71; Transfer out: 0.00; Expenditures 12480.10; End Bal July 31, 2026: 204848.61; Cash Change 0.00; Cash in Bank 54759.15; Investment, Savings 150089.46; Custodial: Beg Bal 419142.43; Cash in Bank 222224.40; Investments, Savings 196918.03; Investments, CD 0.00; Revenue: Other Sources 31609.37; Total Revenue 31609.37; To Be Acct'd For 450751.80; Expenditures 44335.85; End Bal July 31, 2026: 406415.95; Cash In Bank 215719.12; Investments, Savings 190696.83; Investment CD 0.00.

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

Activity Assignments & Activity Volunteers

Extracurricular coaches and volunteer coaches is updated monthly. Any changes will be highlighted in yellow in the board packet.

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.

Approve MEA MOU

The recommended changes to the 2026-27 MEA MOU was provided to the Board for approval.

Open Forum

Open Forum was held with no speakers signed up.

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.

Action Items

**All action items were approved unanimously unless otherwise noted.*

Bus Route Change Requests

MOTION by Snyder, seconded by Spring, and Carried to approve the requests as presented.

Approve Mammoth Sports Construction Change Order #2 and Contract with Schulze

Landscaping

MOTION by Koontz, seconded by Amdahl, and Carried to approve Change Order #2 in the amount of \$34,432.36 and approve Schulze Landscaping quote.

Capital Outlay Contingency Transfer

MOTION by Koontz, seconded by Bruch, and Carried to approve a \$6,500.00 contingency transfer within the FY27 Capital Outlay Budget for the purchase of seven milk coolers for the Food Service Department.

Amend School Board Policy JHG: Reporting Child Abuse

MOTION by Odegaard, seconded by Voight, and Carried to approve the revised changes to stay in alignment with ASBSD.

Amend School Board Policy BBB: School Board Elections

MOTION by Snyder, seconded by Voight, and Carried to approve the revised changes to stay in alignment with ASBSD.

Amend School Board Policy BDDG: Minutes

MOTION by Bruch, seconded by Spring, and Carried to approve the revised changes to stay in alignment with ASBSD.

Policy Reviews (Non-Action Items)

First Reading of School Board Policy IGBI: Assignment to Alternative Setting

During the 2026 legislative session, ASBSD drafted this new policy in response to recent legislative changes. The policy authorizes the School Board, or its designee, to assign a student who is displaying aggressive behavior to an alternate educational setting.

Discussion Items

Establishment of School Board Committee Assignments

The school board committee assignments have been updated to reflect the current committee members for the 2026-27 school year.

Appoint/Select ASBSD Delegates

ASBSD delegate was appointed to Megan Snyder and Justin Jutting as alternate.

All Staff and Teacher In-Service

Teacher in-service is scheduled for Monday, August 24 and Tuesday, August 25. The all staff in-service is scheduled for Monday, August 24 with breakfast and refreshments being served.

Open Meeting Law

Superintendent Wayne Wormstadt reviewed the open meeting law Conducting the Public's Business in Public.

FY27-28 Budget Timeline

Business Manager Brett Burditt provided the FY27-28 Budget Timeline.

FY26 District Fund Summary

Business Manager Brett Burditt provided the FY26 Fund Summary, Cash Balance Report and Teacher Compensation Report.

Reorganization Discussion

Recently, the district engaged in discussions with the Faith School District regarding a possible reorganization of district boundaries on the east side of Meade 46-1. The proposed reorganization would involve the transfer of approximately \$297 million in taxable AG valuation surrounding the Opal, Hereford, Elm Springs, and Central Meade County Schools.

The maps provided are DRAFTS prepared by Meade County staff to illustrate what potential district boundaries could look like under the proposed reorganization. These maps are for discussion purposes only and do not represent finalized boundaries.

At its July meeting, the Faith School Board voted not to pursue the proposed reorganization.

The Board designated Lee Spring, Tim Amdahl, Justin Jutting, and Wayne Wormstadt to continue discussions regarding potential options with the Wall and New Underwood School Districts.

Reports

Administrators

Board reports are enclosed in the Board packet. Business Manager Brett Burditt mentioned the independent audit will take place in September.

Board Members

Scottie Bruch and Justin Jutting recently represented Meade 46-1 at the ASBSD Convention in Sioux Falls. Chantal Ligtenberg accepted a \$2,500 donation from MotoClay at the Sturgis Motorcycle Rally to help support student needs at Sturgis Elementary.

BHSSC

Terry Koontz provided an update.

Superintendent

Staffing Shortages: The district continues to have vacancies. Federal Scholarship Tax Credit: The Board was informed that the district is suggested to partner with or establish a Scholarship Granting Organization (SGO) to access funds to support students. The program is scheduled to begin in January 2027. Individuals who owe federal income taxes may receive a dollar-for-dollar tax credit of up to \$1,700 for contributions made through an SGO, with payroll deduction being a potential option. Additional information and guidance are expected from the IRS, as program rules have not yet been finalized.

Upcoming Calendar Events

August 24-25: Teacher In-Service
August 24: All Staff In-Service @ SBHS
August 24: B&G Committee Meeting
August 24: Policy Committee Meeting
August 25 & 26: Open House Schedules
August 27: First Day of School
September 4 & 7: 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 reasons for executive session.

School board members entered executive session to discuss Personnel (SDCL-1-25-2.1).
MOTION by Voight, seconded by Spring, and Carried to enter executive session to discuss Personnel (SDCL-1-25-2.1) at 7:00 PM.

Board Members Present: Aaron Odegaard, Brian Voight, Justin Jutting, Megan Snyder, Scottie Bruch, Terry Koontz, Tim Amdahl, Lee Spring.

Board Members Absent: Tami Hannan

Others Present: Wayne Wormstadt, Maranda McGillivray

Board chair declared to leave executive session at 7:10 pm.

Adjournment

MOTION by Snyder, seconded by Koontz, and Carried to adjourn at 7:12 PM.

Justin Jutting, President

Brett Burditt, Business Manager

Tanya Ludwick, Recorder

MEETING MINUTES, Monday, August 31, 2026
5:30 PM Special Board Meeting - School Board Study Session
Board Room, Williams Administration Building

Prior to the start of the Special Board Meeting at 5:00 pm held in the training room, Board Members, Superintendent Wayne Wormstadt, and Brett Burditt gathered for a light dinner. Snyder was absent. A quorum of the Board was present. The gathering was for the purpose of sharing a meal prior to the meeting; no District business or public policy was discussed, and no official action was taken.

Board Members Present: Aaron Odegard, Brian Voight, Justin Jutting, Lee Spring, Scottie Bruch, Tami Hannan, Terry Koontz, Tim Amdahl.

Board Members Absent: Megan Snyder - arrived at 6:15 pm.

Others Present: Wayne Wormstadt, Brett Burditt

Special Board Meeting called to order at 5:30 PM

Call meeting to order/roll call

Pledge of Allegiance

Agenda

MOTION by Koontz, seconded by Voight, and Carried to approve the Agenda as presented. Amdahl: Yea, Bruch: Yea, Hannan: Yea, Jutting: Yea, Koontz: Yea, Odegard: Yea, Spring: Yea, Voight: Yea, Snyder: Absent.

Open Forum

Open Forum was held with no speakers signed up.

Discussion Items

Capital Outlay Fact Sheet

A copy of the Capital Outlay Fact Sheet was provided to the Board for informational purposes and discussion. The Board discussed Capital Outlay funding, allowable expenditures, current projects and needs, and the importance of long-term planning to maintain district facilities, equipment, and infrastructure. No action was taken.

Reorganization Discussion

An overview of the reorganization process and annexation of district boundaries was provided to the Board for informational purposes and discussion. The document included references to applicable SDCL with links provided for additional information. The information was reviewed by the SD DOE. The Board discussed the steps and requirements involved in the reorganization and annexation process. Designated board members Justin Jutting, Lee Spring, Tim Amdahl along with Wayne Wormstadt and Brett Burditt will be meeting with Wall and New Underwood representatives to continue discussions regarding potential options.

Strategic Plan and Goal Outcomes

The Board reviewed the District's Strategic Plan, including the established goals, objectives, and anticipated outcomes. The Board also reviewed the Goal Outcomes and Stoplight Report, which provided an update on the progress toward the Board's identified goals. Discussion focused on areas demonstrating progress, areas requiring continued attention, and priorities for the upcoming school year. The Board discussed the importance of

monitoring progress and using the identified outcomes to guide future planning and decision-making.

Federal Scholarship Tax Credit (FSTC)

The Board discussed the potential benefits and implications of participating in the SGO program. If the Board elects to pursue this opportunity, Superintendent Wayne Wormstadt will work with the District's school attorney to review the program requirements, eligibility, and legal considerations and determine the appropriate course of action for the District.

Adjournment

MOTION by Voight, seconded by Amdahl, and Carried to adjourn at 7:47 pm.

Amdahl: Yea, Bruch: Yea, Hannan: Yea, Jutting: Yea, Koontz: Yea, Odegaard: Yea, Snyder:

Yea, Spring: Yea, Voight: Yea

Justin Jutting, President

Brett Burditt, Business Manager

Tanya Ludwick, Recorder

MEADE SCHOOL DISTRICT 46-1
STATEMENT OF CASH RECEIPTS, DISBURSEMENTS AND CASH BALANCES
FOR THE MONTH END AUGUST 31, 2026.

EXHIBIT A

August 1, 2026	FUND 10	FUND 21	FUND 22	FUND 51	FUND 53	
	GENERAL FUND	CAPITAL OUTLAY	SPEC. SERVICES	FOOD SERVICE	ENTERPRISE	CUSTODIAL
BEGINNING BALANCES	4,715,751.62	3,618,273.71	1,713,251.13	3,113.92	204,848.61	406,415.95
PETTY CASH	1.00					
CASH CHANGE	0.00			100.00		
ADVANCE PAYMENTS	17,176.87					
CHECKING	777,690.89	178,929.20	130,757.14	3,113.92	54,759.15	215,719.12
SAVINGS	3,920,882.86	3,439,344.51	1,582,493.99		150,089.46	190,696.83
SAVINGS CC REWARDS	22,466.12					
UNEMPLOYMENT SAVINGS	6,250.63					
INVESTMENTS, CD	794,827.21	796,824.56				
INVESTMENTS, CD	1,000,000.00					
INVESTMENTS, SDFIT	0.00	352,081.85				
REVENUE:						
LOCAL TAXES	90,470.43	53,306.36	29,036.96			
OTHER SOURCES	27,023.48	544.48	306.08			
STATE	983,335.00		139,503.00	72,014.16		
FEDERAL	85,021.00		69,771.00			
OTHER SOURCES	77,496.66	84,853.93	2,624.95		40,781.30	38,404.64
TOTAL REVENUE	1,263,346.57	138,704.77	241,241.99	72,014.16	40,781.30	38,404.64
TO BE ACCT'D FOR:	5,979,098.19	3,756,978.48	1,954,493.12	75,128.08	245,629.91	444,820.59
TRANSFER OUT:						
EXPENDITURES	1,782,104.71	1,093,888.08	521,068.31	20,607.90	28,062.36	35,676.70
ENDING BALANCES 8/31/2026	4,196,993.48	2,663,090.40	1,433,424.81	54,520.18	217,567.55	409,143.89
PETTY CASH	1.00					
CASH CHANGE	2,000.00			125.00	2,000.00	
ADVANCE PAYMENTS	17,176.87					
CHECKING	1,384,064.23	140,041.12	68,962.83	54,510.18	67,163.42	217,696.77
SAVINGS	2,793,751.38	2,523,049.28	1,364,461.98		150,404.13	191,447.12
SAVINGS CC REWARDS	22,501.99					
UNEMPLOYMENT SAVINGS	6,252.75					
INVESTMENTS, CD	794,827.21	796,824.56				
INVESTMENTS, CD	1,000,000.00					
INVESTMENTS, SDFIT		352,081.85				

SCHEDULE OF INVESTMENTS**8/31/2026****GENERAL FUND**

FIRST INTERSTATE BANK SAVINGS 6112	2,793,751.38
FIRST INTERSTATE UNEMPLOYMENT SAVINGS	6,252.75
FIRST INTERSTATE CASH BACK SAVINGS	22,501.99
FIRST INTERSTATE BANK CHECKING 7107	1,384,064.22
FIRST INTERSTATE CD	794,827.21
PIONEER BANK CD	1,000,000.00
TOTAL GENERAL FUND	6,001,397.55

CAPITAL OUTLAY

FIRST INTERSTATE BANK SAVINGS 6112	2,523,049.28
FIRST INTERSTATE BANK CHECKING 7107	140,041.12
FIRST INTERSTATE BANK CD	254,045.33
FIRST INTERSTATE BANK CD	542,779.23
SD FIT	352,081.85
TOTAL CAPITAL OUTLAY	3,811,996.81

SPECIAL EDUCATION

FIRST INTERSTATE BANK SAVINGS 6112	1,364,461.98
FIRST INTERSTATE BANK CHECKING 7107	68,962.83
TOTAL SPECIAL EDUCATION	1,433,424.81

FOOD SERVICE

FIRST INTERSTATE BANK SAVINGS 6112	
FIRST INTERSTATE BANK CHECKING 7107	54,510.18
TOTAL FOOD SERVICE	54,510.18

ENTERPRISE

FIRST INTERSTATE BANK SAVINGS 6112	67,163.42
FIRST INTERSTATE BANK CHECKING 7107	150,404.13
TOTAL CONCESSION	217,567.55

TOTAL ALL FUNDS

ALICE HAYES SCHOLARSHIP	4,778.69	
CD, CENTRAL, GRIMSBO SCHOLARSHIP	3,494.75	
PSBK/CD CNTRL, KEY CITY RIDING CLUB	3,011.44	
CD, CENTRAL, WOODLE SCHOLARSHIP	9,095.83	
PSBK, CENTRAL FLEXIBLE CAFETERIA	48,242.57	
ALEN SIGMAN MEMORIAL	1,316.98	
	69,940.26	
TOTAL ALL FUNDS INVESTED		11,588,837.16

Brett Burditt -Business Manager Meade 46-1

Revenue Summary Report
Processing Month: 08/2026
EXHIBIT C

Fund: 10 GENERAL FUND						
Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
10 1110 000	AD VALOREN TAXES	7,921,638.00	85,476.31	159,564.38	2.01	7,762,073.62
10 1112 000	AD VALOREM MOBILE HOMES	250,000.00	2,490.85	4,970.99	1.99	245,029.01
10 1120 000	PRIOR YEAR AD VALOREM	75,000.00	2,503.27	10,823.31	14.43	64,176.69
10 1140 000	UTILITY TAXES	224,000.00	0.00	0.00	0.00	224,000.00
10 1190 000	PENALTIES AND INTEREST	25,000.00	1,271.93	2,957.11	11.83	22,042.89
10 1510 000	INVESTMENT EARNINGS	60,000.00	5,685.13	13,096.10	21.83	46,903.90
10 1510 011	INVESTMENT EARNINGS	7,500.00	0.00	4,362.65	58.17	3,137.35
10 1510 020	INVESTMENT EARNINGS	0.00	2.12	4.24	0.00	(4.24)
10 1510 106	INVESTMENT EARNINGS	7,500.00	0.00	0.00	0.00	7,500.00
10 1510 107	INVESTMENT EARNINGS	30,000.00	0.00	0.00	0.00	30,000.00
10 1510 777	INTEREST CASH BACK	0.00	35.87	75.11	0.00	(75.11)
10 1710 000	ADMISSIONS	60,000.00	391.80	591.80	0.99	59,408.20
10 1790 000	OTHER PUPIL ACTIVITY INCOME	5,000.00	0.00	0.00	0.00	5,000.00
10 1910 000	RENTALS	25,000.00	2,852.00	3,696.00	14.78	21,304.00
10 1920 000	CONTRIBUTIONS AND DONATIONS	60,000.00	0.00	0.00	0.00	60,000.00
10 1920 140	CONTRIBUTIONS AND DONATIONS	0.00	0.00	2,000.00	0.00	(2,000.00)
10 1920 400	CONTRIBUTIONS AND DONATIONS	0.00	3,000.00	12,000.00	0.00	(12,000.00)
10 1950 000	REFUND PRIOR YEARS' EXPENDITURES	45,000.00	1,077.79	1,077.79	2.40	43,922.21
10 1971 000	INSURANCE PREMIUMS	3,000.00	0.00	0.00	0.00	3,000.00
10 1971 200	INSURANCE PREMIUMS	0.00	100.00	100.00	0.00	(100.00)
10 1971 201	INSURANCE PREMIUMS	0.00	50.00	50.00	0.00	(50.00)
10 1971 400	INSURANCE PREMIUMS	0.00	100.00	100.00	0.00	(100.00)
10 1973 000	MEDICAID	7,500.00	0.00	0.00	0.00	7,500.00
10 1990 000	OTHER	10,000.00	647.35	796.75	7.97	9,203.25
10 1990 201	OTHER-STAGEBARN	0.00	731.36	731.36	0.00	(731.36)
10 1990 777	CASH BACK REWARDS FUNDS	10,000.00	0.00	0.00	0.00	10,000.00
Subtotal: REVENUE FROM LOCAL SOURCES		8,826,138.00	106,415.78	216,997.59	2.46	8,609,140.41
10 2110 000	COUNTY APPORTIONMENT	425,000.00	25,751.55	59,004.20	13.88	365,995.80
Subtotal: REV FROM INTERMEDIATE SOURCES		425,000.00	25,751.55	59,004.20	13.88	365,995.80
10 3111 030	STATE AID	13,234,916.00	975,835.00	1,951,670.00	14.75	11,283,246.00
10 3112 030	STATE APPORTIONMENT	315,000.00	0.00	0.00	0.00	315,000.00
10 3114 030	BANK FRANCHISE TAX	114,000.00	0.00	0.00	0.00	114,000.00
10 3119 030	GAMING REVENUE	0.00	0.00	0.00	0.00	0.00
10 3900 030	OTHER STATE REVENUE	5,000.00	0.00	0.00	0.00	5,000.00
10 3910 030	NATIONAL GUARD RENT	15,000.00	7,500.00	7,500.00	50.00	7,500.00
Subtotal: REVENUE FROM STATE SOURCES		13,683,916.00	983,335.00	1,959,170.00	14.32	11,724,746.00
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	163,799.00	0.00	0.00	0.00	163,799.00
10 4153 044	TITLE IV	68,202.00	0.00	0.00	0.00	68,202.00
10 4158 042	TITLE I	596,962.00	0.00	0.00	0.00	596,962.00
10 4159 503	TITLE II PART A	141,717.00	0.00	0.00	0.00	141,717.00
10 4161 000	VOCATIONAL EDUCATION	40,781.00	0.00	0.00	0.00	40,781.00
Subtotal: REVENUE FROM FEDERAL SOURCES		1,065,961.00	0.00	0.00	0.00	1,065,961.00
10 5110 000	OPERATING TRANSFERS IN	450,000.00	0.00	109,500.00	24.33	340,500.00
10 5140 000	COMPENSATION-LOSS OF GNRL FA	0.00	0.00	2,246.73	0.00	(2,246.73)
Subtotal: OTHER SOURCES		450,000.00	0.00	111,746.73	24.83	338,253.27

Revenue Summary Report
Processing Month: 08/2026
EXHIBIT C

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>
Fund Total:		24,451,015.00	1,115,502.33	2,346,918.52	9.60	22,104,096.48

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	7,491,214.00	50,690.25	100,854.51	1.35	7,390,359.49
21 1112 000	AD VALOREM MOBILE HOMES	230,000.00	1,719.48	3,387.02	1.47	226,612.98
21 1120 000	PRIOR YEARS' AD VALOREM TAXES	50,000.00	896.63	5,916.63	11.83	44,083.37
21 1190 000	PENALTIES AND INTEREST ON TAXES	10,000.00	544.58	1,436.96	14.37	8,563.04
21 1510 000	INVESTMENTS EARNINGS	113,000.00	4,853.83	10,932.43	9.67	102,067.57
21 1510 012	INVESTMENT EARNINGS	0.00	0.00	2,064.17	0.00	(2,064.17)
21 1510 016	INVESTMENT EARNINGS	0.00	0.00	1,109.60	0.00	(1,109.60)
21 1510 107	INVESTMENT EARNINGS	0.00	0.00	4,362.65	0.00	(4,362.65)
21 1920 400	CONTRIBUTIONS AND DONATIONS	0.00	80,000.00	80,000.00	0.00	(80,000.00)
21 1950 000	REFUND OF PRIOR YEARS' EXPENDITURES	40,000.00	0.00	0.00	0.00	40,000.00
Subtotal: REVENUE FROM LOCAL SOURCES		7,934,214.00	138,704.77	210,063.97	2.65	7,724,150.03
21 4900 021	OTHER FEDERAL REVENUE QSCB	253,000.00	0.00	0.00	0.00	253,000.00
Subtotal: REVENUE FROM FEDERAL SOURCES		253,000.00	0.00	0.00	0.00	253,000.00
Fund Total:		8,187,214.00	138,704.77	210,063.97	2.57	7,977,150.03

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	4,071,981.00	27,558.79	54,831.63	1.35	4,017,149.37
22 1112 000	AD VALOREM MOBILE HOMES	126,000.00	934.83	1,841.43	1.46	124,158.57
22 1120 000	PRIOR YEARS' AD VALOREM TAXES	50,000.00	543.34	3,611.50	7.22	46,388.50
22 1190 000	PENALTIES AND INTEREST ON TAXES	13,000.00	306.08	833.06	6.41	12,166.94
22 1510 000	INVESTMENT EARNINGS	28,000.00	2,624.95	5,421.80	19.36	22,578.20
22 1972 000	MEDICAID DIRECT SERVICES TITLE XIX	14,000.00	0.00	0.00	0.00	14,000.00
22 1973 000	MEDICAID	22,000.00	0.00	0.00	0.00	22,000.00
Subtotal: REVENUE FROM LOCAL SOURCES		4,324,981.00	31,967.99	66,539.42	1.54	4,258,441.58
22 3121 030	EXCEPTIONAL CHILDREN- STATE AID	1,660,993.00	139,503.00	279,006.00	16.80	1,381,987.00
22 3900 000	OTHER STATE REVENUE	0.00	0.00	579.15	0.00	(579.15)
Subtotal: REVENUE FROM STATE SOURCES		1,660,993.00	139,503.00	279,585.15	16.83	1,381,407.85
22 4175 041	SPECIAL ED - IDEA - PART B	869,550.00	0.00	0.00	0.00	869,550.00
22 4186 043	SPECIAL ED - PRESCHOOL GRANTS	21,975.00	0.00	0.00	0.00	21,975.00
Subtotal: REVENUE FROM FEDERAL SOURCES		891,525.00	0.00	0.00	0.00	891,525.00
Fund Total:		6,877,499.00	171,470.99	346,124.57	5.03	6,531,374.43

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	14,727.65	29,309.86	0.00	(29,309.86)
Subtotal: REVENUE FROM LOCAL SOURCES		0.00	14,727.65	29,309.86	0.00	(29,309.86)
32 5110 000	OPERATING TRANSFERS IN	283,160.00	0.00	0.00	0.00	283,160.00
Subtotal: OTHER SOURCES		283,160.00	0.00	0.00	0.00	283,160.00
Fund Total:		283,160.00	14,727.65	29,309.86	10.35	253,850.14

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 1610 000	SALES TO PUPILS	805,000.00	67,452.31	68,129.26	8.46	736,870.74
51 1620 000	SALES TO ADULTS	30,000.00	1,050.60	1,550.55	5.17	28,449.45
51 1630 000	A LA CARTE SALES	115,000.00	1,570.25	1,570.25	1.37	113,429.75
51 1660 000	OTHER SALES	35,000.00	1,941.00	1,941.00	5.55	33,059.00
51 1690 000	MISC REVENUE FROM OTHER SOURCE	500.00	0.00	84.73	16.95	415.27

Revenue Summary Report
Processing Month: 08/2026
EXHIBIT C

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>
	Subtotal: REVENUE FROM LOCAL SOURCES	985,500.00	72,014.16	73,275.79	7.44	912,224.21
51 4811 000	FEDERAL REIMBURSEMENT-SCHOOL LUNCH	577,000.00	0.00	0.00	0.00	577,000.00
51 4812 000	FEDERAL REIMBURSEMENT-SCHOOL BREAKFAST	88,000.00	0.00	0.00	0.00	88,000.00
51 4813 000	FEDERAL REIMBURSEMENT-AFTER SCHOOL CARE	2,400.00	0.00	0.00	0.00	2,400.00
51 4815 000	FEDERAL REIMBURSEMENT MILK	600.00	0.00	0.00	0.00	600.00
51 4820 000	DONATED FOOD	14,150.00	0.00	0.00	0.00	14,150.00
	Subtotal: REVENUE FROM FEDERAL SOURCES	682,150.00	0.00	0.00	0.00	682,150.00
51 5110 123	OPERATING TRANSFERS IN	50,000.00	0.00	0.00	0.00	50,000.00
51 5170 000	CAPITAL CONTRIBUTIONS	26,700.00	0.00	0.00	0.00	26,700.00
	Subtotal: OTHER SOURCES	76,700.00	0.00	0.00	0.00	76,700.00
	Fund Total:	1,744,350.00	72,014.16	73,275.79	4.20	1,671,074.21

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 1316 015	DRIVERS EDUCATION	25,000.00	0.00	0.00	0.00	25,000.00
53 1510 000	INVESTMENT EARNINGS	1,000.00	157.34	304.20	30.42	695.80
53 1510 019	INVESTMENT EARNINGS	1,200.00	157.33	304.19	25.35	895.81
53 1660 000	OTHER SALES	76,500.00	0.00	0.00	0.00	76,500.00
53 1660 400	RALLY SALES	45,000.00	40,466.63	40,466.63	89.93	4,533.37
53 1920 018	WW AFTER SCHOOL	4,000.00	0.00	0.00	0.00	4,000.00
53 1982 018	WW AFTER SCHOOL	6,000.00	0.00	78.00	1.30	5,922.00
53 1982 019	LATCHKEY SERVICES	67,500.00	0.00	287.00	0.43	67,213.00
	Subtotal: REVENUE FROM LOCAL SOURCES	226,200.00	40,781.30	41,440.02	18.32	184,759.98
	Fund Total:	226,200.00	40,781.30	41,440.02	18.32	184,759.98

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 470	WOODLE GOLF	0.00	0.00	7.37	0.00	(7.37)
	Subtotal: REVENUE FROM LOCAL SOURCES	0.00	0.00	7.37	0.00	(7.37)
	Fund Total:	0.00	0.00	7.37	0.00	(7.37)

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	0.00	22,085.97	0.00	(22,085.97)
	Subtotal: REVENUE FROM LOCAL SOURCES	0.00	0.00	22,085.97	0.00	(22,085.97)
	Fund Total:	0.00	0.00	22,085.97	0.00	(22,085.97)

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	0.00	34.86	0.00	(34.86)
71 1790 190	FFA	0.00	1,640.00	1,676.35	0.00	(1,676.35)
71 1790 410	MEMORIAL SCHOLARSHIPS	0.00	0.00	2,000.00	0.00	(2,000.00)
71 1790 414	COKE SCHOLARSHIP	0.00	0.00	1,028.00	0.00	(1,028.00)
71 1790 450	S CLUB	0.00	11,080.80	17,356.57	0.00	(17,356.57)
71 1790 540	STUDENT COUNCIL	0.00	100.00	147.76	0.00	(147.76)
71 1790 550	DRAMA-THESPIANS	0.00	0.00	0.00	0.00	0.00
	Subtotal: REVENUE FROM LOCAL SOURCES	0.00	12,820.80	22,243.54	0.00	(22,243.54)
	Fund Total:	0.00	12,820.80	22,243.54	0.00	(22,243.54)

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	2,542.71	2,542.71	0.00	(2,542.71)

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 230	STUDENT COUNCIL-PIEDMONT	0.00	0.00	18.86	0.00	(18.86)
72 1790 260	WHITEWOOD	0.00	500.00	500.00	0.00	(500.00)
72 1790 365	FS MEALS/FOR KIDS	0.00	670.00	670.00	0.00	(670.00)
Subtotal: REVENUE FROM LOCAL SOURCES		0.00	3,712.71	3,731.57	0.00	(3,731.57)
Fund Total:		0.00	3,712.71	3,731.57	0.00	(3,731.57)
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 540	SWMS STUDENT COUNCIL	0.00	3.80	3.80	0.00	(3.80)
73 1790 550	SBMS STUDENT COUNCIL	0.00	0.00	74.43	0.00	(74.43)
Subtotal: REVENUE FROM LOCAL SOURCES		0.00	3.80	78.23	0.00	(78.23)
Fund Total:		0.00	3.80	78.23	0.00	(78.23)
		<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:		41,769,438.00	1,569,738.51	3,095,279.41	7.41	38,674,158.59

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
10	GENERAL FUND						Balance	
1111	REGULAR TERM	\$5,470,449.00	\$10,267.13	\$79,444.07	\$5,391,004.93	\$3,543.94		1.52
1112	SUMMER TERM	\$3,410.00	\$0.00	\$0.00	\$3,410.00	\$0.00	\$3,410.00	0.00
1121	REGULAR TERM	\$3,845,632.00	\$11,120.02	\$60,041.92	\$3,785,590.08	\$7,233.01	\$3,778,357.07	1.75
1122	SUMMER TERM	\$6,820.00	\$0.00	\$0.00	\$6,820.00	\$0.00	\$6,820.00	0.00
1131	REGULAR TERM	\$3,313,289.00	\$38,574.28	\$82,152.26	\$3,231,136.74	\$26,330.34	\$3,204,806.40	3.27
1132	SUMMER TERM-INCLUDES PROJ EASY	\$11,665.00	\$0.00	\$0.00	\$11,665.00	\$0.00	\$11,665.00	0.00
1142	TITLE I PRESCHOOL	\$33,324.00	\$0.00	\$73.00	\$33,251.00	\$0.00	\$33,251.00	0.22
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	\$19,915.00	\$0.00	\$19,965.00	(\$50.00)	\$0.00	(\$50.00)	100.25
1250	CULTURALLY DIFFERENT	\$42,140.00	\$0.00	\$86.00	\$42,054.00	\$1,000.00	\$41,054.00	2.58
1273	HELPING DISADV CHILD MEET STAN	\$554,638.00	\$335.45	\$1,681.07	\$552,956.93	\$0.00	\$552,956.93	0.30
2113	SOCIAL WORK SERVICES	\$78,175.00	\$0.00	\$171.00	\$78,004.00	\$0.00	\$78,004.00	0.22
2116	Title I attendance & Social work	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	0.00
2122	COUNSELING SERVICES	\$771,587.00	\$1,111.22	\$3,156.75	\$768,430.25	\$0.00	\$768,430.25	0.41
2128	TITLE I PARENTAL INVOLVEMENT ACTIVITIES	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	0.00
2133	DENTAL SERVICES	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	0.00
2134	NURSE SERVICES	\$241,833.00	\$448.71	\$963.71	\$240,869.29	\$95.00	\$240,774.29	0.44
2139	OTHER HEALTH SERVICES	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	0.00
2212	INSTRUCTION/CURRICULUM DEVELOP	\$92,286.00	\$4,348.36	\$5,086.94	\$87,199.06	\$579.77	\$86,619.29	6.14
2219	OTHER IMPROV. OF INSTRUNCT SERV	\$6,500.00	\$0.00	\$0.00	\$6,500.00	\$0.00	\$6,500.00	0.00
2222	SCHOOL LIBRARY SERVICES	\$200,272.00	\$377.67	\$3,125.67	\$197,146.33	\$0.00	\$197,146.33	1.56
2227	TECHNOLOGY IN SCHOOL	\$383,567.00	\$28,906.87	\$55,828.02	\$327,738.98	\$0.00	\$327,738.98	14.55
2311	SERVICE AREA DIRECTION	\$140,000.00	\$0.00	\$132,897.00	\$7,103.00	\$0.00	\$7,103.00	94.93
2314	ELECTION SERVICES	\$18,000.00	\$0.00	\$0.00	\$18,000.00	\$0.00	\$18,000.00	0.00
2315	LEGAL SERVICES	\$12,000.00	\$337.50	\$337.50	\$11,662.50	\$0.00	\$11,662.50	2.81
2317	AUDIT SERVICES	\$52,000.00	\$0.00	\$0.00	\$52,000.00	\$0.00	\$52,000.00	0.00
2319	OTHER BOARD OF ED SERVICES	\$121,274.00	\$38,901.12	\$44,351.80	\$76,922.20	\$0.00	\$76,922.20	36.57
2321	OFFICE OF THE SUPERINTENDENT	\$301,812.00	\$24,213.86	\$54,614.12	\$247,197.88	\$0.00	\$247,197.88	18.10
2323	STAFF RELATIONS/NEG SERVICES	\$2,000.00	\$77.95	\$77.95	\$1,922.05	\$0.00	\$1,922.05	3.90
2410	OFFICE OF THE PRINCIPAL	\$1,651,203.00	\$123,209.81	\$238,464.23	\$1,412,738.77	\$1,231.09	\$1,411,507.68	14.52
2490	OTHER SUPPORT SERVICES-SCH ADM	\$184,011.00	\$16,097.38	\$31,096.47	\$152,914.53	\$0.00	\$152,914.53	16.90
2529	OTHER FISCAL SERVICES	\$425,741.00	\$30,282.45	\$75,381.72	\$350,359.28	\$391.01	\$349,968.27	17.80
2542	CARE & UPKEEP OF BUILDING SERV	\$1,189,193.00	\$71,411.15	\$120,438.62	\$1,068,754.38	\$0.00	\$1,068,754.38	10.13
2543	CARE & UPKEEP OF GROUNDS SERV	\$64,876.00	\$5,677.14	\$5,677.14	\$59,198.86	\$0.00	\$59,198.86	8.75
2545	VEHICLE SERVICING & MAINTANCE	\$61,200.00	\$2,476.42	\$2,476.42	\$58,723.58	\$0.00	\$58,723.58	4.05
2546	SECURITY SERVICES	\$192,008.00	\$1,000.00	\$11,745.30	\$180,262.70	\$0.00	\$180,262.70	6.12
2547	LAND AND BUILDING RENTAL	\$14,000.00	\$0.00	\$0.00	\$14,000.00	\$0.00	\$14,000.00	0.00
2549	OTHER OPERATION/MAINT OF PLANT	\$2,136,753.00	\$168,099.72	\$250,744.32	\$1,886,008.68	\$40,576.20	\$1,845,432.48	13.63
2553	MONITORING SERVICES	\$750.00	\$0.00	\$750.00	\$0.00	\$0.00	\$0.00	100.00
2555	CONTRACTED SERVICES	\$1,480,000.00	\$0.00	\$0.00	\$1,480,000.00	\$0.00	\$1,480,000.00	0.00
2562	FOOD PREPERATION/DISPENSING	\$163,799.00	\$0.00	\$0.00	\$163,799.00	\$0.00	\$163,799.00	0.00
2574	PRINTING,PUBLISHING,DUPLICATIN	\$115,731.00	\$32,034.20	\$36,208.78	\$79,522.22	\$0.00	\$79,522.22	31.29
2642	RECRUITMENT/PLACEMENT SERVICE	\$3,700.00	\$50.00	\$50.00	\$3,650.00	\$0.00	\$3,650.00	1.35
6000	COCURRICULAR ACTIVITIES	\$0.00	\$0.00	\$400.00	(\$400.00)	\$0.00	(\$400.00)	0.00
6101	FOOTBALL	\$99,443.00	\$7,736.12	\$7,924.63	\$91,518.37	\$1,515.00	\$90,003.37	9.49
6102	BASKETBALL	\$64,736.00	\$849.52	\$960.52	\$63,775.48	\$2,400.00	\$61,375.48	5.19
6103	WRESTLING	\$62,411.00	\$865.17	\$981.33	\$61,429.67	\$6,840.00	\$54,589.67	12.53
6104	GOLF	\$9,480.00	\$0.00	\$18.00	\$9,462.00	\$1,300.00	\$8,162.00	13.90
6105	BOYS SCOOCER	\$16,698.00	\$5,991.12	\$6,020.12	\$10,677.88	\$1,980.00	\$8,697.88	47.91

Account Number		Account Description	Revised Budget	During Month	To Date	Balance at EOM	Encumbrances	% of Budget	
6202	GIRLS BASKETBALL		\$63,577.00	\$939.41	\$1,048.41	\$62,528.59	\$2,400.00	\$60,128.59	5.42
6204	GIRLS GOLF		\$8,980.00	\$0.00	\$18.00	\$8,962.00	\$675.00	\$8,287.00	7.72
6205	VOLLEYBALL		\$61,001.00	\$849.15	\$958.15	\$60,042.85	\$5,075.97	\$54,966.88	9.89
6207	GIRLS SOCCER		\$17,234.00	\$2,861.20	\$2,891.20	\$14,342.80	\$1,980.00	\$12,362.80	28.27
6208	GIRLS SOFTBALL		\$12,000.00	\$0.00	\$0.00	\$12,000.00	\$1,430.00	\$10,570.00	11.92
6500	TRANSPORATION		\$214,000.00	\$766.27	\$786.65	\$213,213.35	\$200.00	\$213,013.35	0.46
6901	TRACK		\$91,532.00	\$619.50	\$802.50	\$90,729.50	\$10,530.00	\$80,199.50	12.38
6902	CROSS COUNTRY		\$32,607.00	\$2,046.42	\$2,106.42	\$30,500.58	\$650.00	\$29,850.58	8.45
6903	BAND		\$18,695.00	\$0.00	\$34.00	\$18,661.00	\$437.95	\$18,223.05	2.52
6904	CHOIR		\$13,314.00	\$0.00	\$20.00	\$13,294.00	\$301.75	\$12,992.25	2.42
6905	DEBATE		\$31,060.00	\$0.00	\$46.00	\$31,014.00	\$1,000.00	\$30,014.00	3.37
6906	DRAMA		\$22,980.00	\$0.00	\$40.00	\$22,940.00	\$4,500.00	\$18,440.00	19.76
6907	DECLAM		\$6,543.00	\$111.41	\$122.41	\$6,420.59	\$960.00	\$5,460.59	16.54
6909	YEARBOOK		\$8,982.00	\$0.00	\$22.00	\$8,960.00	\$0.00	\$8,960.00	0.24
6911	FFA		\$6,456.00	\$0.00	\$17.00	\$6,439.00	\$0.00	\$6,439.00	0.26
6913	CHEERLEADERS		\$20,958.00	\$5,965.69	\$6,003.69	\$14,954.31	\$1,430.00	\$13,524.31	35.47
6914	CLASS/KNOW		\$30,237.00	\$0.05	\$73.05	\$30,163.95	\$0.00	\$30,163.95	0.24
6915	ACTIVITY DIRECTOR		\$241,204.00	\$15,514.27	\$26,957.83	\$214,246.17	\$14,089.79	\$200,156.38	17.02
6918	RURAL ACTIVITIES		\$30,489.00	\$0.70	\$74.70	\$30,414.30	\$0.00	\$30,414.30	0.25
8110	OPERATING TRANSFERS OUT		\$50,000.00	\$0.00	\$0.00	\$50,000.00	\$0.00	\$50,000.00	0.00
10	GENERAL FUND		\$24,662,285.00	\$654,474.41	\$1,375,413.39	\$23,286,871.61	\$140,675.82	\$23,146,195.79	6.15
21	CAPITAL OUTLAY								
1111	REGULAR TERM		\$681,957.00	\$470,798.12	\$488,680.32	\$193,276.68	\$20,867.10	\$172,409.58	74.72
1121	REGULAR TERM		\$151,069.00	\$57,270.73	\$116,434.43	\$34,634.57	\$2,209.66	\$32,424.91	78.54
1131	REGULAR TERM		\$180,581.00	\$84,636.35	\$109,371.55	\$71,209.45	\$21,423.76	\$49,785.69	72.43
2134	NURSE SERVICES		\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	0.00
2159	OTHER SPEECH PATHOLOGY SERVICE		\$4,050.00	\$0.00	\$0.00	\$4,050.00	\$0.00	\$4,050.00	0.00
2222	SCHOOL LIBRARY SERVICES		\$28,797.00	\$1,815.00	\$9,802.62	\$18,994.38	\$0.00	\$18,994.38	34.04
2227	TECHNOLOGY IN SCHOOL		\$61,300.00	\$22,180.50	\$59,105.53	\$2,194.47	\$0.00	\$2,194.47	96.42
2410	OFFICE OF THE PRINCIPAL		\$65,338.00	\$7,526.00	\$39,563.47	\$25,774.53	\$3,757.05	\$22,017.48	66.30
2529	OTHER FISCAL SERVICES		\$31,507.00	\$0.00	\$0.00	\$31,507.00	\$29,910.00	\$1,597.00	94.93
2533	ARCHITECTURE/ENGINEER SERVICES		\$36,000.00	\$0.00	\$0.00	\$36,000.00	\$6,500.00	\$29,500.00	18.06
2535	CONSTRUCTION AND IMPROVEMENTS		\$1,774,000.00	\$212,031.64	\$890,494.90	\$883,505.10	\$414,273.53	\$469,231.57	73.55
2542	CARE & UPKEEP OF BUILDING SERV		\$242,000.00	\$0.00	\$0.00	\$242,000.00	\$0.00	\$242,000.00	0.00
2543	CARE & UPKEEP OF GROUNDS SERV		\$96,000.00	\$21,775.58	\$21,775.58	\$74,224.42	\$0.00	\$74,224.42	22.68
2549	OTHER OPERATION/MAINT OF PLANT		\$919,493.00	\$154,149.62	\$634,919.26	\$284,573.74	\$142,320.57	\$142,253.17	84.53
2555	CONTRACTED SERVICES		\$174,840.00	\$0.00	\$0.00	\$174,840.00	\$1,700.00	\$173,140.00	0.97
2562	FOOD PREPERATION/DISPENSING		\$31,600.00	\$20,901.00	\$20,901.00	\$10,699.00	\$0.00	\$10,699.00	66.14
2652	STATISTICAL ANALYSIS SERVICES		\$1,600.00	\$0.00	\$0.00	\$1,600.00	\$0.00	\$1,600.00	0.00
5000	DEBT SERVICES-LSE PURCHASE PMT		\$3,318,762.00	\$5,749.69	\$2,597,586.49	\$721,175.51	\$360,652.60	\$360,522.91	89.14
6101	FOOTBALL		\$16,950.00	\$8,047.90	\$8,047.90	\$8,902.10	\$2,020.00	\$6,882.10	59.40
6102	BASKETBALL		\$19,300.00	\$0.00	\$0.00	\$19,300.00	\$11,576.41	\$7,723.59	59.98
6202	GIRLS BASKETBALL		\$7,500.00	\$0.00	\$0.00	\$7,500.00	\$0.00	\$7,500.00	0.00
6208	GIRLS SOFTBALL		\$10,500.00	\$0.00	\$0.00	\$10,500.00	\$11,640.00	(\$1,140.00)	110.86
6901	TRACK		\$20,500.00	\$27,005.95	\$27,005.95	(\$6,505.95)	\$0.00	(\$6,505.95)	131.74
6915	ACTIVITY DIRECTOR		\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	0.00
7000	CONTINGENCIES (BUDGET ONLY)		\$18,500.00	\$0.00	\$0.00	\$18,500.00	\$0.00	\$18,500.00	0.00
8110	OPERATING TRANSFERS OUT		\$732,500.00	\$0.00	\$109,500.00	\$623,000.00	\$0.00	\$623,000.00	14.95
21	CAPITAL OUTLAY		\$8,631,644.00	\$1,093,888.08	\$5,133,189.00	\$3,498,455.00	\$1,028,850.68	\$2,469,604.32	71.39
22	SPECIAL EDUCATION								

Meade School District
Claims for Payment
September 14, 2026

Vendor Name	Description	Amount
4 IMPRINT	SUPPLIES	4,751.57
	VENDOR TOTAL	4,751.57
605 CLEANERS	CONTRACT CLEANING	12,083.33
	VENDOR TOTAL	12,083.33
AB BUSINESS	SUPPLY OVRAGE	42.95
	VENDOR TOTAL	42.95
AB WELDING	SUPPLIES	19.83
AB WELDING	SUPPLIES	8,978.80
AB WELDING	SUPPLIES	483.46
AB WELDING	SUPPLIES	1,095.95
AB WELDING	SUPPLIES	353.95
	VENDOR TOTAL	10,931.99
AJ SUPPLY	SUPPLIES	42.45
AJ SUPPLY	SUPPLIES	499.78
	VENDOR TOTAL	542.23
ACCURATE BACKGROUND SERVICE		149.44
	VENDOR TOTAL	149.44
ACE HARDWARE	SUPPLIES	(880.00)
ACE HARDWARE	SUPPLIES	880.00
ACE HARDWARE	SUPPLIES	18.57
ACE HARDWARE	SUPPLIES	31.95
ACE HARDWARE	SUPPLIES	54.51
ACE HARDWARE	SUPPLIES	50.97
ACE HARDWARE	SUPPLIES	5.98
ACE HARDWARE	SUPPLIES	22.98
ACE HARDWARE	SUPPLIES	258.98
ACE HARDWARE	SUPPLIES	258.98
ACE HARDWARE	SUPPLIES	16.58
ACE HARDWARE	SUPPLIES	33.98
ACE HARDWARE	SUPPLIES	103.08
ACE HARDWARE	SUPPLIES	26.99
ACE HARDWARE	SUPPLIES	26.35
ACE HARDWARE	SUPPLIES	27.99
ACE HARDWARE	SUPPLIES	7.16
ACE HARDWARE	SUPPLIES	9.56
ACE HARDWARE	SUPPLIES	6.59
ACE HARDWARE	SUPPLIES	29.71
ACE HARDWARE	SUPPLIES	4.99
ACE HARDWARE	SUPPLIES	13.69
ACE HARDWARE	SUPPLIES	3.59
ACE HARDWARE	SUPPLIES	16.99
ACE HARDWARE	SUPPLIES	17.18
ACE HARDWARE	SUPPLIES	4.59

ACE HARDWARE	SUPPLIES	13.56
ACE HARDWARE	SUPPLIES	48.98
ACE HARDWARE	SUPPLIES	21.49
ACE HARDWARE	SUPPLIES	44.98
ACE HARDWARE	SUPPLIES	21.17
ACE HARDWARE	SUPPLIES	12.99
ACE HARDWARE	SUPPLIES	45.96

VENDOR TOTAL		<u>1,261.07</u>
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ADVANCED PAYMENTS	OFFICIAL	125.44
ADVANCED PAYMENTS	OFFICIAL	145.44
ADVANCED PAYMENTS	OFFICIAL	135.00
ADVANCED PAYMENTS	OFFICIAL	175.60
ADVANCED PAYMENTS	OFFICIAL	255.40
ADVANCED PAYMENTS	OFFICIAL	145.44
ADVANCED PAYMENTS	OFFICIAL	125.44
ADVANCED PAYMENTS	OFFICIAL	125.44
ADVANCED PAYMENTS	OFFICIAL	135.00
ADVANCED PAYMENTS	OFFICIAL	145.44
ADVANCED PAYMENTS	OFFICIAL	145.44
ADVANCED PAYMENTS	OFFICIAL	122.20
ADVANCED PAYMENTS	OFFICIAL	163.00
ADVANCED PAYMENTS	OFFICIAL	125.44
ADVANCED PAYMENTS	OFFICIAL	175.60
ADVANCED PAYMENTS	OFFICIAL	78.00
ADVANCED PAYMENTS	OFFICIAL	127.00
ADVANCED PAYMENTS	OFFICIAL	50.00
ADVANCED PAYMENTS	OFFICIAL	650.00
ADVANCED PAYMENTS	OFFICIAL	150.00
ADVANCED PAYMENTS	OFFICIAL	65.80
ADVANCED PAYMENTS	OFFICIAL	77.00
ADVANCED PAYMENTS	OFFICIAL	175.60
ADVANCED PAYMENTS	OFFICIAL	115.00
ADVANCED PAYMENTS	OFFICIAL	<u>2,993.48</u>

VENDOR TOTAL		<u>6,727.20</u>
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AED SUPERSTORE	SUPPLIES	115.84
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VENDOR TOTAL		<u>115.84</u>
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AGILE SPORTS	EQUIPMENT	13,800.00
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VENDOR TOTAL		<u>13,800.00</u>
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AL REFRIGERATION	REPAIR	1,182.54
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VENDOR TOTAL		<u>1,182.54</u>
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AMAZON	SUPPLIES	40.98
AMAZON	SUPPLIES	126.09
AMAZON	SUPPLIES	46.45
AMAZON	SUPPLIES	55.98
AMAZON	SUPPLIES	57.79

AMAZON	SUPPLIES	405.96
AMAZON	SUPPLIES	10.54
AMAZON	SUPPLIES	54.14
AMAZON	SUPPLIES	55.14
AMAZON	SUPPLIES	55.14
AMAZON	SUPPLIES	55.14
AMAZON	SUPPLIES	55.15
AMAZON	SUPPLIES	1.03
AMAZON	SUPPLIES	55.14
AMAZON	SUPPLIES	503.20
AMAZON	SUPPLIES	43.76
AMAZON	SUPPLIES	22.79
AMAZON	SUPPLIES	208.59
AMAZON	SUPPLIES	40.49
AMAZON	SUPPLIES	2,192.87
AMAZON	SUPPLIES	15.92
AMAZON	SUPPLIES	295.99
AMAZON	SUPPLIES	79.74
AMAZON	SUPPLIES	48.68
AMAZON	SUPPLIES	33.24
AMAZON	SUPPLIES	9.49
AMAZON	SUPPLIES	(109.13)
AMAZON	SUPPLIES	25.99
AMAZON	SUPPLIES	29.57
AMAZON	SUPPLIES	48.75
AMAZON	SUPPLIES	72.57
AMAZON	SUPPLIES	34.22
AMAZON	SUPPLIES	38.60
AMAZON	SUPPLIES	38.60
AMAZON	SUPPLIES	38.60
AMAZON	SUPPLIES	36.91
AMAZON	SUPPLIES	71.01
AMAZON	SUPPLIES	41.80
AMAZON	SUPPLIES	81.04
AMAZON	SUPPLIES	38.94
AMAZON	SUPPLIES	105.90
AMAZON	SUPPLIES	143.30
AMAZON	SUPPLIES	47.17
AMAZON	SUPPLIES	244.96
AMAZON	SUPPLIES	15.99
AMAZON	SUPPLIES	59.16
AMAZON	SUPPLIES	205.85
AMAZON	SUPPLIES	61.07
AMAZON	SUPPLIES	109.65
AMAZON	SUPPLIES	58.19
AMAZON	SUPPLIES	9.69
AMAZON	SUPPLIES	72.85
AMAZON	SUPPLIES	37.99
AMAZON	SUPPLIES	399.96
AMAZON	SUPPLIES	193.92
AMAZON	SUPPLIES	35.90
AMAZON	SUPPLIES	50.16
AMAZON	SUPPLIES	78.99
AMAZON	SUPPLIES	59.52
AMAZON	SUPPLIES	62.99
VENDOR TOTAL		8,423.96

AMICK SOUND	SERVICE	360.10
AMICK SOUND	SERVICE	317.41
	VENDOR TOTAL	<u>677.51</u>
ANATOMY WAREHOUSE	SUPPLIES	182.24
	VENDOR TOTAL	<u>182.24</u>
APPLE	SUPPLIES	1,170.00
APPLE	SUPPLIES	479.70
APPLE	SUPPLIES	1,255.90
APPLE	SUPPLIES	776.20
APPLE	SUPPLIES	1,255.90
	VENDOR TOTAL	<u>4,937.70</u>
APPTGEY	SERVICE	17,793.00
	VENDOR TOTAL	<u>17,793.00</u>
ARROWWOOD RESORT	TRAVEL	801.64
	VENDOR TOTAL	<u>801.64</u>
BH CHEMICAL	SUPPLIES	2,160.43
BH CHEMICAL	SUPPLIES	51.87
BH CHEMICAL	SUPPLIES	224.77
BH CHEMICAL	SUPPLIES	714.82
BH CHEMICAL	SUPPLIES	245.45
BH CHEMICAL	SUPPLIES	414.96
BH CHEMICAL	SUPPLIES	393.72
BH CHEMICAL	SUPPLIES	562.08
BH CHEMICAL	SUPPLIES	69.20
BH CHEMICAL	SUPPLIES	75.50
BH CHEMICAL	SUPPLIES	135.84
BH CHEMICAL	SUPPLIES	13.36
BH CHEMICAL	SUPPLIES	138.40
BH CHEMICAL	SUPPLIES	426.59
	VENDOR TOTAL	<u>5,626.99</u>
BH ENERGY	UTILITIES	51,477.32
	VENDOR TOTAL	<u>51,477.32</u>
BH PEST	SERVICE	965.00
	VENDOR TOTAL	<u>965.00</u>
BH SPECIAL SERV	TUITION	3,000.00
BH SPECIAL SERV	TUITION	675.00
BH SPECIAL SERV	TUITION	3,600.00
BH SPECIAL SERV	TUITION	2,250.00
BH SPECIAL SERV	TUITION	3,600.00
BH SPECIAL SERV	TUITION	675.00
	VENDOR TOTAL	<u>13,800.00</u>

BLICK ART	SUPPLIES	2,499.61
BLICK ART	SUPPLIES	654.00
BLICK ART	SUPPLIES	49.56
	VENDOR TOTAL	<u>3,203.17</u>

CASHWA	FOOD	2,677.94
CASHWA	FOOD	1,865.91
CASHWA	FOOD	218.63
CASHWA	FOOD	5,218.90
CASHWA	FOOD	1,414.13
CASHWA	FOOD	2,419.87
CASHWA	FOOD	1,385.92
CASHWA	FOOD	3,834.15
CASHWA	FOOD	626.07
CASHWA	FOOD	3,128.00
CASHWA	FOOD	1,009.51
CASHWA	FOOD	3,015.83
CASHWA	FOOD	2,002.00
CASHWA	FOOD	1,350.18
CASHWA	FOOD	3,188.13
CASHWA	FOOD	2,175.95
CASHWA	FOOD	(110.14)
CASHWA	FOOD	(57.21)
CASHWA	FOOD	(52.66)
	VENDOR TOTAL	<u>35,311.11</u>

CASH	CONCESSIONS	4,025.00
	VENDOR TOTAL	<u>4,025.00</u>

CBH	FUEL	93.23
CBH	FUEL	1,745.10
	VENDOR TOTAL	<u>1,838.33</u>

CDWG	EQUIPMENT	1,141.54
CDWG	EQUIPMENT	1,141.54
CDWG	EQUIPMENT	2,995.08
CDWG	EQUIPMENT	635.32
CDWG	EQUIPMENT	1,542.92
CDWG	EQUIPMENT	4,356.48
CDWG	EQUIPMENT	4,084.20
CDWG	EQUIPMENT	9,757.00
CDWG	EQUIPMENT	15,966.00
CDWG	EQUIPMENT	7,096.00
CDWG	EQUIPMENT	9,757.00
CDWG	EQUIPMENT	8,870.00
CDWG	EQUIPMENT	1,774.00
CDWG	EQUIPMENT	151.19
	VENDOR TOTAL	<u>69,268.27</u>

CENTURYLINK	UTILITIES	72.86
	VENDOR TOTAL	<u>72.86</u>
CHECK CONNECT	SUPPLIES	75.00
	VENDOR TOTAL	<u>75.00</u>
CHILDREN HOSPITAL	TUITION	7,140.00
	VENDOR TOTAL	<u>7,140.00</u>
CHILDREN HOME SOCIE'	TUITION	1,389.12
	VENDOR TOTAL	<u>1,389.12</u>
CITY SUMMERSET	UTILITIES	80.92
	VENDOR TOTAL	<u>80.92</u>
COCA-COLA	SUPPLIES	70.00
COCA-COLA	SUPPLIES	85.50
COCA-COLA	SUPPLIES	1,686.25
COCA-COLA	SUPPLIES	2,106.50
COCA-COLA	SUPPLIES	3,875.00
	VENDOR TOTAL	<u>7,823.25</u>
COMMTECH	MAINTENANCE	45,563.29
COMMTECH	MAINTENANCE	330.00
	VENDOR TOTAL	<u>45,893.29</u>
CONSOLIDATED ELECTR	SUPPLIES	33.49
CONSOLIDATED ELECTR	SUPPLIES	116.77
	VENDOR TOTAL	<u>150.26</u>
CRUM ELECTRIC	SUPPLIES	25.84
CRUM ELECTRIC	SUPPLIES	43.59
CRUM ELECTRIC	SUPPLIES	139.62
CRUM ELECTRIC	SUPPLIES	96.34
CRUM ELECTRIC	SUPPLIES	408.48
	VENDOR TOTAL	<u>713.87</u>
CURRICULUM ASSOCIAT'	SERVICE	7,900.00
CURRICULUM ASSOCIAT'	SERVICE	4,920.00
	VENDOR TOTAL	<u>12,820.00</u>
DR SERVICE	REPAIR	2,612.36
	VENDOR TOTAL	<u>2,612.36</u>

DAKOTA BUS	TRANSPORTATION	402.00
DAKOTA BUS	TRANSPORTATION	480.00
DAKOTA BUS	TRANSPORTATION	3,920.00
DAKOTA BUS	TRANSPORTATION	960.00
DAKOTA BUS	TRANSPORTATION	420.00
DAKOTA BUS	TRANSPORTATION	450.00
DAKOTA BUS	TRANSPORTATION	1,794.00
DAKOTA BUS	TRANSPORTATION	195.00
DAKOTA BUS	TRANSPORTATION	620.00
DAKOTA BUS	TRANSPORTATION	480.00
DAKOTA BUS	TRANSPORTATION	336.00
DAKOTA BUS	TRANSPORTATION	225.00
DAKOTA BUS	TRANSPORTATION	225.00
DAKOTA BUS	TRANSPORTATION	480.00
DAKOTA BUS	TRANSPORTATION	624.00
DAKOTA BUS	TRANSPORTATION	420.00
DAKOTA BUS	TRANSPORTATION	1,002.00
DAKOTA BUS	TRANSPORTATION	28,165.24
	VENDOR TOTAL	<u>41,198.24</u>

DAKOTA POTTERS	SUPPLIES	4,597.96
	VENDOR TOTAL	<u>4,597.96</u>

DAN R FEE	SUPPLIES	10.00
	VENDOR TOTAL	<u>10.00</u>

DELTA DENTAL	INSURANCE	20,419.86
	VENDOR TOTAL	<u>20,419.86</u>

DOCUSIGN	SERVICE	318.60
	VENDOR TOTAL	<u>318.60</u>

E-RATE COMPLETE	SERVICE	5,000.00
	VENDOR TOTAL	<u>5,000.00</u>

EAST SIDE DAIRY	SUPPLIES	1,396.24
EAST SIDE DAIRY	SUPPLIES	153.16
EAST SIDE DAIRY	SUPPLIES	590.54
EAST SIDE DAIRY	SUPPLIES	371.85
EAST SIDE DAIRY	SUPPLIES	305.95
EAST SIDE DAIRY	SUPPLIES	502.92
EAST SIDE DAIRY	SUPPLIES	437.38
EAST SIDE DAIRY	SUPPLIES	262.33
EAST SIDE DAIRY	SUPPLIES	196.79
EAST SIDE DAIRY	SUPPLIES	87.45
EAST SIDE DAIRY	SUPPLIES	173.08
EAST SIDE DAIRY	SUPPLIES	367.11
EAST SIDE DAIRY	SUPPLIES	345.47
EAST SIDE DAIRY	SUPPLIES	215.66
EAST SIDE DAIRY	SUPPLIES	388.05
EAST SIDE DAIRY	SUPPLIES	301.51

EAST SIDE DAIRY	SUPPLIES	64.91
	VENDOR TOTAL	<u>6,160.40</u>
EMS LINQ	EQUIPMENT	744.00
	VENDOR TOTAL	<u>744.00</u>
ENNING PROPANE	PROPANE	264.15
ENNING PROPANE	PROPANE	211.32
	VENDOR TOTAL	<u>475.47</u>
EQUALITY FARMS	FOOD	722.25
EQUALITY FARMS	FOOD	882.75
EQUALITY FARMS	FOOD	160.50
EQUALITY FARMS	FOOD	963.00
EQUALITY FARMS	FOOD	882.75
EQUALITY FARMS	FOOD	538.20
EQUALITY FARMS	FOOD	657.80
EQUALITY FARMS	FOOD	119.60
EQUALITY FARMS	FOOD	717.60
EQUALITY FARMS	FOOD	657.80
	VENDOR TOTAL	<u>6,302.25</u>
EVERGREEN OFFICE	SUPPLIES	2,914.43
EVERGREEN OFFICE	SUPPLIES	4,305.37
	VENDOR TOTAL	<u>7,219.80</u>
FAITH INDEPENDENT	PUBLISHING	372.49
	VENDOR TOTAL	<u>372.49</u>
GOLDEN WEST	UTILITIES	(13.79)
GOLDEN WEST	UTILITIES	63.95
GOLDEN WEST	UTILITIES	47.58
GOLDEN WEST	UTILITIES	39.58
GOLDEN WEST	UTILITIES	(13.79)
GOLDEN WEST	UTILITIES	(13.79)
GOLDEN WEST	UTILITIES	(13.79)
GOLDEN WEST	UTILITIES	(13.79)
GOLDEN WEST	UTILITIES	(13.79)
GOLDEN WEST	UTILITIES	31.58
GOLDEN WEST	UTILITIES	31.58
GOLDEN WEST	UTILITIES	46.11
GOLDEN WEST	UTILITIES	147.33
GOLDEN WEST	UTILITIES	46.11
GOLDEN WEST	UTILITIES	(41.37)
GOLDEN WEST	UTILITIES	(13.79)
GOLDEN WEST	UTILITIES	(13.79)
GOLDEN WEST	UTILITIES	48.11
GOLDEN WEST	UTILITIES	48.11
GOLDEN WEST	UTILITIES	(13.79)
	VENDOR TOTAL	<u>384.56</u>

GOPHER SPORTS	SUPPLIES	285.52
	VENDOR TOTAL	<u>285.52</u>
GRAINGER	SUPPLIES	353.41
GRAINGER	SUPPLIES	319.03
	VENDOR TOTAL	<u>672.44</u>
GRAND ELECTRIC	UTILITIES	88.49
GRAND ELECTRIC	UTILITIES	197.87
	VENDOR TOTAL	<u>286.36</u>
GRIZZLY INDUSTRIAL	EQUIPMENT	14,574.00
	VENDOR TOTAL	<u>14,574.00</u>
HH SEPTIC	SERVICE	300.00
HH SEPTIC	SERVICE	300.00
	VENDOR TOTAL	<u>600.00</u>
HAMPTON INN	TRAVEL	534.00
	VENDOR TOTAL	<u>534.00</u>
HILLYARD	SUPPLIES	104.49
	VENDOR TOTAL	<u>104.49</u>
HORACE MANN	FEE	342.00
HORACE MANN	FEE	355.50
	VENDOR TOTAL	<u>697.50</u>
DIPPIN DOTS	FOOD	691.20
DIPPIN DOTS	FOOD	691.20
DIPPIN DOTS	FOOD	691.20
	VENDOR TOTAL	<u>2,073.60</u>
IMAGINE LEARNING	SUBSCRIPTION	1,000.00
	VENDOR TOTAL	<u>1,000.00</u>
INNOVATIVE	SUPPLIES	149.30
INNOVATIVE	SUPPLIES	256.79
INNOVATIVE	SUPPLIES	209.99
INNOVATIVE	SUPPLIES	112.24
INNOVATIVE	SUPPLIES	162.12
INNOVATIVE	SUPPLIES	566.22
INNOVATIVE	SUPPLIES	39.50
INNOVATIVE	SUPPLIES	790.17
INNOVATIVE	SUPPLIES	89.24
INNOVATIVE	SUPPLIES	208.55

INNOVATIVE	SUPPLIES	86.75
INNOVATIVE	SUPPLIES	143.81
INNOVATIVE	SUPPLIES	133.38
INNOVATIVE	SUPPLIES	195.49
INNOVATIVE	SUPPLIES	74.67
INNOVATIVE	SUPPLIES	93.06
INNOVATIVE	SUPPLIES	149.78
INNOVATIVE	SUPPLIES	98.35
INNOVATIVE	SUPPLIES	141.76
INNOVATIVE	SUPPLIES	175.64
INNOVATIVE	SUPPLIES	147.85
INNOVATIVE	SUPPLIES	147.28
INNOVATIVE	SUPPLIES	143.02
INNOVATIVE	SUPPLIES	391.01
INNOVATIVE	SUPPLIES	68.25
INNOVATIVE	SUPPLIES	846.79
INNOVATIVE	SUPPLIES	184.65
INNOVATIVE	SUPPLIES	24.17
	VENDOR TOTAL	<u>5,829.83</u>
INTERSTATE BATTERY	SUPPLIES	515.78
	VENDOR TOTAL	<u>515.78</u>
JACOBS AUTO	REPAIR	243.55
	VENDOR TOTAL	<u>243.55</u>
JACOBS NOELLE	SERVICE	780.75
	VENDOR TOTAL	<u>780.75</u>
DAKOTA COOKIE	CONCESSIONS	760.00
	VENDOR TOTAL	<u>760.00</u>
JW PEPPER	SUPPLIES	964.99
	VENDOR TOTAL	<u>964.99</u>
KEFFELER KREATIONS	SUPPLIES	48.82
	VENDOR TOTAL	<u>48.82</u>
KIEFFER SANITATION	UTILITIES	426.98
KIEFFER SANITATION	UTILITIES	1,048.62
	VENDOR TOTAL	<u>1,475.60</u>
L-C PROPERTY CARE	MAINTENANCE	552.00
	VENDOR TOTAL	<u>552.00</u>
LAKESHORE LEARNING	SUPPLIES	98.98
	VENDOR TOTAL	<u>98.98</u>

LIBERTY CHEVROLET	REPLACEMENT	38,493.00
	VENDOR TOTAL	<u>38,493.00</u>
LOOSE ENDZ	CONTRACTED CLEANING	14,000.00
	VENDOR TOTAL	<u>14,000.00</u>
LOWE ROOFING	REPLACEMENT	58,731.00
LOWE ROOFING	REPLACEMENT	178.57
LOWE ROOFING	REPLACEMENT	147,978.00
	VENDOR TOTAL	<u>206,887.57</u>
LOWE'S	SUPPLIES	99.96
	VENDOR TOTAL	<u>99.96</u>
LYNNS DAKOTAMART	SUPPLIES	54.32
LYNNS DAKOTAMART	SUPPLIES	37.47
LYNNS DAKOTAMART	SUPPLIES	149.49
	VENDOR TOTAL	<u>241.28</u>
MARCO TECH	SOFTWARE	858.19
MARCO TECH	SOFTWARE	1,000.00
MARCO TECH	SOFTWARE	900.00
MARCO TECH	SOFTWARE	1,000.00
MARCO TECH	SOFTWARE	1,000.00
MARCO TECH	SOFTWARE	1,000.00
MARCO TECH	SOFTWARE	1,000.00
MARCO TECH	SOFTWARE	1,000.00
MARCO TECH	SOFTWARE	37,525.74
MARCO TECH	SOFTWARE	729.74
MARCO TECH	SOFTWARE	18,334.38
	VENDOR TOTAL	<u>64,348.05</u>
MB TREE	SERVICE	207.90
MB TREE	SERVICE	132.00
MB TREE	SERVICE	330.00
MB TREE	SERVICE	612.50
MB TREE	SERVICE	251.00
MB TREE	SERVICE	2,166.50
	VENDOR TOTAL	<u>3,699.90</u>
MEADE FOOD SERVICE	SUPPLIES	21.90
MEADE FOOD SERVICE	SUPPLIES	1,595.00
MEADE FOOD SERVICE	SUPPLIES	133.90
	VENDOR TOTAL	<u>1,750.80</u>
MEGUIRE CHEMICAL	MAINTENANCE	1,390.00
MEGUIRE CHEMICAL	MAINTENANCE	1,415.00

MEGUIRE CHEMICAL	MAINTENANCE	1,110.00
MEGUIRE CHEMICAL	MAINTENANCE	1,405.00
	VENDOR TOTAL	<u>5,320.00</u>
MID-AMERICAN	SUPPLIES	693.64
	VENDOR TOTAL	<u>693.64</u>
MIDCO BUSINESS	UTILITIES	253.99
MIDCO BUSINESS	UTILITIES	600.65
MIDCO BUSINESS	UTILITIES	87.85
MIDCO BUSINESS	UTILITIES	1,100.65
MIDCO BUSINESS	UTILITIES	87.85
MIDCO BUSINESS	UTILITIES	40.23
MIDCO BUSINESS	UTILITIES	1,125.53
MIDCO BUSINESS	UTILITIES	91.96
MIDCO BUSINESS	UTILITIES	44.34
MIDCO BUSINESS	UTILITIES	55.21
MIDCO BUSINESS	UTILITIES	117.81
MIDCO BUSINESS	UTILITIES	253.99
	VENDOR TOTAL	<u>3,860.06</u>
MIDCONTINENT	TESTING	28.00
	VENDOR TOTAL	<u>28.00</u>
MOSYLE CORPORATION	LICENSE	1,358.50
	VENDOR TOTAL	<u>1,358.50</u>
MRG HAUFF	EQUIPMENT	6,998.00
MRG HAUFF	EQUIPMENT	11,595.00
MRG HAUFF	EQUIPMENT	2,402.21
MRG HAUFF	EQUIPMENT	159.90
	VENDOR TOTAL	<u>21,155.11</u>
MY TURN PLAYSYSTEMS EQUIPMENT		317,212.26
	VENDOR TOTAL	<u>317,212.26</u>
NATL FFA ASSN	SUPPLIES	199.95
	VENDOR TOTAL	<u>199.95</u>
NFHS LEARN	SERVICE	350.00
	VENDOR TOTAL	<u>350.00</u>
NIES KARRAS & SKJO	LEGAL SERVICE	187.50
	VENDOR TOTAL	<u>187.50</u>

FIRE MARSHAL	MAINTENANCE	240.00
	VENDOR TOTAL	<u>240.00</u>
PARENT	REFUND	30.60
PARENT	MILEAGE	131.60
	VENDOR TOTAL	<u>162.20</u>
PATRICK VU CHOIR	REGISTRATION	59.50
	VENDOR TOTAL	<u>59.50</u>
FIRE & SAFETY	SERVICE	175.23
	VENDOR TOTAL	<u>175.23</u>
PEARSON EDUCATION	LICENSING	404.18
	VENDOR TOTAL	<u>404.18</u>
PERFORMANCE FOOD	SUPPLIES	6,383.51
PERFORMANCE FOOD	SUPPLIES	382.99
	VENDOR TOTAL	<u>6,766.50</u>
PIEDMONT CITY	UTILITIES	1,439.44
	VENDOR TOTAL	<u>1,439.44</u>
PIZZA HUT	SUPPLIES	73.84
	VENDOR TOTAL	<u>73.84</u>
POPLERS MUSIC	LICENSE	322.70
	VENDOR TOTAL	<u>322.70</u>
POWER MUSIC	SUPPLIES	570.00
	VENDOR TOTAL	<u>570.00</u>
PRO-TUFF	SUPPLIES	315.00
	VENDOR TOTAL	<u>315.00</u>
PROPERTY/LIABILITY	REGISTRATION	164.36
PROPERTY/LIABILITY	REGISTRATION	50.00
PROPERTY/LIABILITY	REGISTRATION	820.00
	VENDOR TOTAL	<u>1,034.36</u>
PUSH PEDAL PULL	REPAIR	887.32
	VENDOR TOTAL	<u>887.32</u>

QUILL	SUPPLIES	384.54
	VENDOR TOTAL	<u>384.54</u>
RAMADA INN	TRAVEL	569.50
	VENDOR TOTAL	<u>569.50</u>
RAPID ROOTER	REPAIR	255.00
	VENDOR TOTAL	<u>255.00</u>
RASMUSSEN	REPAIR	5,521.00
RASMUSSEN	REPAIR	482.00
	VENDOR TOTAL	<u>6,003.00</u>
REAL DEAL	EQUIPMENT	3,575.97
	VENDOR TOTAL	<u>3,575.97</u>
REFUSE SOLUTIONS	UTILITIES	552.08
	VENDOR TOTAL	<u>552.08</u>
RICHTERS TIRE	REPAIR	424.54
RICHTERS TIRE	REPAIR	159.18
	VENDOR TOTAL	<u>583.72</u>
RUNNING	SUPPLIES	159.98
RUNNING	SUPPLIES	3.99
	VENDOR TOTAL	<u>163.97</u>
RUSHMORE OFFICE	SUPPLIES	57.35
	VENDOR TOTAL	<u>57.35</u>
SACRISON PAVING	IMPROVEMENT	4,840.00
	VENDOR TOTAL	<u>4,840.00</u>
SCHOLASTIC	SUBSCRIPTION	113.85
SCHOLASTIC	SUBSCRIPTION	221.40
	VENDOR TOTAL	<u>335.25</u>
SCHOOL DATEBOOKS	SUPPLIES	1,538.78
	VENDOR TOTAL	<u>1,538.78</u>
SCHOOL SPECIALTY	SUPPLIES	28.60
SCHOOL SPECIALTY	SUPPLIES	1,912.17
SCHOOL SPECIALTY	SUPPLIES	361.27
	VENDOR TOTAL	<u>2,302.04</u>

SCHULTZ LANDSCAPING MAINTENANCE		22,724.53
	VENDOR TOTAL	<u>22,724.53</u>
SD HUMAN SERVICES TUITION		12,261.31
	VENDOR TOTAL	<u>12,261.31</u>
SDMEA REGISTRATION		100.00
	VENDOR TOTAL	<u>100.00</u>
SECRET STORIES SUPPLIES		110.94
	VENDOR TOTAL	<u>110.94</u>
SENROR WOOLY SUBSCRIPTION		199.00
	VENDOR TOTAL	<u>199.00</u>
SERVALL SUPPLIES		62.77
SERVALL SUPPLIES		62.77
SERVALL SUPPLIES		49.00
SERVALL SUPPLIES		931.21
SERVALL SUPPLIES		49.00
SERVALL SUPPLIES		49.28
SERVALL SUPPLIES		62.77
SERVALL SUPPLIES		370.18
SERVALL SUPPLIES		82.09
SERVALL SUPPLIES		86.88
SERVALL SUPPLIES		191.92
SERVALL SUPPLIES		989.87
SERVALL SUPPLIES		49.00
SERVALL SUPPLIES		49.28
SERVALL SUPPLIES		102.00
SERVALL SUPPLIES		344.90
	VENDOR TOTAL	<u>3,532.92</u>
SEVERSON DIRT IMPROVEMENT		1,215.00
	VENDOR TOTAL	<u>1,215.00</u>
SODAK SACA REGISTRATION		1,080.00
	VENDOR TOTAL	<u>1,080.00</u>
SOLUTION TREE SUPPLIES		330.90
	VENDOR TOTAL	<u>330.90</u>
STAPLES SUPPLIES		101.67
STAPLES SUPPLIES		101.68
	VENDOR TOTAL	<u>203.35</u>

STARLINK	SERVICE	130.00
	VENDOR TOTAL	<u>130.00</u>
STRAIGHT TALK	UTILITIES	36.42
STRAIGHT TALK	UTILITIES	36.42
	VENDOR TOTAL	<u>72.84</u>
STURGIS EQUIPMENT	RENTAL	41.20
STURGIS EQUIPMENT	RENTAL	18.54
STURGIS EQUIPMENT	RENTAL	18.54
	VENDOR TOTAL	<u>78.28</u>
NAPA	REPAIR	25.57
NAPA	REPAIR	47.59
	VENDOR TOTAL	<u>73.16</u>
STURGIS CITY	UTILITIES	711.37
STURGIS CITY	UTILITIES	646.38
STURGIS CITY	UTILITIES	312.61
STURGIS CITY	UTILITIES	1,508.70
STURGIS CITY	UTILITIES	2,634.69
STURGIS CITY	UTILITIES	2,477.86
STURGIS CITY	UTILITIES	729.25
	VENDOR TOTAL	<u>9,020.86</u>
SUCCESS BY DESIGN I	SUPPLIES	1,294.92
	VENDOR TOTAL	<u>1,294.92</u>
SUN LIFE	INSURANCE	3,617.42
SUN LIFE	INSURANCE	3,421.39
	VENDOR TOTAL	<u>7,038.81</u>
SUPPLY HOUSE	SUPPLIES	43.98
SUPPLY HOUSE	SUPPLIES	65.97
SUPPLY HOUSE	SUPPLIES	102.00
	VENDOR TOTAL	<u>211.95</u>
SWEETWATER SOUND	SUPPLIES	535.90
	VENDOR TOTAL	<u>535.90</u>
SYNCHRONY BANK	SUPPLIES	1,314.81
SYNCHRONY BANK	SUPPLIES	80.35
SYNCHRONY BANK	SUPPLIES	9.62
SYNCHRONY BANK	SUPPLIES	19.24
SYNCHRONY BANK	SUPPLIES	51.82
SYNCHRONY BANK	SUPPLIES	19.24
SYNCHRONY BANK	SUPPLIES	19.24

SYNCHRONY BANK	SUPPLIES	19.24
SYNCHRONY BANK	SUPPLIES	178.91
SYNCHRONY BANK	SUPPLIES	2,014.20
SYNCHRONY BANK	SUPPLIES	123.52
SYNCHRONY BANK	SUPPLIES	769.95
	VENDOR TOTAL	<u>4,620.14</u>
TAYLOR MUSIC	SUPPLIES	706.96
	VENDOR TOTAL	<u>706.96</u>
TEACHER RESOURCES	SUPPLIES	126.44
	VENDOR TOTAL	<u>126.44</u>
TEM TECH	SUPPLIES	342.96
TEM TECH	SUPPLIES	70.35
TEM TECH	SUPPLIES	750.00
	VENDOR TOTAL	<u>1,163.31</u>
USD	TUITION	2,120.30
	VENDOR TOTAL	<u>2,120.30</u>
VAMC	UTILITIES	404.86
VAMC	UTILITIES	631.26
	VENDOR TOTAL	<u>1,036.12</u>
VISIBLE DIFFERENCE	CONTRACTED CLEANING	15,268.00
	VENDOR TOTAL	<u>15,268.00</u>
WALMART	SUPPLIES	127.93
WALMART	SUPPLIES	10.79
	VENDOR TOTAL	<u>138.72</u>
WATERTREE	REPAIR	896.50
	VENDOR TOTAL	<u>896.50</u>
WELLMARK BCBS	HEALTH PREMIUMS	263,694.29
	VENDOR TOTAL	<u>263,694.29</u>
WEST PLAINS	SERVICE	3,250.00
	VENDOR TOTAL	<u>3,250.00</u>
WEST ELECTRIC	UTILITIES	489.36
WEST ELECTRIC	UTILITIES	180.57
WEST ELECTRIC	UTILITIES	267.54

WEST ELECTRIC	UTILITIES	96.82
WEST ELECTRIC	UTILITIES	87.83
	VENDOR TOTAL	<u>1,122.12</u>
WEST STRIPING	MAINTENANACE	826.53
	VENDOR TOTAL	<u>826.53</u>
WESTERN FIRE	SERVICE	3,055.00
	VENDOR TOTAL	<u>3,055.00</u>
WEX BANK	FUEL	1,216.62
	VENDOR TOTAL	<u>1,216.62</u>
WHITEWOOD CITY	UTILITIES	96.00
	VENDOR TOTAL	<u>96.00</u>

GENERAL FUND	588,012.77
CAPITAL OUTLAY	796,660.24
SPECIAL SERVICES	83,722.01
FOOD SERVICE	48,410.63
ENTERPRISE	<u>29,136.10</u>
TOTAL EXPENDITURES	1,545,941.75



Coaches (7-12) - 2026-27 School Year as of 9/10/2026

Girls Soccer	Name		Boys Basketball	Name	
Head Coach	Alexa Buckley		Head Coach	Aaron Noteboom	
Assistant Coach	Paul Smith		Assistant Coach		
Volunteer Coach	Riley Burke		Assistant Coach	Steve Hilton	
Boys Soccer	Name		Volunteer Coach	Evan Mason	
Head Coach	Tyler Louder		Volunteer Coach	Nick Nagel	
Assistant Coach	Thor Sundstrom		Volunteer Coach	Jake Killinger	
Volunteer Coach	Ray Henderson		SWMS Coach - 8A	Pat Cass	
Volunteer Coach	Cruz Chavez		SWMS Coach - 8B	Dalyn Dsehaak	Shane Whidby
Cross Country	Name		SWMS Coach - 7A	Carsey Clement	
Head Coach	Blake Proefrock		SWMS Coach - 7B	Roxy Murphy	
Assistant Coach	Traeton Monahan		SBMS Coach - 8A	Alexa Buckley	
SWMS Head	Kristin Cammack		SBMS Coach - 8B	Katie O'Boyle	
SWMS Asst.	Taylor Olson		SBMS Coach - 7A	Keenan Justice	
SBMS Head	Cooper Stanforth		SBMS Coach - 7B	Owen Cass	
SBMS Asst.	Gourtney Murray	Hailee Like	Girls Basketball	Name	
Cheer	Name		Head Coach	Courtney Pool	
Head Coach	Brooke Wuebben		Assistant Coach	Josie Dirksen	
Assistant Coach	Rachel Neuschwander		Assistant Coach	Lexi Long	
Volunteer Coach	Zara Wallace		Volunteer Coach	Ward Anderson	
Volunteer Coach	Val Ewing		Volunteer Coach	Taylor Anderson	
Volunteer Coach	Mercedes Vander Wal		SWMS Coach - 8A	Roxanne Murphy	
Boys Golf	Name		SWMS Coach - 8B	Twyla Barden	
Head Coach	Steve Keszler		SWMS Coach - 7A	Carsey Clement	
Volunteer Coach	Dana Limbo		SWMS Coach - 7B	Pat Cass	
Volleyball	Name		SBMS Coach - 8A	Cami Wenk	
Head Coach	Sharon Peterson		SBMS Coach - 8B		
Assistant Coach	Makayla Keffeler		SBMS Coach - 7A	Katie O'Boyle	
Assistant Coach	Renee Herringer-Deome		SBMS Coach - 7B	Owen Cass	
Volunteer Coach	Shirley Savage		Wrestling	Name	
Volunteer Coach	Donni Bruch		Head Coach	Mike Abell	
SWMS Coach - 8A	Roxy Murphy		Assistant Coach	Steve Keszler	
SWMS Coach - 8B	Twyla Barden		Assistant Coach	Jason Schlichtemeier	
SWMS Coach - 7A	Ashley Abell		Assistant Coach	Bryce Leonhardt	
SWMS Coach - 7B	Jada Schmagel		Assistant Coach	Rance Sivertsen	
SBMS Coach - 7A	Loree Schlichtemeier		Assistant Coach	Jon Pierson	
SBMS Coach - 7B	Sara McCurdy		Volunteer Coach	Raymond Drummer	
SBMS Coach - 8A	Darla Aspen		Volunteer Coach	Greg Glodt	
SBMS Coach - 8B	Megan Burgner		Volunteer Coach	Ashley Abell	
Football	Name		Volunteer Coach	Kyler Henderson	
Head Coach	Chris Koletzky		Volunteer Coach	Zak Juelfs	
Assistant Coach	Ward Anderson		Volunteer Coach	Daren Snyder	
Assistant Coach	Shane Whidby		SWMS Head	Jason Schlichtemeier	
Assistant Coach	Dan Graf		SWMS Asst.	Bryce Leonhardt	
Assistant Coach	Pat Cass		SBMS Head	Anson Juelfs	
Assistant Coach	Nathan Rohloff		SBMS Asst.		
Assistant Coach	Coleman Johnson		SBMS Volunteer	Edward Heisinger	
Assistant Coach	Dusty Hess		Track	Name	
Volunteer Coach	Dalyn Dschaak		Head Coach	Blake Proefrock	
Volunteer Coach			Assistant Coach	Traeton Monahan	
Volunteer Coach			Assistant Coach	Shane Whidby	
Volunteer Coach	Brian Jost		Assistant Coach	Chris Koletzky	

SWMS Coach - 8	Jon Pierson		Assistant Coach	Ward Anderson	
SWMS Coach - 8	Bryce Leonhardt		Assistant Coach	Kristi Cammack	
SWMS Coach - 7	Mike Abell		Assistant Coach	Steve Hilton	
SWMS Coach - 7	Jason Schlichtemeier		Volunteer Coach	Chad Hedderman	
SBMS Coach - 8	Cody Uran		Volunteer Coach	Mike Brant	
SBMS Coach - 8	Kyle Kienzle		Volunteer Coach		
SBMS Coach - 7	Keenan Justice		SWMS Head	Scottie Bruch	
SBMS Coach - 7	Owen Cass		SWMS Asst.	Mike Abell	
Debate	Name		SWMS Asst.	Ashley Abell	
Head Coach	Tamara Voight		SWMS Asst.	Aaron Noteboom	
Assistant Coach	Rebekah Schmidt		SWMS Asst.	Shane Whidby	
SWMS Coach			SWMS Volunteer		
SBMS Coach	Cami Wenk		SBMS Head	Cooper Stanforth	
Oral Interp	Name		SBMS Asst.	Carol Waider	
Head Coach	Megan Oviatt		SBMS Asst.	Katie O'Boyle	
SWMS Coach	-		SBMS Asst.	Courtney Murray	
SBMS Coach	-		SBMS Asst.	Kattie Bland	
Band	Name		Girls Golf	Name	
Head Director	Emily Young		Head Coach	Steve Keszler	
SWMS/SBMS	Sarah Rathert		Assistant Coach		
Chorus	Name		Girls Softball	Name	
Head Director	Jennifer Loftin		Head Coach	Kayleen Selfridge	
SWMS/SBMS	Hillary Hill		Volunteer Coach	Jami Anderson	
Drama	Name		Volunteer Coach	Dan Roe	
Head Director	Hillary Hill		Junior Class Advisors		
Volunteer Coach	Teresa Bartlett		Split	Vanessa Bridges	
SWMS Director	Sara Audiss		Split	Jennifer Loftin	
SWMS Asst. Director	Gina Soriano		Senior Class Advisors		
SBMS Director	Carol Waider		Split	Stephanie Kaufman	
SBMS Asst. Director	Katie Harrington		Split	Kim Somervold	
Yearbook	Name		Split	Jenece Holzbauer	
Head Advisor	Daleena Craig				
SWMS Advisor	Kristi Cammack				
SBMS Advisor	Rochelle Cramer		Rural Volleyball		
Journalism	Name		Head Coach	Amy Wilcox	
Head Advisor	Daleena Craig		Asst Coach	Cassie Rhoden	
FFA	Name		Rural Basketball		
Head Advisor	Stran Holben		MS Boys	Trent Schuelke	
Volunteer Coach	Sidney Peterson		MS Boys	Jade Keffeler	
Student Council	Name		MS Girls		
Head Advisor	Vanessa Bridges		MS Girls		
SWMS Advisor	Kristi Cammack/Mikayla Wilson		Volunteer (Elementary)	Kaitlyn Keffeler	
SBMS Advisor	Maria Hartung .66 FTE		Volunteer (Elementary)	Dusty Hatch	
Knowledge Bowl	Name		Volunteer (Elementary)	Chase Arneson	
Head Advisor	Jean Karsten		Volunteer (Elementary)	Jake Duprel	
SWMS Advisor	Tammy Neilan		Rural Track		
SBMS Advisor	Charlie Starkweather		Head Coach	Lexi Long	
Prostart	Name		Assistant Coach	Bailey Enright	
Head Advisor	Mica Sulzbach-Bataille		Special Olympics		
FCCLA			Head Coach	Carmen Scarborough	
Head Advisor	Mica Sulzbach-Bataille		Asst Coach	Michelle Whitehead	
Volunteer Coach	Lorrae Aker				
Volunteer Coach	Catherine Yaw				

Description	Quantity	Condition
2006 Ford Focus 1FAHP34N66W210328	1	poor

The recommendation is to declare the items surplus and authorize the business mar sell the vehciles at public auction.

 Meade School District 46-1	Exhibit AH-E(1) Conflict of Interest Waiver	NEPN Code: AH-E(1)
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CONFLICT OF INTEREST WAIVER

Date: September 9, 2026

Name of the School Official submitting the conflict of interest disclosure:

Pete Wilson

Brief explanation of the potential conflict of interest:

My wife, Mikayla, will work at the scorers table for different home activities. She is also asked to help supervise at football games where many middle school and elementary students hang out. Mr. Temple hires people all the time for this and I have nothing to do with his process of hiring staff. I am at these activities many times working in the same area and will help out when needed.

(1) all parties to the contract

Mikayla Wilson and Pete Wilson.

(2) the person's role in the contract

Mikayla helps the activity department, which Mr. Temple coordinates all workers. I supervise Mr. Temple.

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

Inform board that Mikayla works for the activity department under Mr. Temple's guidance.

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

Mikayla will help Mr. Temple fill the roles he needs to fill at events.

(5) the length of time of the contract

Throughout the year.

(6) any other relevant information

None.

Signature of School Official: 

THIS IS A PUBLIC DOCUMENT

Adopted: 12/8/2025, 11/13/2017 Revised: 12/8/2025 Reviewed: 12/8/2025
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**SCHOOL BOARD ACTION ON CONFLICT OF INTEREST
DISCLOSURE OF A DIRECT BENEFIT**

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 determined to not be fair and reasonable, and/or were contrary to the public interest.
- ☐ The request for waiver was authorized because the terms of the contract are fair and reasonable, and not contrary to the public interest.
- ☐ The request for waiver was authorized because the terms of the contract are fair and 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 _____

THIS IS A PUBLIC DOCUMENT

Date mailed to Auditor General: _____

Adopted: 12/8/2025, 11/13/2017
Revised: 12/8/2025
Reviewed: 12/8/2025

Building and Strengthening 501(c)(3)s to Leverage Federal Tax Credit Scholarship Opportunities

Today's Presenters and Organizations



Sasha Pudelski

AASA, The School Superintendents Association, is the premier association for school system leaders and serves as the national voice for public education and district leadership on Capitol Hill.

A professional community of more than 10,000 educational leaders, AASA and its members are committed to providing high-quality public education to *all* students.

AASA develops and supports school system leaders through the national exchange of ideas; access to professional learning, publications, and resources; and opportunities to champion initiatives to help transform the future of public education.



Mike Taylor

The National Association of Education Foundations (NAEF) is the only national membership organization dedicated exclusively to supporting and advancing PreK–12 education foundations. NAEF represents foundations serving hundreds of communities and more than 20 million students nationwide, serving as the national convener and voice for the industry.

NAEF advances local education foundations as essential partners in strengthening public education. We bring specialized expertise that is unique in the nonprofit and education foundation sectors:

- Deep understanding of education foundation governance and fundraising
- Proven ability to strengthen public-private partnerships
- National perspective on innovation, workforce development, and student opportunity
- Trusted relationships with school districts, community leaders, and philanthropic partners

Today's Agenda

01

Overview of Statutory Parameters of Federal Tax Credit Program

02

How Education Foundations add Value

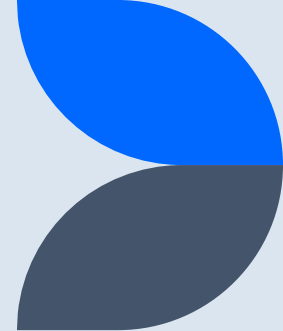
03

Five Steps to Establish a 501C3 Education Foundation

04

Q&A and additional resources





Education Freedom Tax Credit Program

A permanent, uncapped dollar-for-dollar tax credit to individuals who donate up to \$1,700 annually to support private school tuition and select expenses for public school students.

To be eligible for these tax credits individuals must donate to scholarship-granting organizations (SGOs) which are **501c3 organizations** that would collect and distribute funding to eligible students for **elementary and secondary education expenses** including tuition for private schools.

Step 1: Donor makes a charitable contribution to a qualified scholarship granting organization (SGO).

Step 2: Claim the credit on your federal taxes against what is owed (up to \$1,700) either reducing your liability or increasing your refund, dollar-for-dollar.

This not a deduction. It is a direct reduction of a donor's federal tax liability. They make the donation; the credit follows at filing.

- \$1,700 **deduction** → saves you ~\$408 (24% bracket)
- \$1,700 **credit** → saves you **\$1,700 dollar-for-dollar**.

Credits for donations of more than \$1,700 can be carried forward for up to five years.

Estimates are this will cost \$50 billion in tax revenue in 3 years if all states opt-in.

SGO Rules and Requirements (so far)

1. 501c3
2. Cannot be a private foundation
3. Keep funding for tax credit donations separate from other funding
4. Support 10 or more students in *at least* two different schools
5. Does not provide scholarships for any expenses other than qualified elementary or secondary education expenses*
6. 90% of income of SGO must go toward scholarships (“qualified elementary or secondary education expenses”)
7. Cannot take more than 10% for SGO internal or external uses*
8. Annually verify household income to determine student eligibility

Funds must be spent on “qualified elementary or secondary education expenses”

What Treasury *may* include in its definition:

- Mental health services
- Early childhood programming (Pre-K, K)
- Summer school programs and after enrichment schools programs
- Apprenticeship/work based learning programs

What that is defined as of today:

- Tuition and fees
- Room and board
- Transportation
- Books, supplies, or other equipment
- Uniforms
- Academic tutoring
- “Special needs services”
- Supplementary programs (usually understood to be afterschool)
- Computer tech, equipment, or internet access



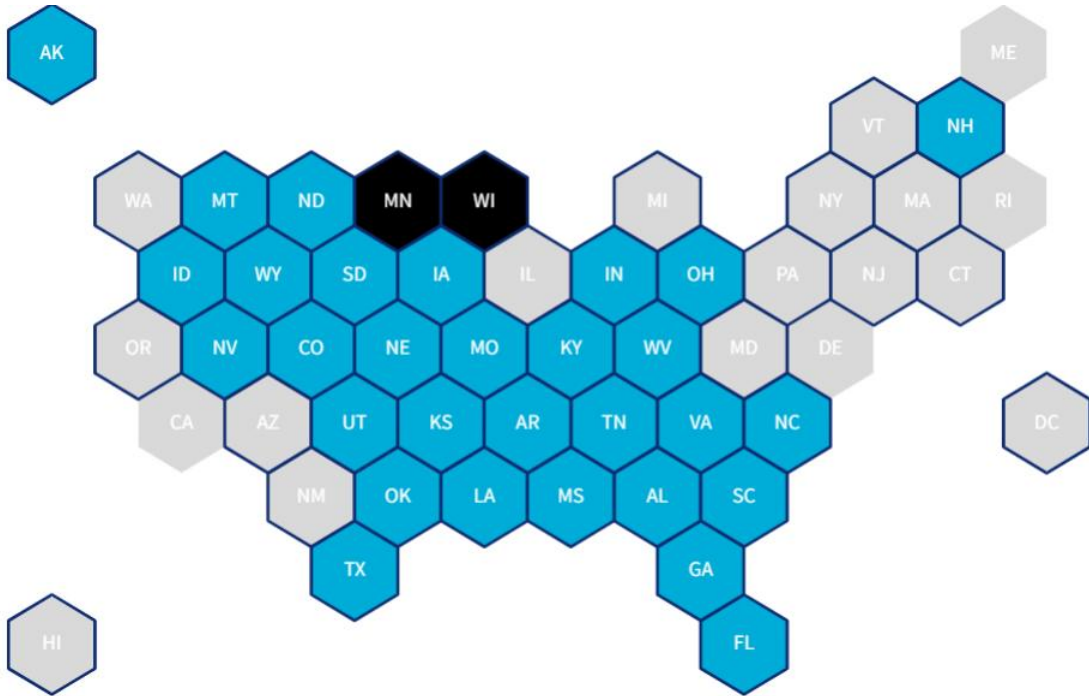


Which children are eligible for the federal scholarships?

- 85-90% of all children in America are eligible
- Part of a family that makes less than 300% of the area's gross median income
 - In Marin County, CA that family could make up to \$557,000
 - In Greene County, AL that family could make up to \$132,000
- Must be eligible to enroll in a public elementary or secondary school
- SGO can prioritize students who previously received a scholarship or whose sibling receives one



Which states have opted in?



Light blue are states where the Governor has opted in.

Black are states where the Governor has definitively opted out.

Gray are states where no decision has been made regarding opting in/out.

Map c/o of EdWeek



Timeline and Rule-Making Information





Why Does My District Need A Foundation?

- Education foundations are problem solvers; they're nimble and responsive
- Education foundations are the *Research & Development Arm* as well as the *Philanthropic Arm* of your school system
- Local funders and granting organizations like to provide seed funding for pilot projects, innovative approaches, training and capacity building
- Foundations are collaborative public-private partners, built to leverage opportunities and funding – such as the SGO Tax Credit program
- Data from foundation supported initiatives can inform decision making without subjecting the school district to additional scrutiny
- Foundations are neutral third-party organizations, giving a reputable voice that supports teachers, benefits students and strengthens schools



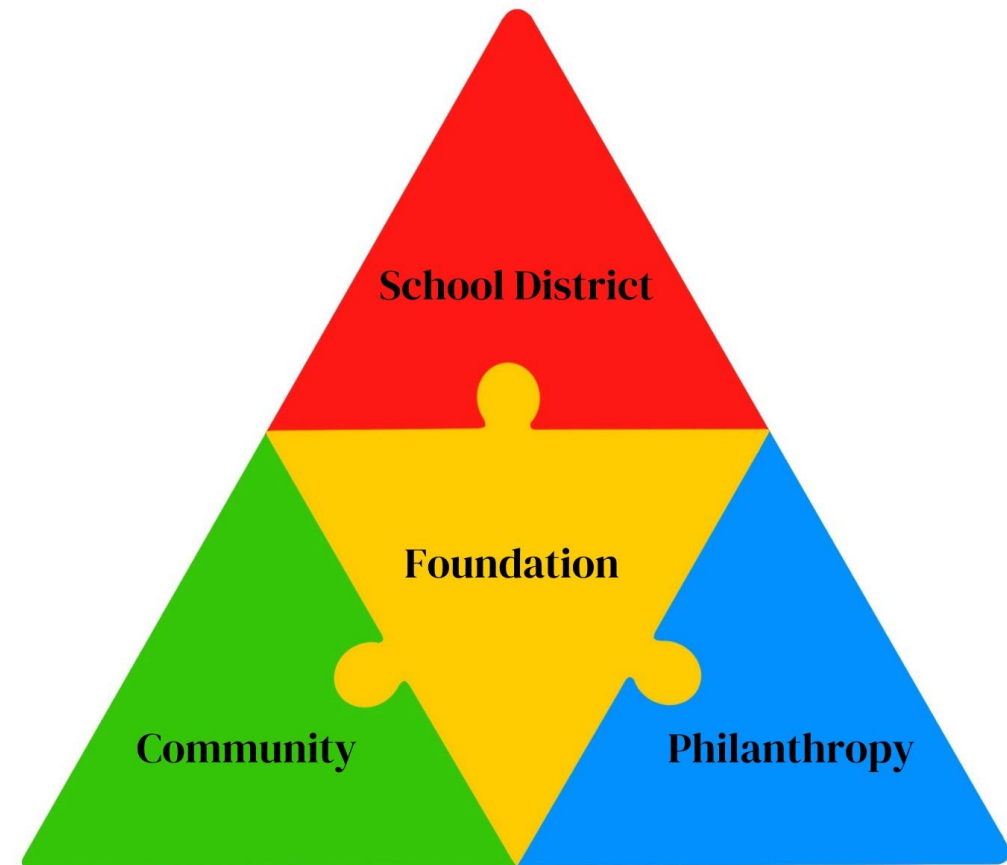
Foundations play a key role in bringing stakeholders together to:

Address common goals and build community awareness

Create capacity and flexibility, while helping to address solutions for the challenges facing our public education system

Help address funding gaps for educational initiatives, capital needs, critical programs, and innovative ideas to strengthen local education systems

Convene community partners to advance bold ideas and build community support for public education



“Someone’s sitting in the shade
today because someone planted a
tree a long time ago.”

Warren Buffett

Common Questions About Starting a Foundation?

Can my district help start the foundation?

Can a staff person or school board member serve on the foundation board?

Our foundation doesn't have staff; can it be volunteer led?

Is it feasible to have the organization operational by January 2027?

My district has a foundation that is dormant, will it be difficult to restart?

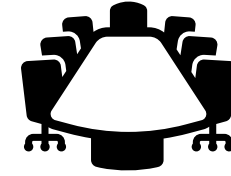
What if we decide not to pursue the SGO tax credit funds?

How much will it cost to establish a foundation?

Where can I find information on best practices and resources to assist with forming our Foundation?



1) Identify the founding Board of Directors



To get started, you will need a founding Board for the foundation.

- Start with a small group while the foundation is being formed – a board of no more than 3 to 5 people. A larger board will be elected after the organization is fully operational.
- The founding members should be community leaders that have a relationship with your district and are committed to public education.
- Identify an administrative leader at your district to help oversee this process.



2) Name and Mission



Before any legal documents are filed, you must first establish a name and define the organization's mission.

- A mission statement is required before your file with IRS and will guide your foundation's purpose and impact.
- Keep the mission broad so the new organization will be eligible to become an SGO, while also allowing flexibility in providing support for the district, students and educators.
- Here are a few ideas:
 - To enhance educational opportunities for all students by providing resources, fostering innovation, and supporting programs that inspire academic success and lifelong learning.
 - To serve as a bridge between schools and the community, mobilizing resources, partnerships, and philanthropy to strengthen public education and expand opportunities for every student.
 - To advance excellence in public education by investing in transformative learning experiences for all students.



3) Establishing your Foundation



With your mission defined, the next step is to formally organize your foundation's governance and legal structure.

- Select an attorney to help with critical portions of the process
- Draft and adopt Bylaws
- Establish a Conflict of Interest Policy
- Hold your initial board meeting to:
 - Approve bylaws and policies
 - Elect officers
- File Articles of Incorporation with your state
 - Who will be your registered agent
- Obtain an EIN (required, even without employees)
- If restarting a foundation, make sure it is still active with the state and hasn't been dissolved

4) Non-profit status

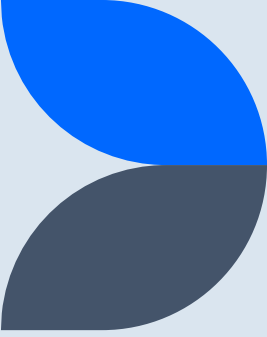
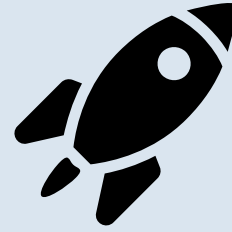


Now you are ready to file for non-profit status with the IRS

- File for 501(c)(3) Status
 - Work with an attorney to file form 1023
 - Apply to the IRS for federal tax-exempt status as a public charity
- Full form 1023 vs 1023EZ
 - <https://www.irs.gov/forms-pubs/about-form-1023-ez>
- What the IRS is evaluating:
 - Are you organized exclusively for charitable/educational purposes?
 - Will you operate for public benefit?
 - Do you have appropriate governance and oversight?
 - Is the foundation independent, transparent, and non-political?
- If reestablishing a foundation, make sure it is still active with IRS
 - Confirm the foundation filed a 990 to IRS within last three years



5) Ready to Launch



Now that you have filed from 1023 with the IRS – you can begin fundraising while your status is pending. Before you begin, make sure to:

- File a charitable solicitations permit with your state (an annual filing is required in most, but not all states)
- Open a bank account
- Determine where checks/donations will be sent
- Who will initially help with the accounting – your district can help
- Software needs – accounting/donor system/credit card processing
- Gifts are potentially tax deductible
 - If your 501(c)(3) status is approved, it will be retroactive to your incorporation date
 - Donations received while your application is pending are treated as tax-deductible

Best Practices for Education Foundations

- NAEF can help. Refer to NAEF's Guiding Principles – a document that highlights best practices and standards for the industry – free to all – members and nonmembers
- Join NAEF and take advantage of member tools, foundation resources and the document exchange
- Participate in your foundation board meetings – the superintendent and a school board member should serve as non-voting ex-officio members
- Assign a member of your administrative team to oversee the ongoing partnership with the foundation
- Develop an MOU between the school district and foundation to strengthen and guide the partnership
- NAEF will provide a tool kit to all member foundations on how to structure your organization to take advantage of SGO Tax Credit Program



Next Steps

Key steps in the next 30-90 days to be ready by 2027

1. Appoint a district representative to lead the process
2. Identify champions - engage key stakeholders (board members, community leaders, potential donors)
3. Secure a trusted attorney with non-profit experience
4. Join NAEF and take advantage of member resources
5. Secure seed funding for the initial start up costs



Looking Ahead - Develop Your Vision

- Think big and don't feel limited because your foundation is new, unknown or has limited staff.
 - What's your "B-HAG" (Big Harry Audacious Goal)
- Focus on building a strong relationship with your community
- Seek funding for capacity building
- Be strategic, focused and measured in your approach
- Target key projects that provide the greatest opportunity for success, exposure and revenue growth
- It's okay to say "NO" - you can't do everything at once. Focus on where you can say "YES" and where you should say "YES"
- Add positions that assist fundraising and/or generate revenue
 - Executive Director
 - Development Assistant / Development Director
 - Grant writer
 - Finance Assistant / Bookkeeper





Questions?



Meade School District LEA Comprehensive Plan Program Narrative/Policies/Procedures 2026-2027

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. Information is included on the district's website for parents/guardians to access, of child find obligations and possible evaluations, if they home school their children. 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. Currently there are no accredited private schools within the district boundaries.

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

Meade School 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.

4. 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.

Meade School District Procedures

Section III: Child Find and Identification

Children who may be suspected of having a disability, and in need of special education, even though they are advancing from grade to grade procedures.

Pre-Referral Process Procedure

Prior to initiating a special education evaluation, Meade School District utilizes a Student Solution Team (SST) process designed to provide systematic intervention, progress monitoring, and problem-solving support within the general education setting. The SST process ensures that students receive appropriate academic, behavioral, and social-emotional interventions before consideration for special education referral, unless the suspected disability is so significant that an immediate referral is warranted.

Student Solution Team (SST) Purpose:

The purpose of the Student Solution Team is to assist schools in identifying and implementing appropriate interventions to address student needs. The SST process is intended to:

- Identify barriers impacting student success.
- Implement evidence-based interventions.
- Monitor student response to intervention.
- Engage families in the problem-solving process.
- Determine whether additional supports or evaluations are needed.
- Ensure students receive support in the least restrictive environment.

The SST process may include collaboration with general education teachers, special education staff, school counselors, SST Coordinators, school psychologists, behavior specialists, speech-language pathologists, occupational therapists, physical therapists, administrators, nurses, and parents.

Meade School District utilizes a three-tiered system of support: Tier 1 – Universal Supports; Tier 2 – Targeted Supports; Tier 3 – Intensive Supports

Identification of Concern

The classroom teacher, parent, counselor, administrator, or other school personnel identifies a concern based upon district assessment data, state assessment data, classroom performance, behavior data, attendance information, health information, parent concerns, teacher observations, and/or progress monitoring data.

Administrative Consultation

The identifying staff member discusses concerns with the building administrator. If concerns warrant intervention planning, the SST process is initiated.

SST Documentation

The referring staff member:

- Creates an SST file using district SST procedures.
- Completes student information.
- Shares documentation with the SST Coordinator and building administrator.
- Begins documenting concerns and interventions.

Prior to implementation of SST interventions:

- Parents/guardians shall be contacted and informed of concerns.
- Intervention plans shall be reviewed with parents.
- Available support resources shall be discussed.
- Parent input shall be documented within SST records.
- Parents shall receive SST information and consent forms as outlined by district procedures.

If parents decline participation in the SST process, documentation of the discussion shall be maintained.

Intervention Development and Data Collection

The SST team develops interventions designed to address identified concerns.

Documentation shall include:

- Area(s) of concern
- Baseline performance data
- Grade-level expectations
- Intervention strategies
- Frequency and duration of interventions
- Personnel responsible for implementation
- Progress monitoring measures
- Expected outcomes

Interventions should be implemented with fidelity and monitored for a sufficient period of time to evaluate effectiveness. In most cases, interventions should be implemented for approximately 6–8 weeks before team review.

When student needs warrant additional support prior to completion of a Tier 1 intervention cycle, Tier 2 interventions may be added while Tier 1 interventions continue. Examples may include:

- Additional reading or math intervention
- Increased behavioral supports
- Check-In/Check-Out (CICO)
- Social skills instruction
- Targeted executive functioning supports
- Counseling supports
- Additional academic intervention groups

Parent communication shall continue throughout the intervention process and all contacts shall be documented.

Student progress shall be collected throughout the intervention period. Data may include curriculum-based measurements, academic performance data, behavioral data, attendance records, work samples, observation data, and / or intervention logs. Progress monitoring data shall be reviewed regularly to determine the effectiveness of interventions and whether modifications are necessary.

SST Summary Meeting

At the conclusion of each intervention cycle, the SST team shall reconvene to:

- Review intervention data.
- Evaluate student progress.
- Determine effectiveness of interventions.
- Decide whether supports should continue, be modified, intensified, or discontinued.
- Determine whether referral for additional evaluation should be considered.

Participants may include general education staff, special education staff, SST Coordinator, school counselor, administrator, parents/guardians, other staff knowledgeable about the student.

Referral for Special Education Evaluation

If the SST team determines that the student continues to demonstrate significant educational concerns despite appropriate interventions and progress monitoring, the team may recommend referral for a special education evaluation. The SST Coordinator shall schedule a Tier 3 SST meeting to review intervention outcomes and discuss evaluation options, which may include:

- Functional Behavioral Assessment (FBA)
- Section 504 Evaluation
- Special Education Evaluation

If the team determines a special education evaluation is appropriate, referral procedures outlined in the Initial Evaluation section of this document shall be followed.

If the team determines evaluation is not warranted, the student shall continue receiving supports through general education intervention systems and the SST process may be continued, modified, or discontinued based upon team recommendation.

Special Circumstances

The district recognizes that not all students require completion of a full SST intervention cycle prior to referral. A referral for special education evaluation may occur at any time when:

- A parent submits a written referral request.
- A significant disability is suspected.
- A medical condition substantially impacts educational performance.
- The severity of the concern warrants immediate evaluation.
- Existing data indicate that additional interventions are unlikely to provide sufficient information regarding eligibility.

The SST process shall not be used to delay or deny a referral for special education evaluation.

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 students, 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 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 trimester 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

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, 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, ARSD 24:05:27:01

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.

9. External components of surgically implanted medical devices. Meade School District shall ensure that the external components of surgically implanted medical devices are functioning properly.

The District understands that it is not responsible for the post-surgical maintenance, programming, or replacement of the medical device that has been surgically implanted or for the maintenance, programming, or replacement of any external component of the surgically implanted medical device.

Meade School District Procedures

SECTION IV: Individualized Education Programs (IEP)

The purpose of these procedures is to ensure each eligible student with a disability receives a Free Appropriate Public Education (FAPE) through the development, implementation, review, and revision of an Individualized Education Program (IEP) in compliance with IDEA, South Dakota Administrative Rules, the South Dakota IEP Technical Assistance Guide, and the Meade School District Comprehensive Plan.

General Procedures

The Director of Special Services/designee is responsible for overseeing district compliance related to the IEP process, including timelines, documentation, procedural safeguards, staff training, and implementation of services.

Special education case managers are responsible for coordinating the IEP process for assigned students, maintaining compliance timelines, facilitating communication with families and staff, and ensuring required documentation is completed and submitted.

The special education case manager will monitor annual review timelines and schedule meetings prior to the expiration date of the current IEP.

Beginning not later than one year before a student reaches the age of majority, Special education case managers ensures that each student's individualized education program will include a statement that the student has been informed of his or her rights

Building principals support implementation of special education services within their buildings, assist with staffing and scheduling concerns, and participate in IEP meetings when appropriate.

General education teachers, special education teachers, related service providers, and support staff are responsible for implementing the accommodations, modifications, supports, services, and behavior plans identified within the IEP.

IEP Development Procedures

Following an eligibility determination, the special education case manager will coordinate the development of the student's IEP within required timelines.

The case manager will:

Schedule the IEP meeting with required participants at a mutually agreeable date and time

Meeting dates do not supercede timelines, ensure to schedule and complete meetings within required time frame

- Prioritize parent availability when scheduling meetings
- Send, email or hand-deliver Meeting Notice to parents and required team members preferably five days prior to the meeting.
- Ensure all evaluation reports, progress data, and draft information are available for team discussion
- Coordinate participation of outside agencies, such as Vocational Rehabilitation, military representatives, area adult service agencies, and any other key members that will assist with transition when transition services are being discussed and parent consent is obtained
- Prior to the scheduled meeting, follow up with a phone call to confirm parent attendance. If the parent is unreachable, document the attempts and send the meeting notice again as needed.

The IEP team will include:

- Parent/guardian
- General education teacher, when appropriate
- Special education teacher/provider
- District representative
- Individual able to interpret evaluation results, (for initial or re-evaluation meetings)
- Student, when appropriate
- Related service providers or outside agencies, when appropriate
 - If a student was previously served under Part C services, the parent may request participation of the Part C service coordinator or representative during the initial IEP meeting to support transition planning.

The IEP team will review:

Evaluation and reevaluation data

Parent concerns and input

Classroom performance and grades

Progress monitoring data

Behavioral, communication, transition, and functional needs

Attendance and disciplinary information, when relevant

For initial evaluations, review and complete Notice and Consent for Initial Placement.

The IEP team will collaboratively develop an individualized program based on the student's unique educational needs.

Content of the IEP Procedures

The special education case manager is responsible for ensuring the IEP includes all required components, including:

- Present levels of academic achievement and functional performance
- Measurable annual academic and functional goals
- Progress monitoring procedures and reporting timelines
- Special education services
- Related services
- Supplementary aids and services

- Program modifications and supports for school personnel
- Accommodations for classroom instruction and state assessments
- Explanation of participation in the general education environment
- Frequency, duration, location, and projected beginning date of services
- Extended School Year (ESY) eligibility
- Transition services

The IEP team will document behavior supports, assistive technology, communication supports, transportation needs, health plans, transition services, and related services required for the student to access and benefit from instruction.

Transition Services Procedures

Beginning no later than the IEP in effect when the student turns 16, or younger when appropriate, the high school case manager will ensure transition planning is included within the IEP process.

Transition planning procedures include:

- Inviting the student to the IEP meeting
- Documenting measurable postsecondary goals
- Discussing education, employment, independent living, and community participation goals
- Coordinating outside agency participation, such as Vocational Rehabilitation, military representatives, area adult service agencies, and any other key member, when appropriate and with parent consent
- Developing transition services and courses of study aligned to postsecondary goals

When the IEP Must Be In Effect; Implementation Procedures

Following the IEP meeting, the special education case manager will:

- Finalize the IEP and Prior Written Notice
- Provide parents copies of finalized special education documents
- Offer procedural safeguards to parents
- Upload signed documents into Medley
- Submit required documentation, (front page of IEP) to the Special Services Office
- Ensure services begin within required timelines

The special education case manager will ensure staff responsible for implementation have access to the student's IEP and understand their responsibilities.

IEP information (IEP At A GLANCE) will be disseminated by the special education case manager to all staff responsible for implementation of the IEP. The case manager will maintain documentation to show this has been completed.

IEP information will be reviewed with staff:

- At the beginning of the school year
- Following annual reviews or revisions
- When schedule changes occur
- When a student transfers into the district
- When new staff become responsible for implementation such as trimester changes.

General education teachers, related service providers, paraprofessionals, and support staff will be informed of:

- Required accommodations and modifications
- Behavioral supports and intervention plans
- Health or safety plans
- Testing accommodations
- Service schedules and responsibilities

Designated staff will ensure that the external components of surgically implanted medical devices are functioning properly. The District understands that it is not responsible for the post-surgical maintenance, programming, or replacement of the medical device that has been surgically implanted or for the maintenance, programming, or replacement of any external component of the surgically implanted medical device.

Development of the IEP Procedures

The special education case manager will monitor annual review timelines and schedule meetings prior to the expiration date of the current IEP.

The IEP team will review and revise the IEP to address:

- Lack of expected progress
- Updated evaluation information
- Parent concerns
- Changes in student needs
- Behavioral or academic concerns
- Transition planning updates
- Changes in services, accommodations, or placement

Consider the language needs of ELL Students

Consider whether the student requires assistive technology

Parents may request an IEP meeting at any time.

Parent Participation in the IEP and Consent Procedures

The Director of Special Services/designee and special education case managers will make reasonable efforts to ensure parent participation through:

- Multiple attempts to schedule meetings
- Phone calls, emails, written notices, or virtual meeting options
- Documentation of parent communication attempts

Written parental consent will be obtained prior to:

- Initial evaluations
- Initial placement and provision of special education services
- Reevaluations, when required

If parents refuse consent for services or revoke consent for continued services, Meade School District will follow procedural safeguard requirements and provide Prior Written Notice. If Consent is Refused:

1. Casemangers will notify administration
2. May not continue to provide special education and related services to the student.
3. Is not required to convene an IEP team meeting or develop an IEP under this chapter for the student for further provision of special education and related services.
4. Document refusal and date of communication on the consent form.
5. Upload all signed documents to Medley
6. Bring the inactive IEP file folder to the Special Education Office.

IEP Team Attendance Procedures

An IEP team member may be excused from attendance when permitted under IDEA and South Dakota Administrative Rules if:

Written parent agreement is obtained.

- When appropriate, the absence (usually unplanned) will be documented in the PPWN
- Required input is submitted to the parent and IEP team prior to the meeting
- A member of the IEP team is not required to attend an IEP team meeting, in whole or in part, if the parent of a student with a disability and the school district agree in writing that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting. A member of the IEP team may be excused from attending, in whole or in part, an IEP team meeting that involves a modification to or discussion of the member's area of the curriculum or related services.

Monitoring and Compliance Procedures

The Director of Special Services/designee will monitor compliance through:

- Periodic file reviews
- Annual internal reviews of IEP files

- Monitoring evaluation and IEP timelines
- Staff training and technical assistance
- Review of progress monitoring and service implementation
- Ongoing communication with case managers and building administrators

The district will utilize the Meade School District Comprehensive Plan, South Dakota IEP Technical Assistance Guide, and the Meade School District Special Services Resource site on Google Drive to ensure consistency and compliance across all buildings and programs. All staff are reminded that Clear and respectful communication builds family trust and improves outcomes for students.

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

The continuum of regular educational programs/placements Procedures:

Resource rooms, Self-contained programs, Separate day school programs, Residential school programs, Home and hospital programs and 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.

Placements Procedures

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.

Non-academic settings Procedure

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.

Children in public or private institutions procedures

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.

Teachers and administrators are provided with technical assistance and training procedure

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

Monitors placements procedure

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

Individual educational programs for students placed in private schools (out of district placements) procedure

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 initiates and conducts these meetings, the district shall ensure that the parents and the Special Services Directors are invited in a timely fashion and 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, this section remains with the Meade School District and the department. The school district will be responsible for maintaining documentation. Selected staff members are assigned to ensure the private school's compliance with special education processes, including documentation of IEP meetings, IEP development, implementation, and the provision of disciplinary protections.

Meade School District will continue to review and revise the IEP and monitor progress to determine if the student no longer requires private placement.

Meade School District Procedures SECTION V: Least Restrictive Environment:

Continuum of Placements/Technical Assistance Training Procedure:

When determining placement, the IEP Team considers the full continuum of services available within the district and through cooperative agreements. The district ensures that placement decisions are individualized and based on student need.

The continuum may include:

General Education Setting
Resource Room Services
Self-Contained Special Education Program
Separate Day School Program
Residential School Program
Homebound or Hospital Instruction

For each placement considered, the IEP Team determines the related services, supports, and accommodations necessary for the student to benefit from the educational program. Meade School District will provide ongoing training and technical assistance to teachers, administrators, and paraprofessionals regarding Least Restrictive Environment (LRE) and inclusive practices.

Placement Procedure:

Consider the General Education Environment First

When developing or reviewing an IEP, the IEP Team begins by considering how the student can be educated in the general education environment with age-appropriate peers.

The IEP Team shall:

- Review the student's present levels of academic achievement and functional performance;
- Identify the student's strengths and educational needs;
- Consider the student's participation in the general education curriculum;
- Determine what supplementary aids, services, accommodations, modifications, supports, assistive technology, behavioral supports, or related services may allow the student to be successful in the general education environment; and consider whether those supports can be implemented satisfactorily within the student's neighborhood school.

A student may not be removed from an age-appropriate general education classroom solely because modifications to the general education curriculum are required.

Determine the Appropriate Placement

After considering the general education environment and available supports, the IEP Team determines the placement that will provide FAPE in the Least Restrictive Environment.

Placement decisions are:

- Made by the IEP Team;
- Based on the student's individual needs;
- Determined at least annually;
- Documented within the IEP; and
- Made after goals, services, accommodations, and supports have been identified.

The placement decision may never be based solely on:

- Disability category;
- Availability of programs or staff;
- Administrative convenience;
- Transportation needs; or
- Existing classroom configurations.

Document LRE Considerations

The IEP Team documents:

- Placement options considered;
- Supplementary aids and services discussed;
- The extent to which the student will participate with nondisabled peers;
- Any removal from the general education environment; and
- The educational reasons supporting the placement decision.

When a student is removed from the general education environment for any portion of the school day, the IEP Team must clearly document why education in the general education setting, even with supplementary aids and services, cannot be achieved satisfactorily.

The Parent Prior Written Notice (PPWN) shall document placement decisions and the reasons for those decisions.

Non-Academic Settings Procedure:

Ensure Participation in Nonacademic and Extracurricular Activities

Students with disabilities shall be provided opportunities to participate with nondisabled peers in nonacademic and extracurricular activities to the maximum extent appropriate.

Examples include:

- Meals and lunch periods;
- Recess;
- Field trips;
- Athletics;
- Clubs and organizations;
- School-sponsored activities;
- Assemblies;
- Transportation;
- Before- and after-school activities.

The IEP Team determines any supplementary aids and services necessary to support participation in these activities.

Children in Public or Private Institutions Procedure:

When the IEP Team determines that a private school, residential program, or out-of-district placement is necessary to provide FAPE:

1. The district convenes an IEP Team meeting.
2. The IEP Team develops or revises the student's IEP.
3. Representatives from the receiving facility are invited to participate.
4. Placement decisions are documented in the IEP and Parent Prior Written Notice.
5. Transportation, related services, and transition planning are addressed.
6. The district maintains responsibility for ensuring compliance with IDEA requirements.

Even when another facility implements the student's educational program, Meade School District remains responsible for:

- IEP development and review;
- Reevaluations;
- Progress monitoring;
- Procedural safeguards;
- Disciplinary protections;
- Documentation requirements; and
- Ongoing monitoring of student progress.

The district reviews placement annually and whenever data indicate that a less restrictive placement may be appropriate.

When a student is placed in a public or private institution, treatment facility, residential program, or other care setting, the IEP Team continues to ensure that the student is educated with nondisabled peers to the maximum extent appropriate.

Placement decisions remain individualized and must continue to reflect LRE requirements.

Individualized Education Programs For Students Placed In Private Schools (Out of District Placement) Procedure:

Review Placement Annually

At least annually, the IEP Team reviews the student's placement and considers:

- Progress toward IEP goals;
- Academic performance;
- Behavioral and functional performance;
- Effectiveness of supports and services;
- Participation with nondisabled peers; and
- Whether a less restrictive placement can be implemented successfully.

Placement decisions may be revised whenever the student's needs change or when data indicate a different level of support is required.

Monitor Placements Procedure

Meade School District shall:

- Monitor placement data annually;
- Submit required placement information to the South Dakota Department of Education;
- Review district placement trends to ensure compliance with IDEA; and

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 30 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. Meade School District maintains a list of trained surrogate parents with the knowledge and skills necessary to effectively represent students with disabilities.

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

When students are disciplined, building principals notify the appropriate special education staff on the number of removals a student has to date. This ensures the team knows of discipline issues so proactive measures can be taken.

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:
 - a. The series of removals total more than 10 school days in a school year;
 - b. The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
 - c. 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.

Meade School District Procedures

SECTION VI: Procedural Safeguards

Opportunity to Examine Records and Parent Participation Procedures

The Director of Special Services/designee and special education case managers will ensure parents are afforded the opportunity to inspect and review educational records related to the identification, evaluation, educational placement, and provision of a Free Appropriate Public Education (FAPE) for their child.

The district will make reasonable efforts to ensure parent participation in meetings related to special education services, including scheduling meetings at mutually agreed upon times and maintaining documentation of parent communication and participation efforts.

Independent Educational Evaluation Procedures

The Director of Special Services/designee will coordinate requests for Independent Educational Evaluations (IEEs) in accordance with IDEA, South Dakota Administrative Rules, the South Dakota IEP Technical Assistance Guide, and district procedures.

Upon receipt of a parent request for an IEE, the Director of Special Services/designee will:

- Provide parents information regarding IEE procedures, evaluator qualifications, cost criteria, and approved evaluators
- Inform parents where IEEs may be obtained
- Document the request and maintain related records
- Consider any unique circumstances presented by the parent regarding evaluator selection or location

The Director of Special Services/designee may ask the parent to explain concerns regarding the district evaluation; however, parents are not required to provide an explanation.

Upon a request for an IEE at public expense, the Director of Special Services/designee will, without unnecessary delay:

- Approve and fund the IEE; or
- Initiate due process procedures to defend the appropriateness of the district evaluation

If an IEE is completed, the Director of Special Services/designee and IEP team will review and consider the results in decisions regarding the student's educational programming and provision of a Free Appropriate Public Education (FAPE).

The Director of Special Services/designee will maintain documentation related to IEE requests, approvals, evaluations, costs, and consideration of results in accordance with district procedures and confidentiality requirements.

Prior Written Notice Procedures

The Director of Special Services/designee and special education case managers will ensure Prior Written Notice is provided to parents at least five days before the district proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a Free Appropriate Public Education (FAPE) for a student with a disability, unless waived by the parent.

The district will maintain documentation of Prior Written Notices and any parent waiver of the five-day notice requirement.

Procedural Safeguards Notice Procedures

The Director of Special Services/designee and special education case managers will ensure parents are provided a copy of the South Dakota Parental Rights and Procedural Safeguards Notice at least annually and at other required times in accordance with IDEA and South Dakota Administrative Rules.

Procedural safeguards will also be provided:

- Upon initial referral or parent request for evaluation
- Upon parent request
- Upon the first state complaint or due process complaint in a school year
- In accordance with disciplinary removal procedures

The district will maintain documentation of procedural safeguards provided to parents. A current copy of the procedural safeguards notice will also be available on the district special education website.

Use of Electronic Mail Procedures

District case managers will maintain documentation of parents who agree to receive student information and special education paperwork electronically. Parent preferences regarding electronic communication will be reviewed and updated annually during the IEP process or at the beginning of the school year.

Mediation Procedures

The Director of Special Services/designee shall inform parents of the availability of mediation whenever a disagreement

arises regarding the identification, evaluation, educational placement, or provision of a Free Appropriate Public Education (FAPE) for a student with a disability.

Participation in mediation is voluntary for both the parent and the district.

When mediation is requested, the Director of Special Services/designee will:

- Coordinate with the South Dakota Department of Education to initiate mediation
- Schedule meetings at a mutually agreed upon time and location

Invite district participants that may include the Director of Special Services, building administrator, special education staff, or other individuals with knowledge of the student and the issues being discussed.

- Maintain documentation related to mediation agreements and timelines

Mediation meetings will be conducted in a non-adversarial and informal manner with the goal of resolving concerns collaboratively.

Due Process Complaint Procedures

The Director of Special Services/designee will coordinate the district's response to any due process complaint filed by a parent or the school district regarding the identification, evaluation, educational placement, or provision of a Free Appropriate Public Education (FAPE) for a student with a disability.

Upon receipt of a due process complaint, the Director of Special Services/designee will:

- Notify appropriate district administration and legal counsel
- Ensure a copy of the complaint is forwarded to the South Dakota Department of Education
- Inform parents of available free or low-cost legal and advocacy resources, including South Dakota Parent Connection and South Dakota Advocacy Services
- Monitor all required timelines related to the complaint and resolution process
- Maintain confidentiality of all records and proceedings related to the complaint

The district will utilize South Dakota Department of Education dispute resolution forms and procedures to ensure all required information is included within the complaint process.

When responding to a due process complaint, the Director of Special Services/designee will coordinate the collection and review of:

- Evaluation reports
- IEP documentation
- Prior Written Notices
- Communication records
- Progress monitoring data
- Disciplinary records, when applicable
- Other relevant educational records

If required, the district will provide written responses within required timelines and coordinate participation in resolution meetings, mediation sessions, or hearings.

District staff participating in the due process process may include:

- Director of Special Services
- Building administrator
- Special education case manager
- General education teacher
- Related service providers
- School psychologist
- Legal counsel, when appropriate

The district will participate in resolution meetings and mediation efforts in good faith with the goal of resolving disputes collaboratively and maintaining appropriate educational services for the student during proceedings consistent with state and federal regulations.

Documentation related to due process complaints will be maintained in accordance with confidentiality requirements and district record retention procedures.

Resolution Process Procedures

The Director of Special Services/designee will coordinate the district's participation in the resolution process following receipt of a due process complaint.

Upon receipt of a complaint, the Director of Special Services/designee will:

- Notify appropriate district administration and legal counsel
- Schedule the resolution meeting within required timelines
- Coordinate participation of required staff
- Monitor procedural timelines and maintain documentation related to the process

The resolution meeting may include:

- Parent/guardian
- Relevant IEP team members
- District representative with decision-making authority
- Legal counsel, when appropriate

The purpose of the resolution meeting is to review concerns identified within the due process complaint and attempt to resolve the dispute collaboratively prior to a due process hearing.

The district will make reasonable efforts to ensure parent participation through documented communication attempts, including phone calls, emails, written notices, or virtual meeting options.

If an agreement is reached, the agreement will be:

- Documented in writing
- Signed by the parent and authorized district representative
- Implemented by the district as agreed upon
- Forwarded to the South Dakota Department of Education, when required

The Director of Special Services/designee will maintain documentation related to communication attempts, meetings, written agreements, and procedural timelines in accordance with district confidentiality and record retention procedures.

Hearing Rights Procedures

The Director of Special Services/designee will coordinate the district's response and participation in any due process hearing conducted pursuant to IDEA and South Dakota Administrative Rules.

The district will ensure parents are informed of their hearing rights, including the right to:

- Be accompanied by legal counsel and individuals with special knowledge regarding children with disabilities
- Present evidence and question witnesses
- Receive copies of hearing records and decisions at no cost
- Request electronic or written records of proceedings
- Have the student present and open the hearing to the public, when appropriate

The Director of Special Services/designee will coordinate required disclosure of records, evaluations, recommendations, and other relevant documentation within required timelines prior to the hearing.

The district will participate in hearings scheduled at a time and location reasonably convenient for the parties and will comply with all hearing timelines, decisions, and confidentiality requirements.

Hearing Decisions Procedures

The Director of Special Services/designee will coordinate the district's response to hearing decisions issued through due process proceedings and ensure compliance with all applicable timelines and procedural requirements.

Parents and the district maintain the right to seek civil action in state or federal court if aggrieved by the hearing officer's decision pursuant to IDEA and South Dakota Administrative Rules.

The Director of Special Services/designee will:

- Coordinate communication with legal counsel regarding hearing decisions and appeals
- Maintain records related to hearings and decisions
- Ensure implementation of required corrective actions or agreements
- Monitor compliance with timelines associated with appeals or court actions
- Maintain confidentiality of records and proceedings

The district will comply with all applicable state and federal requirements regarding hearing decisions, appeals, attorneys' fees, and use of IDEA funds.

Status of Child During Due Process Proceedings Procedures

During due process proceedings, the student will remain in the current educational placement unless otherwise agreed upon by the parent and district or as provided under IDEA and South Dakota Administrative Rules.

The Director of Special Services/designee will ensure compliance with applicable stay-put requirements and timelines.

Surrogate Parent Procedures

The Director of Special Services/designee will determine when a student requires a surrogate parent and will coordinate the appointment process in accordance with IDEA and South Dakota Administrative Rules.

The district will identify students in need of a surrogate parent through referrals from building administrators, case managers, school counselors, homeless liaisons, and other district staff.

The Director of Special Services/designee will:

- Appoint and maintain a list of trained surrogate parents
- Ensure surrogate parents have no conflict of interest and possess the knowledge and skills necessary to represent the student
- Provide training and guidance regarding special education procedures and parent rights
- Maintain documentation related to surrogate parent appointments and training

Surrogate parents may represent the student in matters related to identification, evaluation, educational placement, and the provision of a Free Appropriate Public Education (FAPE).

Transfer of Rights at Age of Majority Procedures

The Director of Special Services/designee and special education case managers will ensure students and parents are informed of the transfer of rights at the age of majority in accordance with IDEA and South Dakota Administrative Rules.

Prior to the student reaching the age of majority, the case manager will:

- Inform the student and parent that educational rights will transfer to the student at age 18 unless otherwise determined by law
- Document the discussion within the student's IEP
- Provide required notices to both the parent and student

If a student is determined unable to provide informed consent under state law, the district will work with the parent or appropriate individual to ensure educational representation continues in accordance with applicable procedures.

Discipline and Manifestation Determination Procedures

Building principals will notify the Director of Special Services/designee and appropriate special education staff when a student with a disability is removed from school for disciplinary reasons.

The Director of Special Services/designee and special education staff will:

- Monitor cumulative days of removal
- Determine when manifestation determination procedures are required
- Coordinate required parent notifications and procedural safeguards
- Schedule manifestation determination meetings within required timelines

The IEP team will review:

- The student's IEP
- Teacher observations
- Evaluation information
- Relevant information provided by the parent
- Documentation regarding implementation of the IEP

The IEP team will determine whether:

- The conduct was caused by or had a direct and substantial relationship to the student's disability
- The conduct was the direct result of the district's failure to implement the IEP

If the behavior is determined to be a manifestation of the student's disability, the IEP team will review behavioral supports, services, placement, and implementation of the IEP.

The student's IEP team will determine any interim alternative educational setting in accordance with IDEA, South Dakota Administrative Rules, and the South Dakota IEP Technical Assistance Guide.

Documentation related to disciplinary removals, manifestation determinations, and placement decisions will be maintained in accordance with district confidentiality and record retention procedures.

Right of Appeal of Determination of Setting Procedures

Parents who disagree with a manifestation determination or disciplinary placement decision may request a due process hearing in accordance with IDEA, South Dakota Administrative Rules, and district procedural safeguards.

If the district believes maintaining the student's current placement is substantially likely to result in injury to the student or others, the Director of Special Services/designee may request a due process hearing and seek an interim alternative educational setting.

The Director of Special Services/designee will:

- Coordinate required documentation
- Monitor applicable timelines
- Communicate with parents and district staff
- Implement decisions resulting from disciplinary appeals

Documentation related to disciplinary appeals and placement determinations will be maintained in accordance with district confidentiality and record retention procedures.

Placement During Appeals Procedures

The Director of Special Services/designee will monitor disciplinary removals to determine when a change of placement has occurred in accordance with IDEA and South Dakota Administrative Rules.

The district will review:

- The length of removals
- The frequency of removals
- The pattern of removals
- Relevant student behavior data

Required procedural safeguards will be implemented when a change of placement is identified.

Protections for Students Not Yet Eligible for Special Education Procedures

The Director of Special Services/designee and building administrators will review disciplinary situations to determine whether the district had prior knowledge that a student may have been a student with a disability.

The review may include:

- Parent communications
- Requests for evaluation
- Staff concerns regarding suspected disabilities
- Existing intervention data
- Other relevant educational records

If the district is determined to have prior knowledge of a suspected disability, the student will be afforded applicable disciplinary protections and procedures.

If a referral for evaluation is made during a disciplinary removal, the evaluation will be completed in an expedited manner while the student remains in the placement determined by school authorities pending completion of the evaluation.

Referral to Law Enforcement and Judicial Authorities Procedures

Building administrators and the Director of Special Services/designee may report crimes committed by students with disabilities to appropriate law enforcement or judicial authorities in accordance with IDEA, South Dakota Administrative Rules, and district policies.

When reporting a crime, the district may:

- Share disciplinary records as permitted by law
- Share special education records as permitted under FERPA
- Coordinate communication with law enforcement agencies when appropriate

Documentation related to referrals to law enforcement will be maintained in accordance with district confidentiality and record retention procedures.

Change of Placement Due to Disciplinary Removals Procedures

The Director of Special Services/designee and building administrators will monitor disciplinary removals of students with disabilities to determine when a removal constitutes a change of placement.

The district will review:

- The length of each removal
- The total number of removal days
- The proximity of removals to one another
- The similarity of behaviors resulting in removals

A change of placement may occur when:

- A student is removed for more than ten consecutive school days
- A pattern of removals results in more than ten cumulative school days of removal within a school year

The district's determination is subject to procedural safeguards, due process, and judicial review.

Documentation related to disciplinary removals and placement decisions will be maintained in accordance with district confidentiality and record retention procedures.

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. **Written Referral Process**
2. **Evaluation Assessments and Evaluation Materials**
3. **Parental consent (for initial evaluation, services, and re-evaluations; 300.300; ARSD 24:05:25:02.01, ARSD 24:05:25:06.01**
4. **Initial evaluations; 300.301; ARSD 24:05:25:03**
5. **Screening for instructional purposes; 300.302; ARSD 24:05:25:03.03**
6. **Re-evaluations; 300.303; ARSD 24:05:25:06**
7. **Evaluation procedures; 300.304; 300.305; ARSD 24:05:25:04**
8. **Determining eligibility; 300.306; ARSD 24:05:25:04.03**
9. **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. Written Referral Process:

The Student Solution Team process (SST) provides additional support for students in regard to an academic, behavioral/emotional/social, or medical concern that impacts students educational success. The team is composed of parents, school personnel, and students (depending on their age). Information regarding the student is shared with the SST team. Intervention data is collected to monitor educational progress. If success is shown, the student will continue with current interventions. If progress is not shown a written referral to special education evaluations is conducted.

2. Evaluation Assessments and Evaluation Materials

Meade School District ensures all evaluation assessments and materials are current, updating them within one year of any published revision. All personnel administering assessments are appropriately trained and qualified in their respective areas of expertise. The district utilizes a range of norm-referenced, research-based assessment tools to evaluate students across all areas of suspected disability, ensuring evaluations are comprehensive, culturally responsive, and aligned with each student's unique needs.

3. Parental consent

Before the 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.

4. 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.

5. 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.

6. 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.

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

Prior to a student being initially or re-evaluated, the school psychologist and other relevant personnel reviews existing data in a timely manner to determine what areas to assess. After gathering parent input into the evaluation process, the school psychologist and/or special education teacher sends out the PPWN consent.

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.

8. 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.

9. Specific learning disabilities; (34 CFR §§300.307–300.311; ARSD 24:05:25:07, 24:05:25:08, 24:05:25:11, 24:05:25:12; ARSD 24:05:24.01:19)

To ensure that underachievement in a child suspected of having a Specific Learning Disability (SLD) is not due to a lack of appropriate instruction in reading or math, the eligibility group must, as part of the evaluation process, consider data that demonstrates:

- Prior to, or as part of, the SST (Student Support Team) referral process, the child received appropriate instruction in the regular education setting, delivered by qualified personnel.
- Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessments of student progress during instruction, was collected and provided to the child's parents.

Written Procedures : Prior to referral for a special education evaluation:

1. The SST (Student Solution Team) will provide interventions and gather documentation that includes:
 - a. Evidence of academic instruction by qualified staff.
Documentation of attendance concerns impacting instruction and district interventions to address them.
 - b. Data-based documentation of interventions and student performance to support the consideration of a possible disability.
 - c. Other classroom assessments, observations, or medical/developmental information relevant to learning.
2. The SST team will ensure:
 - a. Documentation from the intervention process is included in the Prior Written Notice for Consent (PPWN).
 - b. The evaluation process follows the SLD eligibility criteria (sections 3–8) of the Severe Discrepancy model
3. The evaluation and eligibility determination for SLD will include:
 - a. Review of documentation from the intervention process.
 - b. Inclusion of existing data in the evaluation record and PPWN for Consent.
 - c. A written statement addressing:
 - i. Whether the child has a Specific Learning Disability
 - e. The basis for making the determination, including assurance the determination complies with all legal requirements.
 - f. Relevant behaviors noted during observation and their relationship to academic functioning.
 - g. Educationally relevant medical findings, if any.
 - h. Determination that:
 - i. The child does not achieve adequately for age or state-approved grade-level standards; **and**
 - ii. The child does not make sufficient progress toward those standards despite appropriate instruction; **or**
 - iii. 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.
 - i. Determination of the effects of other factors, such as: visual, hearing, or motor disability; cognitive disability; emotional disability; cultural factors; environmental or economic disadvantage; or limited English proficiency.
4. The Severe Discrepancy model is used:
 - a. Evidence of a severe discrepancy of 1.5 standard deviations between achievement and intellectual ability in one or more eligibility areas, with consideration given to regression to the mean.
5. Certification of Findings: Each eligibility team member will certify in writing whether the eligibility report reflects their conclusion. If the report does not reflect a member's conclusion, that member must submit a separate written statement presenting their conclusions.

10: Articulation (Speech Sound) Services — Evaluation, Eligibility, and IEP

Meade School District follows IDEA evaluation procedures (34 C.F.R. §300.304) and South Dakota eligibility criteria for Speech or Language Impairment—Articulation (ARSD 24:05:24.01:20–:22)

Use of developmental norms and current research. Meade School District currently uses the Iowa–Nebraska Articulation Norms to inform—but not solely determine—eligibility and IEP decisions. Any change in adopted norms will be determined at the district level prior to the start of a school year to ensure consistency. Developmental norms are applied with professional judgment, in conjunction with multiple measures and evidence of educational impact.

The Meade School District valuations use multiple tools and contexts, including:

- **Standardized articulation assessment:** Goldman–Fristoe Test of Articulation–3 (GFTA-3)
- **Phonological process analysis (when indicated):** Khan–Lewis Phonological Analysis–3 (KLPA-3)
- **Additional available tools:** Structured Photographic Articulation Test–D (SPAT-D), Hodson Assessment of Phonological Patterns–3 (HAPP-3) — not used consistently across the district but may be administered when clinically appropriate
- **Supplemental measures:** Speech samples across settings, stimulability testing, intelligibility ratings, curriculum-based/functional measures, and parent/teacher input

Culturally and linguistically relevant practices are required; differences due to dialect/language are not considered disabilities.

Eligibility—ArticulationThe district applies ARSD 24:05:24.01:22. A student may be eligible if one of the following exists **and**

adverse educational impact is documented:

1. Standardized articulation score ≥ 2.0 SD below the mean and conversational intelligibility is affected;
2. Standardized score < 2.0 SD below the mean and the student is judged unintelligible by the SLP and one other adult;
3. Phonological assessment in severe/profound range and intelligibility affected;
4. Phonological assessment in moderate range, intelligibility affected, and no improvement over a 3–6 month tracking period
5. An error persists 6–12 months beyond the age when 90% of peers have acquired the sound based on the district's adopted developmental norms.

Educational impact: The team documents how speech-sound errors limit participation/progress in the general curriculum or functional communication (e.g., reduced intelligibility affecting classroom performance, social interaction, or vocational readiness).

IEP development: If eligible, the IEP includes: Present levels with intelligibility and functional impact, Measurable annual goals tied to curriculum/functional needs, Evidence-based interventions, Service frequency/setting, and Progress-monitoring procedures. Decisions about amount and location of services are individualized and based on data and response to intervention.

Reevaluation and dismissal

Reevaluations follow IDEA and ARSD. Dismissal is considered when goals are met and:

- (a) Standardized scores fall within normal limits or residual errors are developmentally appropriate per current norms;
- (b) Intelligibility and functional communication are adequate across settings; and
- (c) Teachers/parents report no adverse educational impact.

Equity and exclusions: Errors attributable to dialect, second-language influence, or cultural/ethnic background are not disabilities. Medical, structural, or hearing concerns are considered and referred as appropriate

Meade School District Procedures

SECTION VII: Evaluation

Written Referral Process Procedures

Meade School District utilizes a Student Solution Team (SST) process designed to provide systematic intervention, progress monitoring, and problem-solving support within the general education setting. The SST process ensures students receive appropriate academic, behavioral, and social-emotional interventions before consideration for special education referral unless the suspected disability is so significant that an immediate referral is warranted.

The SST process is intended to:

- Identify barriers impacting student success
- Implement evidence-based interventions
- Monitor student response to intervention
- Engage families in the problem-solving process
- Determine whether additional supports or evaluations are needed
- Ensure students receive support in the least restrictive environment

The SST process may include collaboration among:

- General education teachers
- Special education staff
- School counselors
- SST Coordinators
- School psychologists
- Behavior specialists
- Speech-language pathologists
- Occupational therapists
- Physical therapists
- Administrators

- School nurses
- Parents/guardians

The classroom teacher, parent, counselor, administrator, or other school personnel may identify concerns based upon:

- District assessment data
- State assessment data
- Classroom performance
- Behavior data
- Attendance information
- Health information
- Parent concerns
- Teacher observations
- Progress monitoring data

The identifying staff member will discuss concerns with the building administrator. If concerns warrant intervention planning, the SST process will be initiated.

The referring staff member will:

- Create an SST file using district SST procedures
- Complete student information
- Share documentation with the SST Coordinator and building administrator
- Document concerns, interventions, and progress monitoring data

Prior to implementation of SST interventions:

- Parents/guardians will be informed of concerns
- Intervention plans will be reviewed with parents
- Available support resources will be discussed
- Parent input will be documented
- Required SST forms and consent documents will be provided

At the conclusion of each intervention cycle, the SST team shall reconvene to:

- Review intervention data
- Evaluate student progress
- Determine effectiveness of interventions
- Determine whether interventions should continue, be modified, intensified, or discontinued
- Determine whether additional evaluation should be considered

If the SST team determines the student continues to demonstrate significant educational concerns despite appropriate interventions and progress monitoring, the SST Coordinator shall schedule a Tier 3 SST meeting to review intervention outcomes and discuss evaluation options.

If a special education evaluation is recommended, referral procedures outlined in the Initial Evaluation Procedures shall be followed.

The SST process shall not be used to delay or deny a referral for special education evaluation.

INITIAL EVALUATION with Parent Input/Consent PROCEDURE:

Following completion of the Student Solution Team (SST) process, or upon receipt of a referral that warrants immediate consideration, the evaluation team reviews available data to determine whether a special education evaluation is appropriate.

When the team determines that an evaluation is warranted:

- The Student Solutions Team Coordinator initiates the Prior Written Notice/Consent for Evaluation (PPWN/Consent).
- The Special Services Office begins the consent process.
- Relevant team members are notified that an evaluation referral has been initiated.
- The proposed areas of evaluation are identified based on the suspected disability, parent input, and educational concerns.

Parent Input and Consent

- When consent is ready for parent permission the Student Solutions Team Coordinator will notify the case manager conducting the evaluation
- Case manager will contact the parent/s via phone, email or text message to coordinate receipt of consent for initial evaluation

Parent Notification and Procedural Safeguards

Prior to requesting consent for evaluation, the district shall provide:

- Prior Written Notice describing the proposed evaluation.
- A copy of the South Dakota Parent Rights and Procedural Safeguards (documentation that procedural safeguards were provided shall be maintained within the student's educational record).
- Information regarding evaluation procedures and timelines.
- Contact information for district personnel who can answer parent questions.

Receipt of Signed Consent

The evaluation timeline begins on the date the case manager receives signed parental consent.

The district will:

- Document the date signed consent is received.
- Enter the consent date into Medley.
- Upload the signed consent into the student's electronic record.
- Complete the district Testing Routing Form.
- Calculate evaluation timelines.

The date the district receives consent (not the date signed by the parent) begins the 25 day evaluation timeline.

South Dakota timelines requires:

- Completion of all evaluations within 25 school days of receipt of consent.
- Determination of eligibility within 30 calendar days following completion of the evaluation.

Non-instructional days, including weekends, holidays, in-service days, snow days, and extended school breaks, do not count toward the 25-school-day evaluation timeline.

Testing Routing and Assignment of Evaluation Responsibilities

Upon receipt of signed consent, the case manager completes the district Testing Routing Form and shares the document with designated evaluation personnel.

The Routing Form shall include:

- Student demographic information.
- Suspected disability area(s).
- Evaluation team members.
- Assessment assignments.
- Evaluation timelines.
- Eligibility determination due dates.

The case manager shall notify all evaluation personnel and ensure that any related service providers, therapists, behavior specialists, or other specialists required for the evaluation process are included in planning and communication.

Assessment Planning and Data Collection

The assigned school psychologist coordinates evaluation planning and determines assessment responsibilities.

Evaluation data may include:

- Existing educational records.
- SST intervention documentation.
- Classroom observations.
- Curriculum-based measures.
- Academic achievement assessments.
- Cognitive assessments.
- Adaptive behavior assessments.
- Behavioral rating scales.
- Speech-language assessments.
- Occupational therapy assessments.
- Physical therapy assessments.
- Functional behavioral assessments.
- Health and medical information.
- Parent input.
- Teacher input.

All assessments shall be administered by qualified personnel using technically sound instruments and procedures.

Evaluation Activities

The assigned case manager is responsible for:

- Coordinating teacher participation.
- Assisting with completion of rating scales and questionnaires.
- Gathering work samples.
- Completing required observations.
- Monitoring evaluation progress.
- Ensuring timelines remain on track.

Behavior rating scales shall be distributed and collected according to district procedures. The case manager is responsible for reviewing all rating scales for completeness prior to returning them to the evaluator for scoring.

Evaluation Report Development

The assigned school psychologist compiles evaluation data and prepares the multidisciplinary evaluation report.

The report shall include:

- Review of existing information.
- Summary of assessment results.
- Educational impact.
- Disability-specific eligibility criteria.
- Team interpretation of results.
- Recommendations regarding eligibility.

Formal evaluation components completed by evaluators shall be incorporated into the MDT/Eligibility document by the School Psychology Office. Case managers will receive correspondence from the school psychologist for completion of their portion of the MDT/Eligibility document.

Eligibility Meeting

Upon completion of evaluations, the case manager schedules the Multidisciplinary Team (MDT) Eligibility Meeting.

Participants shall include:

- Parent(s)/Guardian(s)
- General Education Teacher
- Special Education Teacher
- School Psychologist
- Building/District Administrator or Designee
- Related Service Providers (when applicable)
- Other individuals with knowledge of the student

When possible, meetings should be scheduled during the instructional day and coordinated through Outlook Calendar.

The eligibility team reviews all evaluation data and determines:

- Whether the student meets eligibility criteria under IDEA.
- Whether the student requires specially designed instruction.
- Whether related services are necessary for the student to benefit from special education.

Initial IEP Development

If the student is determined eligible:

- The team develops an Individualized Education Program (IEP).
- Services, accommodations, supports, and placement are determined.
- The district provides Prior Written Notice documenting the team's decisions.
- Written parent consent for the initial provision of special education services is obtained prior to implementation.

Special education services may not begin until signed parental consent for initial services has been received by the district.

RE-EVALUATION OF STUDENTS PROCEDURE

Annual Caseload Review

- The school psychologist reviews master district database and identifies students due for 3-year re-evaluation by site.
- School Psychologist notifies special education case managers ahead of needing consent for re-evaluation that a student is due for re-evaluation and dates are cross referenced.
- Case Managers notify school psychologists if a student is missing from the evaluation list.

Transfer Students

- School Psychologists, upon receiving transfer records, determine if a re-evaluation is due within the academic school year following the transfer procedures outlined in the state eligibility guide.
- A new student summary is created by the school psychologist and emailed to the case manager and related service providers with next steps for accepting, amending or evaluating the transfer student.

New Concerns for already qualified Student

- If new academic, behavioral, or medical concerns have developed since the last evaluation, the case manager informs the School Psychologist to determine next steps for adding additional pieces to the consent for reevaluation.

Data Collection & Consent: When a student is due for re-evaluation, the district school psychologist will email the assigned case manager and other relevant team members to collect updated information and identify the assessments necessary for a thorough and comprehensive evaluation.

- School psychologist creates the PPWN consent for reevaluation after a comprehensive file review is conducted.
- School psychologist notifies case manager when PPWN is drafted for parent input and involvement.
- Case manager is responsible for collecting parent/guardian input, with support from the classroom teacher/s as well as explaining timelines for the evaluation process. This input shall be disability related.
- The case manager notifies the school psychologist for a final review prior to step 5.

Consent and Notification

- The school psychologist completes the final review of Parental Prior Written Notice Consent (PPWN) Consent form and notifies case manager when completed.
- The case manager provides the PPWN consent to the parent to obtain written consent with a copy of the parental procedures and safeguards.
- If the parent or guardian declines the re-evaluation request, the district will not proceed with the re-evaluation. In such cases, the assigned case manager will provide the parent or guardian with the appropriate dismissal documentation.
- If the parent or guardian is unavailable to provide a signature, the school district will make reasonable and documented efforts to contact them. For re-evaluations, if these efforts are unsuccessful, the district will proceed by sending an informed consent letter indicating that the re-evaluation process will begin in order to remain compliant with due process timelines and to continue meeting the student's educational needs.

Receipt of Signed Consent

The evaluation timeline begins on the date the case manager receives signed parental consent.

The district will:

- Document the date signed consent is received.
- Enter the consent date into Medley.
- Upload the signed consent into the student's electronic record.
- Complete the district Testing Routing Form.
- Calculate evaluation timelines.

The date the district receives consent (not the date signed by the parent) begins the 25 day evaluation timeline.

South Dakota timelines require:

- Completion of all evaluations within 25 school days of receipt of consent.
Determination of eligibility within 30 calendar days following completion of the evaluation.

Non-instructional days, including weekends, holidays, in-service days, snow days, and extended school breaks, do not count toward the 25-school-day evaluation timeline.

Testing Routing and Assignment of Evaluation Responsibilities

Upon receipt of signed consent, the case manager completes the district Testing Routing Form and shares the document with designated evaluation personnel.

The Routing Form shall include:

- Student demographic information.
- Suspected disability area(s).
- Evaluation team members.
- Assessment assignments.
- Evaluation timelines.
- Eligibility determination due dates.

The case manager shall notify all evaluation personnel and ensure that any related service providers, therapists, behavior specialists, or other specialists required for the evaluation process are included in planning and communication.

Assessment Planning and Data Collection

The assigned school psychologist coordinates evaluation planning and determines assessment responsibilities.

Evaluation data may include:

- Existing educational records.
- SST intervention documentation.
- Classroom observations.
- Curriculum-based measures.
- Academic achievement assessments.

- Cognitive assessments.
- Adaptive behavior assessments.
- Behavioral rating scales.
- Speech-language assessments.
- Occupational therapy assessments.
- Physical therapy assessments.
- Functional behavioral assessments.
- Health and medical information.
- Parent input.
- Teacher input.

All assessments shall be administered by qualified personnel using technically sound instruments and procedures.

Evaluation Activities

The assigned case manager is responsible for:

- Coordinating teacher participation.
Assisting with completion of rating scales and questionnaires.
Gathering work samples.
Completing required observations.
- Completing skills based assessments in all evaluation areas.
Monitoring evaluation progress.
Ensuring timelines remain on track.

Behavior rating scales shall be distributed and collected according to district procedures. The case manager is responsible for reviewing all rating scales for completeness prior to returning them to the school psychologist for scoring.

Evaluation Report Development

The assigned school psychologist compiles evaluation data and prepares the multidisciplinary evaluation report.

The report shall include:

- Review of existing information.
- Summary of assessment results.
- Educational impact.
- Disability-specific eligibility criteria.
- Team interpretation of results.
- Recommendations regarding eligibility.

Formal evaluation components completed by evaluators shall be incorporated into the MDT/Eligibility document by the School Psychology Office. Case managers will receive correspondence from the school psychologist for completion of their portion of the MDT/Eligibility document.

Eligibility Meeting

Upon completion of evaluations, the case manager schedules the Multidisciplinary Team (MDT) Eligibility Meeting.

Participants shall include:

- Parent(s)/Guardian(s)
- General Education Teacher
- Special Education Teacher
- School Psychologist
- Building/District Administrator or Designee
- Related Service Providers (when applicable)
- Other individuals with knowledge of the student

When possible, meetings should be scheduled during the instructional day and coordinated through Outlook Calendar.

The eligibility team reviews all evaluation data and determines:

- Whether the student meets eligibility criteria under IDEA.
- Whether the student requires specially designed instruction.
- Whether related services are necessary for the student to benefit from special education.

IEP Development

If the student is determined eligible:

- The team develops an Individualized Education Program (IEP).
- Services, accommodations, supports, and placement are determined.
- The district provides Prior Written Notice documenting the team's decisions.

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.

Meade School District Procedures SECTION IX: Transition from Part C to Part B

Meade School District works collaboratively with families, Birth to Three providers, and community agencies to support children transitioning from early intervention services into preschool special education services. The transition process is designed to ensure children are identified, evaluated, and, when eligible, have an Individualized Education Program (IEP) in place by their third birthday. Through ongoing communication, planning, and coordination, the district strives to make the transition process seamless for children and families while ensuring access to appropriate educational services and supports.

Receive Notification from Birth to Three Procedure

The South Dakota Birth to Three Coordinator notifies Meade School District when a child receiving early intervention services is approaching their third birthday and may be eligible for preschool special education services under Part B of IDEA. 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.

Upon receiving notification, designated district staff:

- Review available referral information;

- Initiate contact with the family;
- Provide information regarding preschool special education services available through Meade School District;
- Share procedural safeguards and parent rights; and
- Explain the evaluation process, timelines, and next steps.

All children referred through the Birth to Three transition process are considered potentially eligible for special education services and are offered the opportunity to participate in the Part B evaluation process

Participate in the Transition Conference Procedure

A Transition Conference is conducted at least 90 days and no more than nine months before the child's third birthday.

Participants may include:

- Parent(s)/guardian(s);
- Birth to Three Service Coordinator;
- Meade School District representative;
- Current service providers; and
- Other individuals with knowledge of the child.

During the Transition Conference, the team:

- Reviews the child's current strengths and needs;
- Discusses family priorities and concerns;
- Explains preschool special education services and placement options;
- Reviews parent rights and procedural safeguards;
- Discusses evaluation procedures and timelines; and
- Develops a plan for completing transition activities prior to the child's third birthday.

Obtain Parent Consent for Evaluation Procedure

If the family wishes to proceed with an evaluation, Meade School District provides a Prior Written Notice (PPWN) describing the proposed evaluation activities.

District staff:

- Explain the purpose of the evaluation;
- Review the assessments that may be conducted;
- Answer parent questions regarding eligibility and services; and
- Obtain written parental consent.

Parents may choose to sign consent during the Transition Conference or at a later date. Consent is voluntary and may not be obtained through coercion or undue pressure.

Complete the Initial Evaluation Procedure

Upon receipt of signed parental consent, Meade School District completes the initial evaluation within 25 school days. The timeline begins on the date the district receives signed consent and excludes extended non-instructional breaks in accordance with South Dakota guidance.

The evaluation team may:

- Review Birth to Three records and existing data;
- Conduct parent interviews;
- Observe the child in natural or educational settings;
- Administer developmental assessments;

- Complete speech-language, occupational therapy, physical therapy, or other related service evaluations when appropriate; and
- Gather additional information necessary to determine eligibility and educational need.

All evaluations are conducted by qualified personnel and are sufficiently comprehensive to identify the child's special education and related service needs.

Determine Eligibility Procedure

Following completion of the evaluation, the multidisciplinary team meets to review all available assessment data and determine eligibility for special education services.

The team considers:

- Evaluation results;
- Parent input;
- Developmental and educational needs;
- Existing Birth to Three information; and
- Eligibility criteria established under IDEA and South Dakota Administrative Rules.

For children ages three through eight, eligibility under the category of Developmental Delay may be considered when criteria are met.

If the child is determined not eligible, parents receive Prior Written Notice documenting the team's decision and the reasons for the determination.

Develop the Individualized Education Program (IEP) Procedure

If the child is found eligible for special education services, an IEP meeting is scheduled within 30 calendar days of the eligibility determination.

During the IEP meeting, the team:

- Reviews the child's strengths and needs;
- Develops measurable annual goals;
- Determines special education and related services;
- Identifies supplementary aids and supports;
- Considers transportation and other related service needs;
- Determines the least restrictive environment (LRE); and
- Establishes the date services will begin.

The IEP is developed collaboratively with the parent and other required team members.

Implement Services Procedure

Following IEP development, services are implemented in accordance with the IEP.

The district ensures:

- Services are available by the child's third birthday when required under IDEA;
- Staff responsible for implementation are informed of their responsibilities; and
- Parents receive copies of the finalized IEP and Prior Written Notice.

Special Procedures for Children with Summer Birthdays

When a child receiving Birth to Three services will turn three during the summer months, Meade School District plans proactively to ensure a smooth transition to preschool services.

If district personnel may not be available during the summer to conduct evaluations or convene meetings, the district will:

1. Complete the evaluation prior to the end of the school year;
2. Conduct the eligibility meeting;
3. Develop an IEP, if appropriate; and
4. Determine whether Extended School Year (ESY) services are necessary for the provision of FAPE.

If ESY services are required, services begin as outlined in the IEP.

If ESY services are not required, the IEP team may determine that services will begin at the start of the upcoming school year. For purposes of Indicator B-12 compliance, the IEP is considered implemented by the child's third birthday when the IEP has been developed and the team has appropriately determined that services will begin at the start of the school year.

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.

Meade School District Procedures

SECTION X: Private School Placements

Currently there are no accredited private schools within the boundaries of Meade School District.

Consultation Process with Private Schools Attended by Children with Disabilities Procedure:

If an accredited school was created, the Special Services Director will consult with private school representatives and representatives of parents of parentally-placed private school children with disabilities.

The consultation will address:

- The child find process, including:
 - How parentally-placed private school children suspected of having a disability can participate equitably; and
 - How parents, teachers, and private school officials will be informed of the process;
- The determination of the proportionate share of federal funds available to serve parentally-placed private school children with disabilities under this chapter, including the determination of how the proportionate share of those funds was calculated;
- The consultation process among the district, private school officials, and representatives of parents of parentally-placed private school children with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed children with disabilities identified through the child find process can meaningfully participate in special education and related services;
- How, where, and by whom special education and related services will be provided for parentally-placed private school children with disabilities, including a discussion of:
 - The types of services, including direct services and alternate service delivery mechanisms;
 - How special education and related services will be apportioned if funds are insufficient to serve all parentally-placed private school children; and
 - How and when those decisions will be made; and
- How, if the district disagrees with the views of the private school officials on the provision of services or the types of services, whether provided directly or through a contract, the district will provide to the private school officials a written explanation of the reasons why the district chose not to provide services directly or through a contract.

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**

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

1. 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**

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.

1. 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.

2. 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 24:05:16:16:01**

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.

1. Paraprofessionals and assistants; ARSD 24:05:16:16:01

Paraprofessionals and assistants who are appropriately trained and supervised in accordance 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 in Meade School District

- (1) Paraprofessionals must have a high school diploma or GED;
- (2) Paraprofessionals must work within defined roles and responsibilities

- (3) Paraprofessionals must work under the supervision of, and be evaluated by, certified staff.

Meade School District has developed procedures for the implementation and use of the comprehensive system of personnel development established by the Administrative Rules of South Dakota. The District has established and implements procedures for the employment of special education personnel who have the special education endorsement as required in state rules, including child evaluators.

Meade School District ensures only certified, licensed, or otherwise highly qualified personnel, including child evaluators and early childhood teachers will be employed by the school district to provide special education and related services. The district will follow the same procedure for other certified staff, making sure staff work only in those areas where they are properly endorsed or plan to be properly endorsed in place.

Meade School District Procedures

SECTION XIV: Personnel Qualifications

Personnel Procedures

The Director of Special Services/designee and district administration will ensure Meade School District employs and retains qualified personnel necessary to provide special education and related services in accordance with IDEA, South Dakota Administrative Rules, and district policies.

Personnel planning and development activities include:

- Identifying staffing needs, including special education teachers, related service providers, paraprofessionals, early childhood personnel, and leadership staff
- Determining professional development and in-service training needs based on district data, program requirements, and staff responsibilities
- Identifying staff members and groups requiring training
- Developing plans and schedules for professional development activities
- Allocating human and fiscal resources necessary to support personnel development
- Collaborating with the South Dakota Department of Education and other agencies when technical assistance is needed

To recruit and hire qualified personnel, the district will:

- Post vacancies on the district website, social media platforms, college placement offices, and other appropriate recruitment sources
- Review transcripts, certifications, licensure requirements, and relevant work experience
- Verify qualifications consistent with state and federal requirements

To support retention and professional growth, the district will:

- Provide orientation and annual training for paraprofessionals
- Provide ongoing professional development for certified and classified staff
- Review staffing needs, recruitment efforts, and retention strategies through administrative and school board discussions
- Support staff through mentoring, collaboration, and job-specific training opportunities

The Director of Special Services/designee will maintain documentation of personnel qualifications, training activities, and professional development efforts in accordance with district procedures.

Staff Development Procedures

Training and Development

- Meade School District provides ongoing professional development at the district, building, department, and Professional Learning Community (PLC) levels. Training is based on district identified needs, school improvement priorities, compliance requirements, safety procedures, instructional practices, and behavior support systems.
- Professional development may include special education compliance, IEP development and implementation, accommodations and modifications, confidentiality and FERPA requirements, behavior intervention strategies, assistive technology, progress monitoring, and other topics necessary to support students with disabilities.

Paraprofessional Training and Development

- Paraprofessionals participate in district and building, and department-level professional development aligned with their assigned responsibilities and student needs.
- Training may include instructional support strategies, behavior intervention and de-escalation, confidentiality requirements, safety procedures, disability awareness, communication strategies, sensory supports, and other topics necessary to effectively support students with disabilities.

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 using the **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.

Meade School District Procedures

SECTION XV: Performance Goals and Indicators

Meade School District Special Services designated staff may review data by maintaining running records of State Performance Plan data, generating SD December Child Count reports, SD STARS reports, for review and/or review IEP data. A review of district data for accuracy will occur on a regular basis.

If errors are identified in the State Performance Report or the December 1 Childcount report, the District Special Education Director contacts the appropriate State Program representative to make data corrections and is responsible for SEP data verifications.

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** 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.

5. Prohibition on mandatory medication; 300.174; ARSD 24:05:14:21

In accordance with 34 C.F.R. § 300.174 and ARSD 24:05:14:21, the Meade School District ensures that State and District personnel will not require parents to obtain a prescription for substances controlled under Schedules I–V as a prerequisite for a child’s attendance at school, eligibility for evaluation under §§ 300.300–300.311, or receipt of special education or related services.



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 14, 2026. 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

CUSTODIAL SERVICES AGREEMENT

THIS AGREEMENT is made effective the 11th day of May 2026, by **Meade School District 46-1**, 1230 Douglas Street, Sturgis, SD 57785, hereinafter referred to as ("District"), and Cleanrite; 21494 Morris Creek Place, Sturgis, SD 57785 ("Contractor").

AGREEMENT

For and in consideration of this Agreement, the parties agree as follows:

1. Services. During the term hereof, Contractor agrees to furnish personnel to perform the custodial services at Sturgis Brown High School Academy and Ag Building.

2. Payment For Services. The parties agree District shall pay the Contractor \$32,410.00 for the services rendered by the Contractor pursuant to this Agreement in 9 payments of \$3,601.11 Contractor will bill district for 6 days in August at a prorated rate of 25% of monthly payment(\$900.28).However, no payment shall be made unless an invoice is submitted by the Contractor to the District on the first day of the month in which payment is claimed. If an invoice is submitted in time and approved by the School Board, payment will be made for such month to Contractor on the second Monday of each month.

3. Term of Agreement. The term of this Agreement shall commence effective the 24th day of August 2026 and shall terminate the 30th day of May 2027, unless earlier terminated as set forth herein.

4. Relationship of Parties. Contractor and District understand and agree Contractor is an independent contractor and is not and shall not be deemed to be an employee, servant, partner, or joint-venturer of or with District for any purpose.

5. Insurance. Contractor acknowledges it is Contractor's obligation to obtain the following insurance for the benefit of Contractor and its employees, and Contractor hereby assumes all risk for injuries sustained by Contractor or its employees sustained in connection with the performance of this Agreement, and waives any and all claims or rights of recovery against or from District for the same.

Contractor shall maintain at all times hereunder a public commercial/comprehensive liability insurance policy in the following minimum amounts: for bodily injury, \$1,000,000.00 per person and \$1,000,000.00 aggregate; for property damage, \$500,000.00 per occurrence and \$1,000,000.00 aggregate. The district shall be named as an additional insured and loss payee.

The contractor shall also maintain worker's compensation/employer's liability insurance in the minimum amount of \$500,000.00 bodily injury per person. The district shall be named as an additional insured and loss payee.

Each such policy shall provide that District must be given 10 days' notice prior to cancellation or modification of the policy. Contractor shall provide District with proof of insurance prior to the commencement of any services hereunder, and otherwise upon the District's request. Failure to timely keep in force and effect insurance coverage as required herein shall constitute a default hereunder.

5. Indemnification. Contractor shall perform its services hereunder in a reasonable manner, and take reasonable precautions not to damage District real property or improvements or the property of District employee's and students.

Contractor shall indemnify and hold District harmless against all liability or loss, and against all claims or actions based upon or arising out of **(i)** damage or injury, including death, to persons or property caused or sustained in connection with the performance of this Agreement or conditions created thereby, or based upon the violation of any law, rule or regulation, including the defense of any such claim or action; and **(ii)** from and against all costs, attorney's fees, and expenses and liabilities incurred in the defense of any such claim, action, or proceeding brought against District by reason of such claim. Such indemnification obligation shall survive the termination of this Agreement for any reason.

6. Default Provision. Time is of the essence of this Agreement. If Contractor defaults in performance of the terms and conditions of this Agreement, the District shall give written notice stating the default to Contractor, and Contractor shall have a period of 10 days thereafter to cure such default. If the default is not cured within the 10 day period, then the District shall have the right to enforce the terms of this Agreement as allowed by law, to include equitable relief.

7. Binding Effect and Assignment. This Agreement shall be binding upon the parties, their heirs, successors, assigns and legal representatives. Contractor is prohibited from assigning or conveying this Agreement or any rights, privileges or duties hereunder.

8. Governing Law. This Agreement shall be governed by the laws of the State of South Dakota and any litigation regarding this Agreement shall be venued in Meade County, South Dakota.

9. Severability. If any provision of this Agreement or application thereof to anyone or under any circumstances is adjudicated to be invalid or unenforceable in any jurisdiction, such invalidity or unenforceability shall not affect any other provision or application of this Agreement which can be given effect without the invalid or unenforceable provision or application and shall not invalidate or render unenforceable such provision or application in any other jurisdiction.

10. Entire Agreement. This agreement shall constitute the entire agreement between the parties and any prior understanding or representation of any kind preceding the date of this agreement shall not be binding upon either party except to the extent incorporated in this agreement.

11. Modification of Agreement. Any modification of this agreement or additional obligation assumed by either party in connection with this agreement shall be binding only if placed in writing and signed by each party or an authorized representative of each party.

Dated the 11th day of May 2026.

MEADE SCHOOL DISTRICT 46-1

By: _____
Business Manager

CONTRACTOR

By: _____
Its: _____



To Build Knowledge and Skills for Success Today and Tomorrow"

Policy IGBI: ASSIGNMENT TO ALTERNATIVE SETTING

Status: REVIEW

Original Adopted Date: xx/xx/xxxx | Last Revised Date: xx/xx/xxxx | Last Reviewed Date: xx/xx/xxxx

Reviewed Annually: NO	Required in Student Handbook: NO	Required in Staff Handbook: NO
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The Board or its designee may assign a student to an alternative setting to receive instruction when that student has displayed aggressive or violent behavior that disrupts the school or affects the health or safety factor of the school. This option may be utilized only when the school board or its designee determines the district's student discipline policies do not provide a sufficient option based on the student's actions and education needs. The assignment to such alternative setting may not limit open enrollment options or conflict with any IDEA or Section 504 provisions.

Policy References: Legal references indicate the basis or authority for the board to enact this policy, and policy cross-references identify additional policies related to the subject matter of the above policy.

State	Description
SDCL 13-28-19.2	Assignment to alternative setting
SDCL 13-28-40	Enrollment options program established



To Build Knowledge and Skills for Success Today and Tomorrow"

POLICY DBDA: GENERAL FUND BALANCE

Status: REVIEW

Original Adopted Date: xx/xx/xxxx | Last Revised Date: xx/xx/xxxx | Last Reviewed Date: xx/xx/xxxx

Reviewed Annually:	Required in Student Handbook: NO	Required in Staff Handbook: NO
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The School Board is committed to operating the district in a fiscally responsible manner while balancing student needs and the district's financial obligations.

To ensure the district has the resources necessary to meet ongoing and routine financial commitments, the district shall maintain a general fund balance at a level sufficient enough to cover the cash-flow needs of the district. The district may also hold in reserve a portion of the district's general fund that may be necessary to address long-term district financial plans or unanticipated emergency expenditures.

At least once per school year, the superintendent or business manager shall provide the board with recommendations regarding the management of the district's general fund balance, including financial information detailing the district's cash-flow and reserve needs.

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Before the first day of August the Board shall file an annual report with the Department of Education.

The report shall contain all the educational and financial information and statistics of the school district as requested in a format established by the Department of Education. The report shall also contain, for each month of the fiscal year, the month-end cash balances of the school district's general fund, capital outlay fund, pension fund, and special education fund. The report shall also contain the following information related to certified instructional staff in the district for the preceding fiscal year:

1. Total teacher compensation, which is defined as the total amount spent on instructional salaries and benefits for certified instructional staff;
2. The total amount spent on instructional salaries for certified instructional staff;
3. The total amount spent on benefits for certified instructional staff
4. The total number of certified instructional staff employed by the school district; and
5. Any other information necessary to comply with law.

Certified Instructional staff are defined as individuals who are assigned the professional activities of instructing pupils in self-contained classes or courses, or in classroom situations. The number of certified instructional staff is usually expressed in full-time equivalents.

The following categories of teachers meet the definition of certified instructional staff:

- Elementary School teachers
- Middle School / Junior High teachers
- High School teachers

- Gifted Education teachers
- Kindergarten and Junior Kindergarten teachers
- English Learner (EL) teachers
- Title I teachers
- Special Education teachers

The following categories do not meet the definition of classroom instructional staff:

- Pre-K teachers
- Long-term substitutes
- Counselors
- Administrators
- Librarians
- Speech Therapists
- Technology Coordinators

The business manager, with the assistance of the secretary of the Department of Education, shall make the annual report, and it shall be approved by the Board. The business manager shall sign the annual report and file a copy with the Department of Education.

Reports not filed before August 30th are considered past due and are subject to the past-due penalties set forth in SDCL 13-13-38.

Notes: SD Dept. of Ed. has identified staff members who are certified instructional staff and who are not certified instructional staff.



To Build Knowledge and Skills for Success Today and Tomorrow"

POLICY DC: TAXING AND BORROWING AUTHORITY/LIMITATIONS

Status: ADOPT

Original Adopted Date: xx/xx/xxxx | Last Revised Date: xx/xx/xxxx | Last Reviewed Date: xx/xx/xxxx

Reviewed Annually:	Required in Student Handbook:	Required in Staff Handbook:
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TAXING

State law establishes the district's taxing authority. The district establishes levies in accordance with South Dakota Property Tax Law, which may change annually. The governing body of the school district may impose an excess tax levy with an affirmative two thirds vote of the governing body on or before July fifteenth of the year prior to the year taxes are payable. The decision may be referred upon a resolution of the governing body of the school district or by a petition signed by at least five percent of the registered voters in the school district.

~~For capital outlay funds, the tax levy cannot exceed 3 dollars per thousand dollars on the taxable valuation of the district, and for special education funds, the tax levy cannot exceed one dollar and forty cents per thousand dollars on taxable valuation. For taxes payable in 2011, 2012, 2013, 2014, and 2015, the levy limitation of one dollar and forty cents per thousand dollars of taxable valuation does not apply to any school district.~~

BORROWING

By law, the Board is permitted to borrow money in anticipation of the collection of taxes for the purpose of securing funds for school operations. The amount of money borrowed cannot exceed the sum of 95 percent of the amount of uncollected taxes levied for the current school fiscal year, plus other uncollected receivables (including state or federal money, not yet received, but) owed to the district.



To Build Knowledge and Skills for Success Today and Tomorrow”

POLICY DJ: PURCHASING PROCEDURES

Status: AMEND

Original Adopted Date: 07/14/1986 | Last Revised Date: xx/xx/xxxx | Last Reviewed Date: xx/xx/xxxx

Reviewed Annually:	Required in Student Handbook:	Required in Staff Handbook:
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DEFINITIONS:

Supplies - any property, including equipment, materials, and printing.

Services - furnishing of labor, time, or effort by a contractor not involving the delivery of a specific end product other than reports which are merely incidental to the required performance.

Public Improvement - the process of building, altering, repairing, improving, or demolishing any structure, building, or other improvements of any kind to real property owned by the District.

GENERAL RULES: Unless otherwise authorized by law, each contract for supplies, services, and construction shall be awarded by one of the following methods:

1. Purchases for less than \$50,000 for supplies or services;
2. Contract for public improvement for less than \$100,000;
3. Competitive sealed bids for supplies or services having a purchase price of \$50,000 or more, and for contracts for public improvement exceeding \$100,000 or more;
4. Competitive sealed proposals for supplies or services having a purchase price of \$50,000 or more, and for contracts for public improvement of \$100,000 or more;
5. Sole source procurement;
6. Emergency procurement.
7. Use of federal grant funds for procurement.

The Business Manager will serve as the purchasing agent. The Business Manager will develop and administer the purchasing program for the schools with the assistance of the Superintendent within the legal requirements and the adopted school budget.

All materials to be ordered by the school district staff must be requisitioned through the Principal or department head, and the Business Manager for processing by the business office. Principals and department heads will examine carefully all requisitions submitted by teachers, custodians and other employees for supplies, equipment and services and are responsible for verifying that items requested are needed before signing the requisition and sending it to the Business Manager.

All requisitions must include the name and address of the supplier as well as the purchase price.

School purchases will be made only on official purchase orders approved for issuance by the appropriate unit head and signed by the ~~Superintendent~~ **Business Manager**, with such

exceptions as may be made by the latter for emergency purchases and those made with local purchase orders~~petty cash funds~~.

The business office will maintain a central record system for the purpose of combining orders, avoiding duplication of purchases, taking full advantage of lowered prices for bulk purchasing, to follow up on delayed orders of delivery and to reconcile deliveries to orders before payment is made. This delivery control will be applied to all purchases, regardless of point of delivery.

If any person orders materials without going through the Business Manager's office, the person ordering the materials will be individually responsible for the payment of the materials.

1. PURCHASES OF SUPPLIES OR SERVICES FOR LESS THAN \$50,000

If the District intends to purchase services or supplies, the total of which is less than \$50,000, neither competitive sealed bids nor competitive sealed proposals are required.

2. CONTRACT FOR PUBLIC IMPROVEMENT FOR LESS THAN \$100,000 If the District intends to contract for a public improvement, the total of which is less than \$100,000, neither competitive sealed bids nor competitive sealed proposals are required.

3. COMPETITIVE SEALED BIDS Contracts shall be awarded by utilizing the competitive sealed bid process except as otherwise provided in law (i.e., competitive sealed proposals, sole source procurements, emergency procurements, and procurements exempt from the bid process). The procedures for using competitive sealed bids are set forth in SDCL 5-18A-5.

4. COMPETITIVE SEALED PROPOSALS A contract may be entered into by competitive sealed proposals if the Board determines in writing that the use of the competitive sealed bids is either not practicable or not advantageous. The procedures for using competitive sealed proposals are set forth in SDCL 5—18A-7.

5. SOLE SOURCE PROCUREMENT A contract may be awarded for supplies or services without competition if the Board determines in writing that the supplies or services are of such a unique nature that the contractor selected is clearly and justifiably the only practicable source to provide the supplies or services. The determination that the contractor selected is justifiably the sole source shall be based on either the uniqueness of the supplies or services or the sole availability at the location required. In such cases, the Board shall conduct negotiations, including price, delivery, and quantity to obtain the most advantageous price and shall include the written verification of the sole source in the contract file. This provision does not apply to construction services or construction equipment.

The District shall maintain a record listing each contract made under sole source procurement for a minimum of five years. The record shall contain:

- Each contractor's name;
- The amount and type of each contract; and
- A listing of the supplies and services procured under each contract.

6. EMERGENCY PROCUREMENT The Board may make or authorize others to make an emergency procurement without advertising the procurement if rentals are not practicable and there exists a threat to public health, welfare, or safety or for other urgent and compelling reasons. Failure to abide with the bid provisions in a timely manner as required by law is not an emergency. An emergency procurement shall be

made with such competition as is practicable under the circumstances. A written determination of the basis for the emergency and for the selection of the particular contractor shall be included in the contract file.

The District shall maintain a record listing each contract made under emergency procurement for a minimum of five years. The record shall contain:

- Each contractor's name;
- The amount and type of each contract; and
- A listing of the supplies, services, and public improvements procured under each contract.

7. USE OF FEDERAL GRANT FUNDS FOR PROCUREMENT The following are acceptable methods of procurement per the federal uniform grant guidance:

a. **Micro-purchases** of products costing \$~~15,000~~~~40,000~~ or less do NOT require quotes to be received and effort should be made to distribute evenly these purchases to qualified suppliers. The micro-purchase threshold for services is \$2,500 (Service Contract Labor Standards—formerly the Service Contract Act of 1965), and is \$2,000 for construction services (Construction Wage Rate Requirements Statute—formerly the Davis-Bacon Act).

b. **Small purchases** from supplies or other property and services in excess of \$~~15,000~~~~40,000~~ and do not exceed \$~~350,000~~~~250,000~~ do require quotes but NO pricing analysis. If used, price or rate quotations must be obtained from an adequate number of qualified sources.

c. **Sealed bids** are required for purchases of \$~~350,000~~~~250,000~~ or greater. Firm fixed price is awarded and must include at least two responsible bidders.

d. **Competitive proposals** may be used for projects over \$~~350,000~~~~250,000~~.

e. **Noncompetitive proposals** (sole source) Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when certain circumstances apply.

All contracts must be approved by the Board in order to be binding on the school district. Each contract shall be in writing, shall have the printed name of any individual signing the contract, and shall be signed on behalf of the School District by an authorized official. Failure to comply with the requirement for a printed name does not void the terms or purpose of the contract.

Notes:

- *State law requires the use of sealed bids or proposals if expenditures for supplies or services exceeds \$50,000 and expenditures for capital improvements exceeds \$100,000. The Board may choose to lower the statutory amounts when sealed bids and sealed proposals are required, but the lower amounts must be reflected in the policy.*
- *Each grant which the school district receives needs to be reviewed for its own specific grants management requirements.*



To Build Knowledge and Skills for Success Today and Tomorrow"

POLICY EBA: BUILDINGS AND GROUNDS INSPECTIONS

Status: ADOPT

Original Adopted Date: xx/xx/xxxx | Last Revised Date: xx/xx/xxxx | Last Reviewed Date: xx/xx/xxxx

Reviewed Annually: NO	Required in Student Handbook: NO	Required in Staff Handbook: NO
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The Superintendent will be responsible for the general safe operations of the buildings and grounds and will periodically assist in their inspection for safety hazards.

At least annually, the Buildings & Grounds Supervisor will assist an inspector of the department of public safety in the inspection of school buildings and grounds for fire safety hazards.

Violations to fire protection laws and other safety hazards will be reported to the Superintendent and corrected to ensure the well-being of all students, staff and the general public on school property.

Policy References: Legal references indicate the basis or authority for the board to enact this policy, and policy cross-references identify additional policies related to the subject matter of the above policy.

State	Description
SDCL 13-25	Fire Safety in School Buildings



To Build Knowledge and Skills for Success Today and Tomorrow

POLICY EFB: FREE AND REDUCED PRICE FOOD SERVICES

Status: ADOPT

Original Adopted Date: xx/xx/xxxx | Last Revised Date: xx/xx/xxxx | Last Reviewed Date: xx/xx/xxxx

Reviewed Annually:	Required in Student Handbook:	Required in Staff Handbook:
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The District will take part, as feasible, in the National School Lunch Program and other food programs that may become available to see that all children in the District receive proper nourishment.

As required by law and regulations of the State, the Board will offer free and reduced price lunches and free milk to those qualifying children. If a student is eligible for free or reduced priced meals, no charge will be imposed upon the student for any meals served by the district through the National School Lunch Program or the School Breakfast Program. In accordance with the guidelines for participation in these programs and the wishes of the Board, no child who a teacher believes is improperly nourished will be denied a free lunch, breakfast, milk, or other food simply because proper application has not been received from his parents or guardian.

The Superintendent will establish regulations that conform with requirements for participation in programs for free and reduced price meals and supplementary food. Such regulations will be reported to the Board as needed for its approval.

All financial records of these programs will be kept in a separate account by the treasurer.

Policy References: Legal references indicate the basis or authority for the board to enact this policy, and policy cross-references identify additional policies related to the subject matter of the above policy.

State

SDCL 13-35

Description

[School food services programs](#)

Federal

42 USC § 1773

42 USC §1751 et seq.

Description

[School Breakfast Program](#)

[National School Lunch Program](#)

SOUTH DAKOTA SCHOOL DISTRICT REORGANIZATION

A Process Guide for School Board Use

Prepared with reference to SDCL Chapter [13-6](#), SD Dept. of Education guidance, and ASBSD's Reorganization Planning Guide

1. Overview

Reorganization is the legal process by which South Dakota school districts are created, consolidated, or dissolved. State law recognizes three forms:

- Consolidation — two or more districts combine to form a new district with a new school board (SDCL [13-6-1](#)).
- Dissolution and annexation — an existing district dissolves entirely and its territory is absorbed into one or more neighboring districts; no new district is created (SDCL [13-6-61.1](#)).
- Partial-territory transfer — only a portion of an existing district detaches and joins one or more already-existing neighboring districts. The origin district continues to operate under its own name and board with reduced boundaries. This is the scenario covered in Section 2 below, illustrated by the Colome / Wood–Witten / White River–Winner case.

Reorganization may be voluntary — initiated by board resolution or by a voter petition — or it may be legally required. Districts whose K-12 enrollment falls to 100 or fewer students, and which are not designated “sparse,” are required by law to reorganize (SDCL [13-6-97](#)).

Recommendation: Retain a school attorney experienced in SDCL Chapters [13-6](#) and [13-15](#) before beginning. This guide summarizes the process; it is not a substitute for legal advice, and precise statutory language controls.

2. Partial-Territory Transfers: Which Statutory Pathway Applies?

A district does not have to be fully consolidated or dissolved to lose or gain territory. South Dakota law provides two pathways for moving a portion of one district into an already-existing neighboring district. Which pathway applies depends on the scale of the change and the number of districts involved.

Pathway A — Land Exchange / Minor Boundary Change (SDCL [13-6-84](#) to [13-6-84.4](#), [13-6-86](#))

This pathway is structured as a land exchange between two districts and it must be initiated by the districts' boards rather than by an outside petition. Neither board can be compelled to participate: SDCL [13-6-84.2](#) states that nothing in the statute compels a board to act if it is unwilling to exchange land, and that an exchange may only be made if each board is willing to exchange land. The area proposed for detachment, annexation, or exchange must share a common boundary with the two districts (SDCL [13-6-84.1](#)); land owned by government or unoccupied land may be included.

A willing board adopts a resolution of intent that includes legal descriptions and a map of the land to be exchanged, a county auditor's certified statement of assessed valuation for the area and for each full district (including any bonded indebtedness or judgments against each district), and a commitment to obtain a fair-market-value appraisal from a certified appraiser mutually agreed upon by both boards (cost split evenly; the appraisal requirement can be waived only if both boards adopt a resolution to do so). Each board then holds a public hearing and votes to approve or reject the exchange; a board's rejection does not create a cause of action or

grounds for appeal under SDCL [13-46-1](#) (SDCL [13-6-84.2](#)). If both boards approve and no election is requested, the resolutions go to the county commissioners for implementation (SDCL [13-6-87](#)). Within 30 days of the hearing, 5% of a district's voters may petition to refer the resolutions to that district's next regular election instead, decided by simple majority (SDCL [13-6-84.3](#)).

Pathway B — Full Reorganization Plan applied to a boundary change (SDCL [13-6-10](#), [13-6-13](#))

The same process used for consolidation or dissolution (see Sections 4–7) can also be used to detach a defined portion of a district and annex it to one or more existing districts, without dissolving the origin district entirely. Statute does not set a fixed acreage or valuation threshold separating Pathway A from Pathway B; in practice, Pathway B is used when the affected area is large relative to the whole district, represents a substantial share of assessed valuation, or is being split among more than one receiving district.

As a full reorganization plan, Pathway B must satisfy every element of SDCL [13-6-13](#) and receive DOE approval. Voting authority under Pathway B is asymmetric between the origin and receiving districts. SDCL [13-6-41](#) sets the default rule that each district involved in a reorganization plan holds its own election. SDCL [13-6-41.1](#) creates an exception: when the approved plan consists of an existing district dissolving all or part of itself and being annexed to one or more other districts, the election is called only within the origin (dissolving) district — including any part of that district that is not detaching, so all origin-district voters decide, not only those in the area proposing to transfer. The district or districts receiving the annexed territory do not hold a district-wide vote; instead, under SDCL [13-6-13](#), each receiving school board acts by resolution to accept or reject the annexed area as set out in the plan.

This is a frequent point of confusion: for a partial-territory transfer structured as a dissolution/annexation, it is the receiving district's board — not a vote of that district's own residents — that decides whether to accept the annexed territory.

	Pathway A: Minor Boundary Change	Pathway B: Full Reorganization Plan
Governing statutes	SDCL 13-6-84 – 13-6-84.4 , 13-6-86 (and 13-6-85.4 for closing attendance centers)	SDCL 13-6-10 , 13-6-13 , 13-6-17 , 13-6-18 , plus the election statutes in 13-6-41 et seq.
Nature of the change	A mutual land exchange between two boards; small, contiguous parcels along a common boundary	A detachment and annexation of a defined area, potentially split among multiple receiving districts
Who initiates	Either school board, by resolution of intent; requires both boards to be willing — neither can be compelled to exchange land (13-6-84.2)	A district's board by resolution, or a district's board must act if presented a petition signed by 15% of registered voters (13-6-10)
Who decides	Both boards, each by resolution after a public hearing and (absent mutual waiver) a certified appraisal; county commissioners implement	DOE Secretary approves the plan; origin-district voters decide by election; each receiving district's board decides by resolution (no receiving-district election)
District-wide election?	No, unless 5% of a district's voters petition within 30 days of the public hearing to refer it to that district's next regular election (13-6-84.3)	Origin district: yes, a majority vote of the entire origin district, not just the detaching area (13-6-41.1). Receiving district(s): no election; board resolution only (13-6-13)
Appeal rights	A board's rejection of a proposed exchange is not grounds for an appeal under SDCL 13-46-1 (13-6-84.2)	Plan may be amended and resubmitted; a rejected plan may go to reconsideration election under 13-6-49

Under Pathway B, affected voters do not receive a separate or weighted vote; the outcome is decided by a majority of the entire origin district. This means a detaching area could be outvoted by the remainder of the district even where that area's own voters are unified in favor, as shown in the case study below.

3. Case Study: Colome, Wood–Witten, and White River–Winner

This example shows Pathway B in application.

Background

The Colome Consolidated School District was formed by consolidation: Wood joined in 2008–09 (after a change in state law permitted non-contiguous district boundaries to be joined), and Witten joined in 2010. At the time, the Colome district planned to keep elementary schools open in each community. Enrollment later declined in both communities; the Witten school closed in 2021, and the Wood school closed in November 2022 after the district was unable to hire a teacher there. With no attendance center remaining in Wood or Witten, and a number of students already open-enrolled in the White River School District, patrons in the Wood and Witten areas petitioned to move their portion of the district, along with the associated property tax base, to the districts their children were attending.

Why this went through Pathway B, not a minor boundary change

- Scale: the affected territory represented approximately half of the Colome Consolidated district's land area and about one-third of its assessed valuation.
- Multiple receiving districts: the Wood/Mellette County portion was proposed to join White River, while the Witten/Tripp County portion was proposed to join Winner, with the new dividing line following the Mellette–Tripp county line. The minor-boundary petition process addresses a single receiving district and does not provide a mechanism to split territory between two receiving districts at once.
- Given these factors, the Colome board developed and filed a full reorganization plan with the Department of Education under SDCL [13-6-10](#) and [13-6-13](#), incorporating the boundary-change criteria of [13-6-84.1](#) into the plan itself.
- The plan was structured, per the filed petition and plan documents, as the Wood and Witten areas dissolving from Colome Consolidated and attaching to White River and Winner respectively. Under SDCL [13-6-41.1](#), this meant the election was held only within Colome Consolidated (covering Colome, Wood, and Witten together). Reporting on both votes lists polling locations only at the Colome Fire Hall, Witten City Hall, and Wood Community Hall; White River and Winner did not hold their own elections on the plan. Under SDCL [13-6-13](#), White River's and Winner's school boards accepted the respective annexed areas by resolution.

Timeline

Date	Event
2008–09	Wood joins the Colome district (post-consolidation, non-contiguous boundaries newly permitted); voters approve in 2009.
2010	Witten joins the Colome district; district becomes Colome Consolidated.
2021	Witten attendance center closes due to declining enrollment.
Nov. 2022	Wood attendance center closes after the district cannot hire a teacher; remaining students bused to Colome or open-enrolled elsewhere.

Date	Event
2022–23	Wood/Witten patrons petition; Colome board develops and files a reorganization plan with DOE proposing to transfer Wood to White River and Witten to Winner.
June 2023	First district-wide vote: plan does not pass, 163–149 (52.2%–47.8%). Wood voters cast 91–2 in favor and Witten voters cast 28–6 in favor; the town of Colome cast 155–30 against, a larger number of votes than were cast in Wood and Witten combined.
2024	Second vote held under the reconsideration provisions of SDCL 13-6-49 : plan passes by a 10-vote margin, 188–178 (51.4%–48.6%).
2024–25 school year	Reorganization takes effect: the Wood area transfers to White River, the Witten area transfers to Winner, and the new Colome Consolidated boundary shrinks from about 804 to about 325 square miles, a loss of roughly 33% of assessed valuation. Colome retains its own school and board.

What this illustrates for board planning

- A partial-territory transfer at this scale is processed as a full reorganization plan under Pathway B, with the same DOE filing, plan-content, and election requirements described in Sections 4–7.
- The vote is district-wide. A subarea where voters are unified in support can still be outvoted by the remainder of the district, since it is the origin district's voters as a whole, not just the detaching area, who decide the outcome.
- If a plan fails, SDCL [13-6-49](#) provides a path to try again: the board may call a reconsideration election within one year, and must do so if 20% or more of voters petition for it.
- A single plan can send different pieces of one district's territory to two or more different receiving districts simultaneously, provided the plan and its boundary descriptions clearly separate each piece.
- The origin district is not automatically dissolved; a smaller version of Colome Consolidated continued to operate its own school. Boards should budget for the valuation and enrollment loss — Colome went to voters with a general fund opt-out the following year.

4. Phase I — Planning & Community Engagement

Before any formal action, it is recommended that the board appoint a Planning Committee of five to nine members (including one board member, who should not chair the committee) to gather data and engage patrons. The board retains legal responsibility and cannot delegate its decision-making authority.

Data the committee should compile

- Enrollment: five prior years, current year, and five-year projections
- Current curricular offerings, achievement data, and instructional hours
- Staffing levels across all positions (administration, teaching, support)
- Budget history, projections, tax/valuation trends, fund balances, and indebtedness
- Special education expenditures (historical, current, projected)
- Opt-out levy information, if applicable (opt-outs do not carry over to a new district unless expressly included in the plan)
- A map of the proposed district (no “islands” of unattached territory permitted)

- Current and proposed bus routes and mileage estimates
- Facility inventory and proposed future use or disposition
- Rationale for the choice of reorganization partner(s)

Community engagement

Public hearings must be held in each district before the plan is submitted to the Department of Education (DOE). Common practices include joint board meetings, posted maps, distributed budget/enrollment/curriculum data, and a written Q&A format in which questions are submitted on cards. A sample community questionnaire is included as Appendix A.

5. Phase II — Initiating & Developing the Plan

The board may initiate reorganization by resolution, or must do so if presented a petition signed by 15% of the district's registered voters (based on the last general election). Where more than one district is involved, the boards act jointly to prepare a single plan.

The board(s) must file the completed plan within 180 days of a petition being filed; the DOE Secretary may grant up to two 90-day extensions based on documented progress. If involved boards cannot agree on a single plan within the allowed time, the DOE Secretary will submit a plan to the voters directly (SDCL [13-6-10](#)).

Required contents of the plan (SDCL [13-6-13](#))

#	Required Element of the Reorganization Plan (SDCL 13-6-13)
1	Map(s) showing boundaries of the involved and proposed districts, existing and proposed attendance centers, facilities, and proposed bus routes
2	Legal description of the boundaries of the proposed district(s) — copy directly from the County Auditor to avoid transcription errors
3	Estimated school-age population within the proposed district(s)
4	Assessed valuation of taxable property in each district and in the proposed district(s)
5	Outstanding general obligation bonds, fund balances, and receipts in process of collection for each district
6	Designation of the county of jurisdiction, if a joint district
7	The official name of the proposed district (a new name/number — the old district number cannot be retained) (<i>Checking on this for Annexation/Transfer with SD DOE</i>)
8	Proposed method for adjusting assets and liabilities between districts
9	Proposed number of school board members for a newly created entity (<i>Note: not necessary for districts only involved in annexation per Secretary of Education</i>).
10	Description of the proposed educational program
11	Budget estimate of annual receipts and expenditures for the proposed district(s)
12	Statement addressing any requested minor boundary changes
13	Process for a landowner adjacent to a non-involved district to request transfer of their land
14	Demonstration of compliance with State Board of Education Standards

The completed plan must be entered into the minutes of each participating board and filed with the County Commissioners of every county in which the proposed district lies, along with two copies to the DOE Secretary (SDCL [13-6-13](#), [13-6-17](#)).

6. Phase III — State Review & Election

The DOE Secretary reviews the plan for compliance with statute and State Board standards, may hold additional hearings or request more data, and may disapprove a plan for insufficient valuation or enrollment to meet State Board program standards (SDCL [13-6-18](#)). If disapproved, the board(s) may amend or abandon the plan.

Once approved, each involved board adopts a resolution calling a special election. For a dissolution/annexation plan, only voters in the dissolving district vote; for a consolidation creating a new district, voters in all participating districts vote. The election must occur within 90 days of DOE approval, and the DOE Secretary sets the date (SDCL [13-6-41](#), [13-6-41.1](#), [13-6-41.2](#), [13-6-45](#), [13-6-47](#)).

If voters reject the plan, the board may call a reconsideration election within one year; it must do so if 20% or more of voters petition for one (SDCL [13-6-49](#)).

7. Phase IV — Transition to the New District

Following an approved vote, the DOE Secretary issues an order specifying boundaries, effective date, number of board seats, and county of jurisdiction, and distributes it to the affected boards, county auditors, the Secretary of State, and county commissioners (SDCL [13-6-48](#), [13-6-48.1](#), [13-6-48.2](#)).

The county auditor of jurisdiction then conducts the election for the new district's school board. New members may assume office after the first Monday in January. The prior boards continue governing their existing districts through the end of the fiscal year; the new/reorganized district becomes operative July 1 (or later if the DOE order issues after March 1) (SDCL [13-6-61](#) – [13-6-64](#)).

At that point the former district(s) are legally dissolved. Officer terms expire when newly elected officials assume office and county-commission-directed duties are complete; assets, liabilities, and records transfer to the new or receiving district under a county commission directive (SDCL [13-6-67](#), [13-6-77](#), [13-6-78](#), [13-6-83](#)).

Administrative transition items to assign to staff

- New EIN/tax ID, bank accounts, credit cards, and direct-deposit updates
- Sales tax exemption certificate, DUNS number, and new indirect cost rate
- SD Retirement System resolutions and employee B-1/E-1 forms
- Vehicle title transfers, license plates, and SDHSAA notification
- Final audit on a liquidation basis for the closing district(s); new-district accounting setup
- Disposition of student/club (agency) funds before students leave in the final year
- Coordination with the county on property tax apportionment and bank franchise fund allocation

8. Existing Debt and Bonded Indebtedness

Reorganization statutes treat two categories of financial obligation differently: general assets and liabilities, which are adjusted and reallocated as part of the plan, and bonded indebtedness, which is not transferred and instead remains tied to the specific property that originally incurred it.

General assets and liabilities

The county commissioners are responsible for valuing each affected district's school property and debt and overseeing the adjustment between districts (SDCL [13-6-77](#)), and the directive carrying out that adjustment is filed with the DOE Secretary (SDCL [13-6-78](#)). As noted in Section 5, the plan itself must include a statement of the proposed method for adjusting assets and liabilities (SDCL [13-6-13](#)), and DOE guidance requires that statement to specify exact percentage breakdowns where allocation is based on land area or valuation, and to be supported by county commission approval rather than left to informal agreement.

Bonded indebtedness stays with the original territory

SDCL [13-6-82](#) provides that reorganization does not transfer the liability for existing bonded indebtedness away from the district or territory against which it was originally incurred. Where a bond issue remains outstanding, the county auditor continues the same annual tax levy against that specific property until the bonds are retired, regardless of which district that property is assigned to going forward for general operating purposes. At the close of the former district's last fiscal year, its bond redemption fund is transferred to the county treasurer and held in a trust fund together with ongoing levy receipts; the county treasurer applies that fund to bond payments as they come due and may negotiate early payoff of outstanding bonds when authorized by the county commission.

Practical effect for a partial-territory transfer: if the departing area carries a share of the origin district's outstanding bonded debt, that debt follows the property rather than the district boundary. Patrons in the transferred area may continue paying a separate levy toward the origin district's old bonds even after their general operating taxes begin going to the receiving district. In a 2014 South Dakota reorganization plan (Corsica–Stickney), for example, repayment of the Corsica district's outstanding capital outlay certificates and Qualified Zone Academy Bonds continued to be levied specifically against property within the former Corsica district boundaries under SDCL [13-6-82](#), rather than being spread across the newly consolidated district.

Discharging other liabilities and future borrowing capacity

SDCL [13-6-81](#) allows the county commission, within statutory limits, to levy a tax to discharge other liabilities of a dissolved district not otherwise resolved by the plan's asset and liability adjustment, and permits a bond issue for that purpose if needed. Separately, SDCL [13-19-8.1](#) governs how a school district created or altered by reorganization calculates its own debt limit going forward and provides for the broader readjustment of property, assets, debts, and liabilities. Boards anticipating new borrowing soon after a reorganization takes effect should coordinate with a bond counsel or financial advisor on how the new or adjusted debt limit applies.

- Confirm exact bond schedules (issuer, original amount, current balance, and maturity dates) for every component district during Phase I data-gathering — this is also a required element of the plan itself (Section 5, plan-contents item 5).
- Do not assume a receiving district inherits the origin district's bonded debt, or that a departing area is relieved of it — confirm the specific levy and trust-fund arrangement with the county auditor and treasurer under SDCL [13-6-82](#).
- Address any non-bonded liabilities explicitly in the plan's asset and liability adjustment statement so the county commission has a clear basis for its directive.

9. Full Statutory Timeline at a Glance

This timeline applies to consolidation, dissolution, and to large-scale partial-territory transfers processed as a full reorganization plan (Pathway B in Section 2). Minor boundary changes under Pathway A follow the separate, shorter process described in Section 2 and do not require an election in most cases.

Step	Action	Statute	Approx. Timing
1	Board adopts a resolution to develop a reorganization plan (or receives a petition signed by 15% of registered voters). If more than one district is involved, boards act jointly.	13-6-10	Trigger event
2	Involved school board(s) develop the plan: hold conferences and public hearings, gather data, may hire a consultant.	13-6-10	Up to 180 days after petition filed (DOE may grant up to two 90-day extensions)
3	Completed plan is incorporated into board minutes and filed with the County Commissioners of each affected county and with the Dept. of Education.	13-6-13 , 13-6-17	Upon plan completion
4	DOE Secretary reviews the plan for statutory compliance; may hold hearings or request more data; approves, disapproves, or returns for amendment.	13-6-18	Roughly 30 days after filing
5	If approved, each involved board sets a special election by resolution; DOE Secretary sets the election date. (Dissolution/annexation: only the dissolving district votes.)	13-6-41 , 13-6-41.1 , 13-6-41.2	Election held within 90 days of plan approval
6	Election held; results certified and canvassed at the next regular board meeting and transmitted to DOE.	13-6-45	35–40 days minimum to set up an election
7	Majority vote in each affected district approves the plan; DOE issues an order with boundaries, effective date, and number of board seats.	13-6-47 , 13-6-48	After canvass
8	New district school board election conducted by the county auditor of jurisdiction; new members may take office after the first Monday in January.	13-6-61 – 13-6-64	Following DOE order – (Note: not necessary for districts only involved in annexation per Secretary of Education).
9	New district becomes operative July 1 (unless the order issues after March 1, which pushes the effective date). Prior district boards continue operating existing districts until June 30.	13-6-48 , 13-6-61	July 1
10	Former districts are dissolved; assets, liabilities, and records transfer to the new/receiving district per county commission directive.	13-6-67 , 13-6-77 , 13-6-78 , 13-6-83	At transition

10. Board Action Checklist

A condensed sequence for board minutes and agenda planning (see also the detailed guidance above):

1. Adopt resolution to develop a plan, or acknowledge a qualifying 15% voter petition ([13-6-10](#)).
2. Jointly develop the plan with any partner district board(s); hold public hearings ([13-6-10](#), [13-6-13](#)).
3. Enter the plan into board minutes; file with County Commissioners and DOE ([13-6-13](#), [13-6-17](#)).
4. Respond to DOE review; amend if requested ([13-6-18](#)).
5. Adopt resolution calling the special election once DOE approves ([13-6-41](#)).
6. Conduct the election; canvass and certify results to DOE at the next regular meeting ([13-6-45](#)).
7. Receive DOE order upon approval; begin transition planning ([13-6-48](#)).
8. Support county auditor in conducting the new board election ([13-6-62](#) – [13-6-64](#)).
9. Complete asset/liability transfer directives with the county commission ([13-6-77](#), [13-6-78](#)).
10. Operate prior district through June 30; new district begins operation July 1 ([13-6-61](#), [13-6-64](#)).

11. Key Considerations for the Board

- Reorganization requires majority voter approval in each affected district; plan development should include a public engagement process in addition to the legal filing.
- A board member should sit on the planning committee but should not chair it, so the committee remains distinct from the board and open to community members.
- Opt-out levies do not automatically transfer to a new district; if continuity is desired, this must be written into the plan and separately advertised per SDCL [10-12-43](#).
- Facility disposition (e.g., gifting a building to a local government) is addressed under SDCL Title 6, Chapter 5 according to ASBSD guidance (cited there as SDCL [6-5-2/6-5-5](#)); we were unable to independently verify this specific citation against current codified text in this review, so confirm the current section numbers and terms with legal counsel before relying on them.
- There are no monetary incentives for reorganization under current law (incentive funding ended July 1, 2010); only pre-existing obligations are paid out.
- Deadlines for submitting plans to DOE: consolidation/reorganization plans by the first week of January; dissolve-and-attach plans by the first week of April.
- If only part of the district is affected, decide early whether the change is truly “minor” (Pathway A, board-to-board) or large enough to require a full reorganization plan and district-wide vote (Pathway B) — see Section 2. Misjudging this can cost a planning cycle, as a plan built for the wrong pathway will not satisfy DOE's review.
- Under Pathway B, remember the whole origin district votes, not just the detaching area — build a communication plan for the entire district, not only the community requesting the change (see the Colome case study, Section 3).

Sources

South Dakota Codified Laws, Title 13, Chapter 6 (School District Reorganization), sdlegislature.gov

SD Department of Education, “School District Reorganization” and “Guidelines for Submitting Reorganization Plans,” doe.sd.gov/ofm/reorg.aspx

Associated School Boards of South Dakota (ASBSD), “School Reorganization: A Planning Guide for School Districts,” asbsd.org

Mitchell Republic, reporting on the Colome Consolidated School District reorganization votes (June 2023, April 2024) and subsequent opt-out election (June 2025), mitchellrepublic.com

Corsica School District, 2014 Corsica–Stickney reorganization plan (illustrating SDCL [13-6-82](#) bonded indebtedness treatment), corsica.k12.sd.us

This document summarizes South Dakota law and DOE/ASBSD guidance as a starting point for board discussion. Confirm current statutory language and DOE procedural requirements with your school attorney before formal action, since statutes are periodically amended.



To the Board of Education, Meade School District 46-1

Two items this month. Both are going well.

1. Student devices are up and running

Devices were issued for the school year and are in service across the district. Repairs and replacements are moving normally, and nothing about the start of the year has needed the Board's attention.

When a student arrives or leaves, the building's technician is notified automatically and the account and the device are tracked through to completion — 408 records so far this school year.

2. The new student services forms

Six online enrollment forms — and the commercial software behind them — were replaced over the summer with one application built in-house. A family now fills in one form for all of their children.

6 → 1 forms a family fills in	2,323 submissions this year	0 paid form plugins
---	---------------------------------------	-------------------------------

As of September 10, 2026 · 2026-27 school year

- Office staff see submissions as they arrive, filtered to their own school.
- Bus riders feed the bus company's routing software automatically, nightly. Nobody retypes a list.
- A written guide is going out to staff this week.

Tools for our future. The district is building what it needs rather than renting it. The software belongs to Meade 46-1, it changes the day a need changes, and the same foundation is already carrying other staff tools.

Respectfully submitted,

James Boelter, Systems Administrator · james.boelter@k12.sd.us

Christian Kotab, Network Administrator



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

Beth Johnson- Curriculum Director

1230 Douglas Street, Sturgis, SD. 57785

Phone: (605) 347-4454 ext 4

RE: Meade 46-1 School Board Report
From: Beth Johnson, Curriculum Director
Subject: September Board Report

During the August Inservice, department teams met to launch the 2026-27 school year's collaborative work. Each K-12 content and support area set clear, department-specific objectives for the day, with a shared focus across most departments on establishing the purpose and process of Professional Learning Communities (PLCs) and beginning work on essential standards, standards alignment, and proficiency expectations.

Department Objectives

K-4 (Combined)

Teachers reviewed where to find resources for new content areas, learned the purpose and process of PLCs, and reached agreement on the Math Standards changes reflected in the new K-4 Standards Crosswalk.

English Language Arts

The department reviewed the purpose and process of PLCs, built consensus on the three most essential language and writing skills at each grade level, aligned those standards vertically across grades, and began drafting a proficiency chart for one essential standard.

Science

Teachers explored a learning-focused approach to PLC work, discussed using AI as a supporting tool, confirmed the progression and language of the Science and Engineering Practices, and drafted proficiency scales.

Math

The department reviewed the purpose and process of PLCs and reached agreement on the Math Standards changes reflected in the new Standards Crosswalk.

Social Studies

Teachers examined the purpose of PLCs, identified essential standards, and discussed strategies for improving ELA test scores.

CTE

The department built consensus on the three most essential skills for student success in the content area, identified the standards where those skills appear, and determined where they will be taught within course planners.

Counselors

The group acknowledged the prior year's work, re-established counselor norms, confirmed the meeting schedule for the year, and shared the Professional Learning Survey to gather input and reaffirm the value of counselors' work.



“To Build Knowledge and Skills for Success Today and Tomorrow”

Beth Johnson- Curriculum Director

1230 Douglas Street, Sturgis, SD. 57785

Phone: (605) 347-4454 ext 4

Fine Arts

Teachers worked to define a shared vision for the department, brainstorming and prioritizing student development indicators and drafting a vision statement.

Special Education

The department welcomed new staff, received updates from district personnel on summer changes, and prepared for the new year with guidance from SST, psychologists, and behavior specialists.

PE & Health

Teachers localized existing alignment documents for the PE/Fitness Essential Standards, identified gaps in current rubrics, developed missing rubrics, and began planning instruction around them as time allowed.



Monthly Board Report

September 10, 2026

To: Mr. Wormstadt and Members of the School Board,

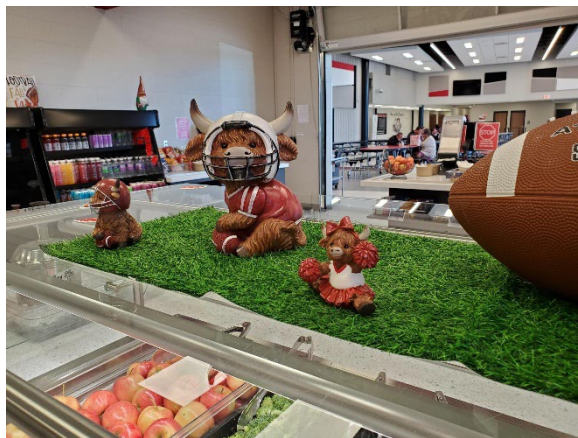
Free/Reduced Applications: Applications are pouring in for the new school year! We have processed applications for 1890 of our 2885 students on the roster as of today. Districtwide, our eligibility is just above 29%, but this number will certainly change as students continue to be enrolled or dropped.

Due to new legislation at the state level, students who qualify for reduced meals will receive them at no charge.

Sponsored Breakfasts: Whitewood's PTO will sponsor a Grandparents' Breakfast on Monday, September 14th. Sturgis Golden K Kiwanis will again sponsor fall breakfasts in each of the Sturgis schools in October.

Ala Carte: Cafeteria staff are hitting the ground running with their new items (like Dippin' Dots made with yogurt!) and new staff lunch and snack ordering programs. A card reader has been added to the HS Cafeteria for student snack purchases. This is all part of our effort to increase fund balance this year and keep our program self-sustaining.

Our Best from the Cafeterias,
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: 9.14.26

Start of the School Year:

We are off to a great start to the school year. It is very exciting during open house or when the first day of school arrives and our hallways are full of students! We are in the process of implementing our new English Language Arts curriculum which is called Magnetic Literacy. Magnetic Literacy is designed to work hand in hand with “I-Ready” which will help us diversify student academic programming. We are also in the process of implementing Professional Learning Communities (PLC’s) which will strengthen each student’s academic experience. We continue to evolve as a school and a district both socially and academically. These are exciting times in education!

New Staff:

We have a number of new staff members joining us this year. These individuals include Melissa Thienes, Assistant Principal, Jason Schlichtemeier Physical Education, Casie Nieman, Speech / Language Pathology, Sara Retzlaff, Family Support Coordinator, Kelly Remily, Speech Language Pathology, Katrina Worthington, English as a Second Language, Stacy Pojorlie, Health Office Assistant, Aliza Cheesman, Para-Professional, Kaylee Day, Para-Professional, Marnie Colhoff, Para-Professional, Sylvia Marolt, Para-Professional. We are excited that these individuals are joining us, and we believe they are going to make Piedmont Valley Elementary a better place to learn and grown during the 2026-2027 school year!

Fall Pictures:

We will have fall pictures on Friday, Sept 18th. We always look forward to this day and the opportunity to see our students dressed for success!

PTA Ice Cream Social:

On September 9, our wonderful PVE PTA will be hosting our back to school Ice Cream Social. This will occur from 3:00 PM – 5:00 PM. This is always a fun and exciting event!

Enrollment:

Our current enrollment as of Sept. 3rd, at Piedmont Valley Elementary is 491.



“To Build Knowledge and Skills for Success Today and Tomorrow”
Shelly Mikkelson—Rural/Whitewood Elementary Principal
19625 Ball Field Road, Union Center, SD 57787 Phone: (605) 985-5532
603 Garfield, Whitewood, SD 57793 Phone: (605) 269-2264

To: Mr. Wormstadt

From: Shelly Mikkelson

Re: September 2026 Board Report

Welcome Back: Our rural schools are off to a great start! The first few weeks have been busy with fall assessments and screenings. Students are getting started with new grade-level materials, reading new books, and practicing their math skills. It has been great to see everyone working hard, helping one another, and settling into the school routine!

Fall Pictures, Hearing Screenings, and Book Fair: Thursday, September 17, will be a busy day! Rural students will have their fall pictures taken, complete hearing screenings, and have an opportunity to shop at the Scholastic Book Fair.

Safety Day: Rural students will also travel to Central Meade School for Safety Day on September 17. They will rotate through several stations led by local volunteers and professionals. Topics will include water and mountain lion safety with South Dakota Game, Fish and Parks, as well as school safety with the Meade County Sheriff's Office. Students will learn practical ways to stay safe at school, at home, and in the outdoors.

Mark your calendars!

Sept. 10: Volleyball Game @ Home

Sept. 17: Picture Day & Safety Day

Sept. 17: Volleyball Game @ Sturgis

Sept. 24: Volleyball Game @ Faith

Sept. 24: Homecoming Royalty Visits

Sept. 25: Homecoming-early release



Meade School District 46-1
STURGIS BROWN HIGH SCHOOL
Pete Wilson, Principal
Wayne Sullivan, Asst. Principal

12930 E. Hwy. 34
Sturgis, SD 57785-6400
(605) 347-2686
Toll-Free 888-568-3514
Fax (605) 347-0225

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

School Board Meeting
September 14, 2026

Sturgis Brown High School is off to a great start for the 2026–27 school year. Our teachers participated in a productive in-service week and entered the school year well-prepared to support our students academically, socially, and emotionally. We are also excited to welcome eight new staff members to the high school and appreciate the experience and enthusiasm they bring to SBHS.

Freshman and New Student Orientation was held on Tuesday, August 25, and was very well attended. Students and families had the opportunity to meet teachers, receive schedules and important information, tour the campus, locate classrooms, and become familiar with the building. A mandatory informational presentation was also held in the West Gym. The event provided an excellent opportunity for our newest Scoopers to begin the year feeling informed, prepared, and connected to SBHS.

The first day of school went smoothly, with students beginning the day in Scooper Time. During this time, students met their Scooper Time teacher, received their computers, logged into email, Infinite Campus, and Google Classroom, and had their school pictures taken. This dedicated time helped students get organized and prepared for a successful start to the school year.

SBHS continues to provide numerous opportunities for students to earn college credit while still in high school. College-credit courses taught at SBHS by our own teachers include Introduction to Literature, Speech, Composition, Government, and Chemistry. In addition, 55 students are currently enrolled in a combined 71 online college courses through Black Hills State University, South Dakota Mines, South Dakota State University, the University of South Dakota, Western Dakota Technical College, Southeast Technical College, Lake Area Technical College, and Mitchell Technical College. These courses allow students to experience college-level expectations while earning credit at a reduced cost. We will continue exploring opportunities to expand college-credit offerings for SBHS students.

September is already filled with athletic events, activities, and opportunities for students to become involved in school life. We are also preparing for Homecoming Week, September 21–25, with this year's theme, "Carnival of Scoopers." We look forward to a fun and memorable week that brings students, staff, families, and the community together while building school spirit.

The After School Program has a new name—The Scooper Hub! While the name has changed, the purpose remains the same: providing SBHS students with a free, supportive after-school space to study, complete homework, work with classmates, receive help from teachers, prepare for tests, or make up quizzes and exams. Students may attend for as little as 20 minutes or stay for the full two hours. The new Scooper Hub name reflects our goal of creating a welcoming, student-centered place where Scoopers can connect, get support, and be successful.

Overall, we are pleased with the positive start to the 2026–27 school year. Our focus remains on providing students with strong academic opportunities, meaningful activities, supportive resources, and a school environment where every student has the opportunity to succeed.



To: School Board Members
From: Chrissy Peterson – Special Services
Re: September Board Report 2026

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, 19 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!

Melissa Pankratz was just selected to participate in Cohort 3 of the **CASE Special Education Leadership Institute**. This is an intensive leadership development experience designed to enhance her knowledge and skills as a leader in special education. Mrs. Pankratz will have the opportunity to collaborate with other leaders across the nation, engage with experts in the field, and develop strategies to meet the diverse needs of students and families in our community. CONGRATULATIONS!

On Thursday, September 17, 2026, rural students will receive important health services as part of Rural Picture Day. This year, the South Dakota School for the Deaf will be conducting hearing screenings for all 82 students from our five rural schools, and our school nurse will provide vision screenings for all students. These screenings play a vital role in identifying health concerns early.

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 received 16 adult and 8 Jr EpiPens, at no cost, from the EpiPen4Schools program. The EpiPens are replaced through the program as they expire. Additionally, brand new this year, all schools received two boxes of neffy, an epinephrine nasal spray used to treat severe allergic reactions. The neffy was also free of charge through a school program sponsored by ARS Pharma.

STURGIS ELEMENTARY/INTERMEDIATE

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 – Katy.Jutting@k12.sd.us

To: Mr. Wormstadt
From: Chantal Ligtenberg
Re: September 2026 Board Report

School Theme: “*On Purpose*” Our focus is on intentional teaching, relationships, growth and school culture. Our Professional Learning Communities and Studer Goals connect to the theme of our school.

Playground renovation: The students are very appreciative of the new playground equipment. Thank you!

Enrollment Numbers: These are the tentative numbers as of September 3:.

School site students

Kindergarten/JK:	91	
First Grade:	104	
Second Grade:	96	
Third Grade:	104	
Fourth Grade:	111	Total Students on site: 506

September Activities:

9/2 & 9/3 K. spin for their houses
9/8 Student cabinet announced
9/9 Fundraiser kick off
9/11 Picture Day
9/16 Recess Safety Drill and fire drill practice
9/22 Scholar of the Month
9/23 Royalty Assembly
9/30 Monthly House Meeting
9/14-10/2 Students walk to evacuation sites

“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 19. 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.

Sturgis Williams Middle School

"WE ARE AN EDUCATIONAL COMMUNITY DEDICATED TO EMBRACING LEARNING, INSPIRING INDIVIDUALITY, AND EMPOWERING STUDENTS."

1425 Cedar Street
Sturgis, SD 57785
(605) 347-5232

Chad Hedderman, Principal
Chad.Hedderman@k12.sd.us



Katy Jutting, Assistant Principal
Katy.Jutting@k12.sd.us

September Board Report

WELCOME BACK!

The 26-27 School year is off and running! We are excited to see students walk our halls again. The new year brings excitement and anticipation of what this year will bring and we look forward to all the learning, growth and friendships that will occur. Middle school is an important time for students to learn, take on new challenges, and discover their strengths. Our teachers and staff are committed to providing a safe, supportive, and positive environment where every student can learn and succeed.

Enrollment:

5th Grade: 136 students
6th Grade: 134 students
7th Grade: 124 students
8th Grade: 126 students

Total Enrollment as of 9/8/2026: **520 students** (513 students projected in May)

A HUGE thank you to Heidi and Derek Richter, from Richters Tire and Exhaust for donating 3 Bambu Lab 3D Printers to the STEM lab at SWMS, and to Mindless Kreations for donating the filament!! Your generosity is greatly appreciated!

Open House:

SWMS had an Open House on August 25th. Families were welcome into the school to meet their teachers, open their new lockers, visit the lunchroom and sign up for the fall athletic seasons. Sturgis PTSA had a table and welcomed new parent volunteers!

We are excited to welcome our new staff members to SWMS:

Mike Abell- PE	Ann Anderson- 7th Grade Science
Val Ewing- Counselor	Chelsie Perschbacher- 7th Grade SPED
Sarah Rathert- Band	Shane Whidby- 6th Grade Reading
Anna Dargatz- Behavior Room	Myla Budmyer- SPED paraprofessional
Serena Skojodal- SPED para	Casie Neiman- Speech

Athletic Participation:

7th/8th Grade Football: 47 athletes	7th/8th Grade Volleyball: 35 athletes
6-8 Grade Cross Country: 31 athletes	Soccer/Golf/Cheer: 28 athletes



“To Build Knowledge and Skills for Success Today and Tomorrow”
Shelly Mikkelson—Rural/Whitewood Elementary Principal
19625 Ball Field Road, Union Center, SD 57787 Phone: (605) 985-5532
603 Garfield, Whitewood, SD 57793 Phone: (605) 269-2264

To: Mr. Wormstadt

From: Shelly Mikkelson

Re: September 2026 Board Report

Welcome Back: Whitewood Elementary is off to a busy start! During the first few weeks, students have been completing fall assessments and screenings, getting started with new grade-level materials, reading new books, and practicing math in a variety of ways. It has been great to see students working hard, helping one another, and getting back into the school routine!

Back-to-School Potluck: We're looking forward to seeing everyone at tonight's back-to-school potluck! Come enjoy a hot dog meal, visit with other Whitewood families, and help us kick off another great school year together.

Grandparents Breakfast: We're looking forward to welcoming grandparents and special guests to Whitewood Elementary for breakfast! It will be a fun morning to enjoy a meal together and spend time with our students.

Mark your calendars!

Sept. 10: Back to School Potluck

Sept 14: Grandparent's Breakfast

Sept. 16: Picture Day

Sept. 21-25: Homecoming Week

Sept. 23: Buffalo Jump Tour-gr. 3-4

Sept. 23: Homecoming Royalty Visits



STAGEBARN MIDDLE SCHOOL

12500 Sturgis Road
Summerset, SD 57769
605-787-4172

Amanda Christensen, Principal
Melissa Thienes, Assistant Principal

To: Mr. Wormstadt
From: Amanda Christensen
Subject: September Board Report
Date: 9/9/26

Welcome Back!

We are excited to welcome twelve new staff members to Stagebarn Middle School this year! We have a great team, and we are grateful for all of the dedicated staff who work hard each day to support our students.

New Staff

Melissa Thienes – Assistant Principal
Kayla Sarringar – 5th Grade ELA
Katie Ellis – 5th Grade Math
Chris Steinmeyer – 5th Grade SPED
Owen Cass – 7th Grade Math

Tabatha Palmer – 8th Grade Science
Sara Skillman – 8th Grade Reading
Stacy Engleman – SPED Para
Kelly Gorman – Administrative Assistant
Mary Hunt-O'Brien – ISS Coordinator
Stacy Pojorlie – Health Assistant
Deputy Ness – Student Resource Officer

5th Grade Orientation & Open House

SMS has completed our 5th grade orientation program for the 2026–27 school year. The WEB (Where Everybody Belongs) program was conducted by 8th grade mentors for all incoming 5th graders on August 26 from noon–3:00 p.m. The program was very successful and appeared to help students feel more comfortable with the transition into our building.

The orientation was followed immediately by a 5th grade-only Open House, which was very well attended. Our 8th grade WEB mentors will continue working with 5th grade students throughout the year to build and maintain positive relationships across grade levels.

During Open House, we also outlined Stagebarn's three big goals for the school year: ***Student Achievement, Attendance, and Communication with Families***. We want to ensure that the work we do each day aligns with these priorities.

We are off to a great start, as demonstrated by our Open House attendance:

5th Grade: 94/101 students – 93%

7th Grade: 104/106 students – 98%

6th Grade: 113/117 students – 97%

8th Grade: 80/93 students – 86%

Total: 391/417 students – **94%**

Student Activities

One of our goals at SMS is to get every student involved in a school activity. We are excited to see so many students showing up, getting involved, and trying new things. For many students, this is an important part of the middle school experience and helps them build connections with peers and staff.





STAGEBARN MIDDLE SCHOOL

12500 Sturgis Road
Summerset, SD 57769
605-787-4172

Amanda Christensen, Principal
Melissa Thienes, Assistant Principal

Our fall activity participation numbers include:

- Cross Country: 43
- 7th Grade Football: 18
- 8th Grade Football: 18
- 7th Grade Volleyball: 27
- 8th Grade Volleyball: 19
- WEB: 20

Art Club, Student Council, Knowledge Bowl, Oral Interpretation, and Choir are also underway. We are excited to see students getting involved in a variety of activities and look forward to a great year of participation and growth.

PLCs

Our PLCs met for the first time this week, and we feel confident moving forward with the process. We are excited about the collaboration and the opportunity to work together to support student achievement.

Preliminary Enrollment

Our initial enrollment numbers are slightly below the projected numbers based on enrollment from last spring. Official enrollment will not be finalized until the last Friday in September.

Enrollment Numbers as of 5/20/26:

- 5th Grade (PVE 4th Grade): 98
- 6th Grade: 117
- 7th Grade: 114
- 8th Grade: 96
- Total: 425

Current Enrollment:

- 5th Grade: 101
- 6th Grade: 117
- 7th Grade: 106
- 8th Grade: 93
- Total: 417

Overall, we are off to a great start at Stagebarn Middle School. We are excited about the team we have in place, the positive relationships being built with students, and the strong start to the school year. We look forward to continuing to focus on student achievement, attendance, and communication with families throughout the year.





Meade School District 46-1
STURGIS BROWN HIGH SCHOOL

ACTIVITIES OFFICE

Jade Temple, 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”

Activities Report - September, 2026

We have had a strong start to the **2026–2027 school year and fall activities season!** Competitive Cheer, Boys and Girls Soccer, Boys Golf, Volleyball, and Football have all gotten their seasons off to a competitive start, and we are excited to see the continued growth and success of our Scooper student-athletes throughout the fall.

September has been a busy month, with several special contests and important dates to highlight. On **Friday, September 11**, Volleyball will host Pierre for **Go Gold Night** in support of Childhood Cancer Awareness. As a reminder, the Varsity Volleyball match will begin at **4:30 p.m.** to allow for an earlier finish. That evening, Football will host the **Yankton Bucks** for **Military Appreciation Night**, along with the Black Hills Youth Football and Cheer programs attending the game. Kickoff scheduled for **7:00 p.m.**

Homecoming Week – “Carnival of the Scoopers” begins Monday, September 21, with several exciting events and home contests throughout the week. Soccer and Cross Country will be on the road, while **Monday, September 21**, will kick off the week with **Homecoming Coronation at Woodle Field at 7:00 p.m.** The Boys Golf team will also host the conference meet at **Boulder Canyon** that day. If you are interested in helping as a marker at the golf meet, please contact the Activities Office.

On **Tuesday, September 22**, Volleyball will host Spearfish, and on **Friday, September 25**, Football will host Douglas for the annual **Homecoming game, featuring a halftime performance by the SBHS Band**. For complete Homecoming information, including [parade details](#) and the full schedule of events, please visit the **SBHS website**.

Thank you for your continued support of Scooper Activities and, most importantly, our student-athletes. We look forward to a fun, exciting, and competitive September!

For a complete list of all activity schedules, scores, results, and standings, please visit [Sturgis Brown Activities – GoBound](#).

Go Scoopers!



Buildings & Grounds Department

12940 E. Highway 34

Sturgis SD 57785

(605) 347-2649

Jeremiah Weeldreyer, Maintenance Foreman

To: Mr. Wormstadt

From: Jeremiah Weeldreyer

Subject: Board Report

September 11, 2026

B&G would like to welcome Mitch Anglin to the team. Mitch has a strong background in construction and all-around maintenance skills. Mitch will be a great addition to the team. We have started our fall maintenance HVAC rounds to get prepared for the upcoming Winter season. Door security upgrades for Card Fob entrances are almost complete at SWMS and SBMS. Once completed we will be discussing the next 2 schools to complete this budget year.

Jeremiah Weeldreyer

Building & Grounds Maintenance Foreman

Meade 46-1