

SOUTH DAKOTA BOARD OF EDUCATION STANDARDS

**Date:** Monday, July 17, 2017—8:00 a.m. Central Time

**Location:** Matthews Training Center, Foss Building  
523 E. Capitol Avenue, Pierre, SD 57501

Public Telephone Access:  
1-866-410-8397/conference code: 8381998525

For live streaming of meeting: <http://www.sd.net/remote1/>

**Present:** Sue Aguilar, Vice President  
Glenna Fouberg, Member  
Scott Herman, Member (joined meeting at approximately 8:12 a.m. CT)  
Donald Kirkegaard, President  
Kay Schallenkamp, Member  
Gopal Vyas, Member  
Lori Wagner, Member

**DOE staff**

**in attendance:** Mary Stadick Smith, Becky Nelson, Abby Javurek, Laura Scheibe, Dorothy Aguilar Black-Bear, Andrea Diehm, Sandra Kangas, Ferne Haddock, and Holly Farris.

**Others in**

**attendance:** Dr. Kelly Duncan (former Board member), Bob Mercer (media), Jeff Danielson (Watertown School District), Brian Fields (Beresford School District), Joel Jorgenson (Madison School District), Bob Sittig (Baltic School District), Brian Huepel (Leola School District), Tim Graf (Milbank School District), Mark Naugle (Custer School District), Gary Leighton (Florence School District), Terry Nebelsick (Huron School District), Summer Schultz (Dell Rapids School District), Rob Monson (School Administrators of South Dakota), and other members of the public present in person or via telephone.

**Call to Order, Pledge of Allegiance, and Roll Call:**

President Kirkegaard called the meeting to order at approximately 8:02 a.m. Central Time.

**Adoption of Agenda:**

Motion by Aguilar, second by Schallenkamp, to adopt the July 17, 2017, proposed agenda. Voice vote, all present voted in favor. Motion carried.

**Approval of Minutes:**

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Motion by Vyas, second by Wagner, to approve the May 15, 2017, minutes as proposed. Voice vote, all present voted in favor. Motion carried.

### **Election of Officers:**

Fouberg nominated Aguilar to fill the remaining term of the office of vice-president, vacated due to the resignation of Deb Shephard from the Board.

Motion by Fouberg, second by Vyas, to cease nominations and cast a unanimous ballot for Aguilar. Voice vote, all present voted in favor. Motion carried.

### **Conflicts disclosures (SDCL 3-23-3):**

Susan Aguilar requested waivers on two contracts between the Department of Education Child and Adult Nutrition Services division and Lutheran Social Services (LSS). Aguilar's spouse serves on the board of LSS. These contracts were entered into prior to the amendments to the conflict disclosure laws taking effect on July 1, 2017, and so Aguilar is requesting a waiver under the prior provisions of the law in the interest of full disclosure. Aguilar requested the waivers as soon as she became aware of the contracts. The contracts are to provide meals through the school nutrition and child and adult care food programs, which are funded on a reimbursement basis. Aguilar stated that she played no role in the contracts being awarded to LSS and her household receives no income as a result of LSS having the contracts.

Motion by Vyas, second by Schallenkamp, to approve the waiver requests as presented. Voice vote, all present voted in favor (Aguilar and Herman abstained). Motion carried.

Dr. Kelly Duncan, former board member, requested a waiver for her employment contract with the South Dakota Board of Regents to be employed as the dean of the School of Education at Northern State University. The contract was effective prior to July 1, 2017, and so Duncan is requesting a waiver according to the provisions of the law in effect at that time. Duncan previously received a waiver for her employment contract with NSU in 2016.

Motion by Fouberg, second by Aguilar, to approve the waiver request as presented. Voice vote, all present voted in favor. Motion carried.

President Kirkegaard turned the gavel over to Vice President Aguilar at approximately 8:16 a.m. CT.

Holly Farris, board counsel, provided a summary of House Bill 1170 and the associated updates to the conflict of interest disclosure laws affecting state board members.

Kirkegaard requested a waiver for his employment contract with Meade School District, for which he serves as superintendent. Kirkegaard is a direct party to the contract with Meade

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School District, and received a waiver for his employment contract in 2016 as well. (A copy of the waiver request is attached to the minutes as Attachment A.)

Motion by Fouberg, second by Vyas, to approve the waiver request as presented. Voice vote, all present voted in favor (Kirkegaard abstained). Motion carried.

Vice President Aguilar returned the gavel to Kirkegaard at approximately 8:22 a.m. CT.

Each current board member submitted an annual disclosure form regarding conflicts of interest. (Copies of the disclosure forms are attached to the minutes as Attachments B-H.) Board members Aguilar, Fouberg, Schallenkamp, and Vyas had no disclosures on their annual forms.

President Kirkegaard disclosed grant agreements between his employer, Meade School District, and the South Dakota Department of Education (DOE) for Title, IDEA, Perkins, and school food service program funds, which are needs-based programs.

Lori Wagner disclosed a contract between her employer, the NSU E-Learning Center, and the DOE for the E-Learning Center to offer college readiness courses.

Scott Herman disclosed a grant agreement between his employer, the Rosebud Sioux Tribe, and the DOE for summer food service program funds.

### **Secretary's Report:**

Mary Stadick Smith, deputy Secretary of Education, presented the Secretary's report. Stadick Smith provided updates on the Department's Every Student Succeeds Act (ESSA) state plan progress and comment period, Governor Daugaard's focus on strengthening career pathways in the K-12 education system, the recent state Special Education programs federal review, and state dyslexia workgroup progress on a five-year plan and updates to the dyslexia handbook.

### **Public Hearing—Administrative Rules (24:58 Principal Performance Standards and Evaluations)**

#### Article 24:58 (Principal Performance Standards and Evaluations)

#### **Proponent Testimony:**

Becky Nelson, DOE director of learning and instruction, testified in support of the proposed rules. Nelson stated that the proposed changes were formulated by gathering feedback from a variety of stakeholders, including the Every Student Succeeds Act (ESSA) educator effectiveness workgroup and the Commission on Teaching and Learning. The Department also sent out a statewide survey to school administrators on the rules for teacher and principal evaluations to gather information. A hearing on these rules was originally scheduled in May, but the

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Department determined additional time was necessary to gather information and draft the rules due to comments received from superintendents in the field. The additional information gathered consisted of a webinar held in June and a number of administrators participated. The proposed rules incorporate many, but not all, suggestions made during the webinar.

Nelson stated that the proposed rules change the definitions of assistant principal and principal to align to the recently passed educator certification rules. The proposed changes also incorporate suggestions that assistant principals need not be evaluated on all six domains within the principal standards, but evaluators can choose four of the six domains. This increases flexibility for school districts.

The current rules set out two performance measures: performance and school growth. The proposed changes to the rules would allow principals to set a specific goal aligned to the school improvement plan and could be used as an additional measure of performance. The proposed rules provide more flexibility for goal-setting between the superintendent and the principal. The proposed changes also allow schools to create a summative rating or do separate ratings for school growth and professional practices ratings, which provides additional flexibility. Because the proposed rules add flexibility for schools to formulate individual goals regarding student growth ratings, there is no longer a need for the alternative student growth model. Therefore, that rule would be repealed.

The proposed changes also eliminate the need for a plan of assistance for principals. Further, language was added to clarify that the authority of a school or district to dismiss or non-renew is not superseded by the evaluation requirements in the rules.

In response to Board questions, Nelson stated that feedback indicated superintendents wanted less requirements to evaluate on all domains for assistant principals, as responsibilities for those positions were not the same as principals. The rules reflect adjustments for the roles of assistant principals.

Nelson stated that one public comment was received regarding these rules, from Jennifer Lowery, superintendent of the Tea School District. The comment raises concerns about principals unintentionally being given tenure because of the proposed requirements in the rules. Lowery recommended that two rules could be cut, primarily from the definitions section of the rules. Nelson responded to the comment by stating that the Department addressed the concerns about principal tenure by adding language clarifying that the chapter on principal evaluation was not to supersede district authority to non-renew or dismiss a principal. Nelson also stated that the Department wanted to be very clear that the rules require a principal evaluation model aligned with the principal standards, which are not being changed in the proposed rules. Further, the proposed rules do not require a certain evaluation tool be used, only that the evaluation tool used by a school district must align to the principal performance standards.

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In response to Board questions, Nelson stated that over half of superintendents that received the survey responded and close to one-third of principals responded. Nelson also stated that very few schools currently have waivers pertaining to principal evaluations, perhaps less than a dozen. Nelson clarified that, currently, waivers may be obtained for utilizing different standards or growth goals (two separate waivers). Under the proposed rules, waivers for different growth goals would no longer be required, only waivers to evaluate on different principal standards. The student growth waiver would no longer be required because the proposed rules provide schools the flexibility to set whatever goal the district deems necessary.

Nelson also stated that the proposed rules do not mandate a current form or tool, districts need to make sure the principals standards are used on whichever form is used. If a district wanted to use standards different than those already in rule, the district could apply for a waiver. The Department would then evaluate whether or not the standards were acceptable and make a determination on the waiver. Nelson stated that rules are still necessary, despite the fact that districts may still seek a waiver. The priority is to have all districts evaluate principals using the same standards. South Dakota created its own principal standards by modifying certain national standards to fit state needs. But the Department recognizes that some organizations have different standards that a district may feel better suit its needs.

### Opponent testimony:

Jeff Danielson, superintendent of the Watertown School District and president-elect of the South Dakota Superintendent's Association (SDSA), testified in opposition to the proposed rules. Danielson stated that the SDSA executive board met in April and its position has remained the same to date. The SDSA executive board's position on the proposed rules is that the principal effectiveness model should be a recommended model, not a required model. Districts would still comply with completing evaluations on the proposed timeline, but many superintendents feel that school districts need the ability to evaluate principals without lengthy paperwork which increases the workload on building principals also responsible for teacher evaluations. Danielson stated that principals need latitude to complete teacher evaluations without also being burdened by compliance with principal effectiveness requirements.

Superintendents are concerned that the rules may give principals a level of tenure because they could argue that the principal is not serving at the will of the board, but could defend their jobs by accusing superintendents of not following all the protocol demanded by the proposed principal effectiveness model. Danielson also stated that ESSA's intent was to provide more flexibility and this just rolls over the old model and all its requirements.

Bob Sittig, superintendent of the Baltic School District, testified in opposition to the proposed rules. Sittig stated that recent conversations with South Dakota's congressional delegation indicated that the intent of ESSA was to return control to states at a local level so decisions can be made closest to the students. Sittig stated that the proposed principal effectiveness model is in opposition to that intent. Sittig said that while schools can request waivers, they should not have to.

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In response to Board questions, Tim Graf, superintendent at Milbank School District, stated that schools are agreeable with the requirement to complete evaluations, but superintendents feel that districts need the flexibility to change the recommended model as needed. It should be recommended, not required. Terry Nebelsick, superintendent at Huron School District, further stated that the validation of the effectiveness evaluations can be shown during the school accreditation process.

Board discussion focused on how the proposed rules may be modified to provide more flexibility, as sought by the superintendents who testified in opposition. Nelson explained that eliminating the alternative evaluation application would remove flexibility from the rules, as the rules would then require that all school districts would have to use the principal standards in rule and there would be no option for schools to use different standards that the district has formulated. Nelson stated that to add flexibility, the Board could consider removing the requirements to assign professional practice ratings or school growth ratings. The rules would then provide that school districts would be required to complete an evaluation based on the principal standards, but would have flexibility to do the evaluation in individualized formats and assign ratings if the school district felt it necessary. Some Board members raised concerns with whether a focus on only flexibility for school districts would remove consistency in requirements to ensure effective and formative evaluations.

Nelson stated that the current rules would require evaluations yearly for the first four years for principals, and then every other year. Those rules are not being amended. Nelson restated that waivers allow the principal evaluations to be completed using a different set of standards that the Department approves. Receiving a waiver does not eliminate the requirement to complete an evaluation.

Nelson also discussed that school growth ratings in the past were goals based on the school performance index as well as a percentage of teachers with goals on student learning objectives. The proposed rules would allow schools to individually define a goal for school growth and evaluate principals on whether or not that goal was met. An example of this is student achievement on a benchmark assessment. Here, the term growth essentially means improvement.

Nelson requested a recess to formulate some amendments to the proposed rules.

President Kirkegaard declared a recess of the rules hearing at 9:42 a.m. Central Time.

President Kirkegaard declared the rules hearing back in session at 10:35 a.m. Central Time.

Nelson presented language to amend the proposed rules as requested by the Board. Nelson stated that the amendments reflect the superintendents' request for more flexibility and are significantly based on the specific suggestions made by Tea School District Superintendent Lowery in her public comment. The amendments increase flexibility by requiring schools to

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evaluate principals but removing requirements to make specific ratings or school growth goals. The reason for eliminating these areas is to eliminate the additional paperwork and documentation that the superintendents found burdensome. The schools will have the option to set and implement goals, but goal-setting and assessment on those goals will no longer be mandated. The districts would be required to evaluate principals based on the standards for principals already in rule.

Nelson reviewed the individual changes proposed as amendments. The professional practice rating and school growth rating definitions were eliminated and the rules renumbered. Language was added stating that the minimal evaluation requirements will be based on the principal framework of the existing principal standards consisting of the six existing domains. The professional practice rating and school growth rating requirements were removed. The remainder of the rules was not changed.

In response to board questions, Nelson stated that the rules do not require a specific evaluation tool, so schools may use whatever is adequate for their local purposes without needing a waiver. The requirement to seek a waiver for evaluating principals on different standards than those in rule will still be necessary. The Department will continue to review these waivers and determine if a school district's proposed alternative principal standards comply with basic professional standards.

Motion by Aguilar, second by Vyas, to amend the rules as proposed with Nelson's suggested edits. Voice vote, all present voted in favor. Motion carried.

Motion by Fouberg, second by Schallenkamp, to approve the rules as amended. Voice vote, all present voted in favor. Motion carried.

The rules hearing closed at approx. 10:46 a.m. Central Time.

### **First Reading—Administrative Rules (Article 24:55 Public School Accountability):**

Laura Scheibe, DOE division of accountability systems, presented the first reading of administrative rule changes to Article 24:55. Scheibe stated that the proposed rules will put in place a large part of what the state ESSA plan lays out for the first year of plan implementation, and then other changes will be incorporated as other indicators are developed.

Scheibe stated that the proposed rule changes can be broadly grouped into three components: indicators, school improvement and support, and goals and annual measures. Many of the proposed changes are a clean-up of the existing rules, where old requirements from the NCLB flexibility waiver are deleted as they are not part of the new system.

Scheibe described the proposed changes regarding accountability indicators. The student achievement indicator includes proposed changes on how points are assigned. Points will now be awarded on a spectrum that rewards student growth and progress, rather than solely

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measuring whether a student is proficient or not proficient. The proposed changes to the student attendance indicator adjust the measure of student attendance from 94 percent to 90 percent. This reflects requirements at the federal level to report chronic absenteeism. The federal level also uses a 90 percent measure. State alignment with federal requirements will simplify reporting requirements.

Scheibe discussed the college and career readiness and school performance index indicators. The separate readiness divisions for math, reading, and English language arts will be removed. Multiple options to show readiness for college, careers, and future work will be created, such as utilizing the national career readiness certificate (NCRC), dual credit coursework, and career and technical education concentrator status. Additional options will be built into the rules as ESSA implementation progresses.

English language proficiency is a new indicator addressed in the proposed rules, which is required by ESSA. The indicator measures progress of students whose first language is not English being prepared for academic work and how long it takes such students to meet certain standards for academic participation. Similar to student achievement, points in this area will be awarded on a continuum. Abby Javurek discussed the process to develop this indicator in South Dakota, which involved national experts examining South Dakota data and South Dakota educators who work with the English learner population.

The high school completion indicator as measured will remain unchanged, but the indicator is broken out into two components to satisfy federal requirements. The high school completion indicator calculates the high school completion rate, including GED/high school equivalency and graduation, irrespective of how many years a student took to earn a diploma. The four-year cohort graduation rate, as required by ESSA, will continue to be calculated.

Another change in this area is that all indicators will now be calculated on full academic year students, which are those attending from October 1 to May 1.

In response to Board questions, Scheibe noted that the Board does not need to approve the state plan prior to its submission to the U.S. Department of Education.

Scheibe discussed the school ranking and classification accountability requirements. Several classifications will be removed from this area as they are not required under ESSA. The only rankings required under ESSA involve schools designated for school support. High-ranking schools no longer need to be designated as such.

The new designation of comprehensive support schools is similar to the old designation of priority schools. Designations are based on Title I schools ranking in the bottom five percent of SPI scores and schools with graduation rates under 67 percent. Supports will be more individualized for schools, with many of the system's prescriptive requirements being removed. Evidence-based interventions are required.

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The new designation of targeted support schools loosely replaces the old focus school designation. These schools used to be designated strictly by gap group performance, and now other subsets of student performance or disproportionate performance will be considered. Javurek noted that with the small South Dakota population, the rules are sensitive to the fact that there will be some small subgroups. Confidence intervals are built into the rules as a result, to prevent inadequate reporting.

Academic progress used to be measured by annual measurable objectives and only goals for student achievement were included. ESSA requires goals for student achievement, four-year cohort graduation rate, and English learners obtaining proficiency. These goals will all follow a similar formula that involves setting aspirational goals resulting in 100 percent achievement of the benchmark within 13 years. These goals will be set in five-year intervals and based on 2016-2017 school year performance.

In response to Board questions, Scheibe discussed the aspirational goal of getting students to 100 percent proficiency by graduation and whether that was a realistic goal. Scheibe stated that this was an ongoing conversation as the rules were developed. The goal in this area was to incorporate the department's existing aspiration and goal work. The Department's goal is to ensure all schools are included and get the focus they need.

In response to questions about the college and career readiness indicator, Scheibe stated that students can show readiness by taking the NCRC, and that coursework will also be examined. This will pick up students who may not be particularly strong in readiness for a four-year degree school, but pursue a career path. Workgroups for the state plan felt strongly that career and technical education needed to be a stronger focus and that the indicators should not differentiate between college readiness and career readiness, but rather readiness for what comes after secondary education.

Scheibe also discussed that, at this point, data regarding the number of students going on to postsecondary institutes will not be a component of the college and career readiness component of the accountability system, but that information will still be reported out.

Motion by Aguilar, second by Wagner, to move the accountability rules to a public hearing. Voice vote, all present voted in favor. Motion carried.

President Kirkegaard declared a recess at approximately 10:20 a.m. CT.

President Kirkegaard declared the meeting back in session at approximately 10:32 a.m. CT.

### **NOCTI Exam Cut Score**

Erin Larsen, DOE division of career and technical education, presented the cut score for the NOCTI accounting teacher assessment for Board approval. The score applies to the accounting career pathway endorsement for teacher certification and was inadvertently omitted from the

## SOUTH DAKOTA BOARD OF EDUCATION STANDARDS

cut score packed presented to the Board at the May meeting. Larsen requested that the criterion reference cut score be set at 55.9, as recommended by the test designer and career cluster advisory committee. Consultation with both NOCTI and the advisory committee indicated that a cut score of 55.9 should be recommended since this is a new test offered in South Dakota. The scores will be monitored to assess whether the score should be modified.

Motion by Aguilar, second by Schallenkamp, to approve the recommended cut score. Voice vote, all present voted in favor. Motion carried.

### **Report on the South Dakota Comprehensive School Counseling Program Model:**

Andrea Diehm, DOE division of career and technical education, presented a report on the comprehensive school counseling program model. The model was created in 2013 and recently revised. The revision process focused on how to support schools and students as a whole, with an emphasis on how students benefit from the services provided and how a school counselor fits into the overall environment at a school.

Components of the model include management and delivery, and alignment to the American School Counselor Association national model. The revised model has added standards for student success, reassignment of non-counseling duties, examples on program implementation, and sample lesson plans for classroom work.

In response to Board questions, Diehm discussed how counselors fit into the role of ensuring students have information about career and workforce pathways.

### **Proposed Agenda Items for Future Discussion:**

The Board requested informational updates from the Department on librarian and paraprofessional certification standards, and a report on educator certificate issuance.

### **Review of BOES Duties and Responsibilities:**

Farris presented an overview of the Board's duties and obligations as outlined by state statutes. The Board requested that the Department collaborate to help revise the Board's mission statement.

### **BOES Meeting Schedule Update:**

The location of the September meeting was changed from Pierre to Aberdeen, to accommodate the standards hearing cycle. The date will remain on September 18.

### **Adjournment:**

The meeting was adjourned at 11:30 a.m. CT.

STATE OF SOUTH DAKOTA  
BOARD OF EDUCATION STANDARDS

REQUEST FOR STATE BOARD WAIVER  
PURSUANT TO SDCL CHAPTER 3-23

**THIS IS A PUBLIC DOCUMENT**

Date: July 14, 2017

Name of Board Member or Former Board Member: Donald Kirkegaard

Name of Board, Authority, or Commission: Board of Education Standards

Brief explanation of contract for which a waiver is requested:

a) Parties to the contract:

*Donald Kirkegaard and the Meade School District 46-1*

b) Board Member's role in the contract:

*I am a party to an employment contract with Meade School District to serve as superintendent of the Meade School District.*

c) Purpose and objective of the contract:

*The purpose and objective to the contract is to provide superintendent services to the Meade School District for a one-year period.*

d) Consideration or benefit conferred or agreed to be conferred upon each party:

*Salary of \$132,000 and benefits to provide superintendent services to Meade School District.*

e) Duration of the contract:

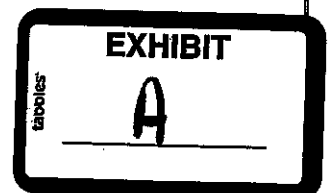
*July 1, 2017 to June 30, 2018*

Signature of Requesting Party: \_\_\_\_\_

*Donald Kirkegaard*

Date: \_\_\_\_\_

*7-13-2017*



# State Authorities/Boards/Commissions - Annual Disclosure Form

ANNUAL DISCLOSURE FOR AUTHORITY/BOARD/COMMISSION MEMBER  
PURSUANT TO SDCL CHAPTER 3-23

**THIS IS A PUBLIC DOCUMENT**

Name of Member:

Name of Board, Authority or Commission:

The Member shall disclose below any contract in which the Member has an interest or from which the Member derives a direct benefit if the contract is:

1. With the state agency to which the Member's board, authority or commission is attached for reporting or oversight purposes and which contract requires the expenditure of government funds;
2. With the state and which contract requires the approval of the Member's board, authority or commission and the expenditure of government funds; or
3. With a political subdivision of the state if the political subdivision approves the contract and:
  - a. Is under the regulatory oversight of the authority, board, or commission, or
  - b. Is under the regulatory oversight of the agency to which the Member's board, authority or commission is attached.

The Member shall disclose the contract even though no additional authorization is needed from the Member's board, authority or commission to have an interest or derive a benefit from the contract.

The Member shall also identify every entity in which the Member possesses an ownership interest of five percent or greater if:

1. The entity receives grant money from the State, either directly or by a pass-through grant or
2. The entity contracts with the State or any political subdivision for services.

1. Contracts in which you have an interest pursuant to SDCL Chapter 3-23 and which do not violate any other provision of law - Provide the following for each contract in which you have, or will have, an interest. For further information see SDCL 3-23-2.1 and 3-23-3.1.

Description of the contract	Parties	Description of your interest/role in the contract	Date contract was previously disclosed; if applicable
No disclosures			

add row

2. Contracts in which you have a direct benefit pursuant to SDCL Chapter 3-23 - Provide the following for each contract from which you derive, or will derive, a direct benefit. For more information see SDCL 3-23-2, 3-23-2.2 and 3-23-3.1.

Description of the contract	Parties	Description of the direct benefit	Date contract was authorized
no disclosures			

add row



3. Entities in which you possess an ownership interest of five percent or more that receive grant money from the State, either directly or by a pass-through grant, or that contract with the State or any political subdivision for services – Provide the following for each such entity. See SDCL 3-23-3.1.

Description of the contract or grant	Party in which you possess the interest	State agency or subdivision
no disclosures		

add row

The member shall complete a separate authorization request for any contract identified above that requires authorization from the Member's board, authority or commission in order for the Member to legally derive a direct benefit.

Signature of Member: Susan K. Aguilar

Date: 07/14/17

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2. With the state and which contract requires the approval of the Member's board, authority or commission and the expenditure of government funds; or
3. With a political subdivision of the state if the political subdivision approves the contract and:
  - a. Is under the regulatory oversight of the authority, board, or commission, or
  - b. Is under the regulatory oversight of the agency to which the Member's board, authority or commission is attached.

The Member shall disclose the contract even though no additional authorization is needed from the Member's board, authority or commission to have an interest or derive a benefit from the contract.

The Member shall also identify every entity in which the Member possesses an ownership interest of five percent or greater if:

1. The entity receives grant money from the State, either directly or by a pass-through grant or
2. The entity contracts with the State or any political subdivision for services.

1. Contracts in which you have an interest pursuant to SDCL Chapter 3-23 and which do not violate any other provision of law - Provide the following for each contract in which you have, or will have, an interest. For further information see SDCL 3-23-2.1 and 3-23-3.1.

Description of the contract	Parties	Description of your interest/role in the contract	Date contract was previously disclosed; if applicable
no disclosures			

add row

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Description of the contract	Parties	Description of the direct benefit	Date contract was authorized
no disclosures			

add row



3. Entities in which you possess an ownership interest of five percent or more that receive grant money from the State, either directly or by a pass-through grant, or that contract with the State or any political subdivision for services – Provide the following for each such entity. See SDCL 3-23-3.1.

Description of the contract or grant	Party in which you possess the interest	State agency or subdivision
no disclosures		

add row

The member shall complete a separate authorization request for any contract identified above that requires authorization from the Member's board, authority or commission in order for the Member to legally derive a direct benefit.

Signature of Member: Glenna Touberg

Date: 7/17/17

# State Authorities/Boards/Commissions - Annual Disclosure Form

ANNUAL DISCLOSURE FOR AUTHORITY/BOARD/COMMISSION MEMBER  
PURSUANT TO SDCL CHAPTER 3-23

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Name of Member:

Name of Board, Authority or Commission:

The Member shall disclose below any contract in which the Member has an interest or from which the Member derives a direct benefit if the contract is:

1. With the state agency to which the Member's board, authority or commission is attached for reporting or oversight purposes and which contract requires the expenditure of government funds;
2. With the state and which contract requires the approval of the Member's board, authority or commission and the expenditure of government funds; or
3. With a political subdivision of the state if the political subdivision approves the contract and:
  - a. Is under the regulatory oversight of the authority, board, or commission, or
  - b. Is under the regulatory oversight of the agency to which the Member's board, authority or commission is attached.

The Member shall disclose the contract even though no additional authorization is needed from the Member's board, authority or commission to have an interest or derive a benefit from the contract.

The Member shall also identify every entity in which the Member possesses an ownership interest of five percent or greater if:

1. The entity receives grant money from the State, either directly or by a pass-through grant or
2. The entity contracts with the State or any political subdivision for services.



1. Contracts in which you have an interest pursuant to SDCL Chapter 3-23 and which do not violate any other provision of law - Provide the following for each contract in which you have, or will have, an interest. For further information see SDCL 3-23-2.1 and 3-23-3.1.

Description of the contract	Parties	Description of your interest/role in the contract	Date contract was previously disclosed; if applicable
Contract # 2017G-SFSPRST: grant agreement to provide meals on a reimbursement basis through the Summer Food Service Program from May 1, 2017, to August 30, 2017.	Rosebud Sioux Tribe and the South Dakota Department of Education (SD DOE)	Contract between my employer and the SD DOE, which is attached to the Board of Education Standards for reporting and/or oversight purposes.	

add row

2. Contracts in which you have a direct benefit pursuant to SDCL Chapter 3-23 - Provide the following for each contract from which you derive, or will derive, a direct benefit. For more information see SDCL 3-23-2, 3-23-2.2 and 3-23-3.1.

Description of the contract	Parties	Description of the direct benefit	Date contract was authorized
no disclosures			

add row

3. Entities in which you possess an ownership interest of five percent or more that receive grant money from the State, either directly or by a pass-through grant, or that contract with the State or any political subdivision for services - Provide the following for each such entity. See SDCL 3-23-3.1.

Description of the contract or grant	Party in which you possess the interest	State agency or subdivision
no disclosures		

add row

The member shall complete a separate authorization request for any contract identified above that requires authorization from the Member's board, authority or commission in order for the Member to legally derive a direct benefit.

Signature of Member: 

Date: 7-17-17

## State Authorities/Boards/Commissions - Annual Disclosure Form

ANNUAL DISCLOSURE FOR AUTHORITY/BOARD/COMMISSION MEMBER  
PURSUANT TO SDCL CHAPTER 3-23

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Name of Member:

Name of Board, Authority or Commission:

The Member shall disclose below any contract in which the Member has an interest or from which the Member derives a direct benefit if the contract is:

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2. With the state and which contract requires the approval of the Member's board, authority or commission and the expenditure of government funds; or
3. With a political subdivision of the state if the political subdivision approves the contract and:
  - a. Is under the regulatory oversight of the authority, board, or commission, or
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The Member shall disclose the contract even though no additional authorization is needed from the Member's board, authority or commission to have an interest or derive a benefit from the contract.

The Member shall also identify every entity in which the Member possesses an ownership interest of five percent or greater if:

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1. Contracts in which you have an interest pursuant to SDCL Chapter 3-23 and which do not violate any other provision of law - Provide the following for each contract in which you have, or will have, an interest. For further information see SDCL 3-23-2.1 and 3-23-3.1.

Description of the contract	Parties	Description of your interest/role in the contract	Date contract was previously disclosed; if applicable
2018 Consolidated Grant Application/ Agreement: Title I Part A, Title II Part A, and Title IV Part A funds (FY2018 fund amount not allocated to date; FY2017 award was approximately \$818,865)	Meade School District 46-1 and the South Dakota Department of Education (SD DOE)	Grant agreement between my employer and the SD DOE.	FY2017 grant disclosed June 20, 2016.
2018 IDEA Grant Application/ Agreement: Part B, sections 611 and 619 funds (FY2018 fund amount not allocated to date; FY2017 award was approximately \$604,117)	Meade School District 46-1 and the SD DOE	Grant agreement between my employer and the SD DOE	FY2017 grant disclosed June 201, 2016
2018 Carl Perkins Grant Application/ Agreement: Career and Technical Education funds (FY2018 fund amount not allocated to date; FY2017 was approximately \$38,924)	Meade School District 46-1 and the SD DOE	Grant agreement between my employer and the SD DOE	FY2017 grant disclosed June 20, 2016
2018 School Nutrition Programs Grant Application/ Agreement: School lunch, school breakfast, and commodities (FY2018 allocation unknown, funds disbursed on a reimbursement basis)	Meade School District 46-1 and the SD DOE	Grant agreement between my employer and the SD DOE	FY2017 grant disclosed August 15, 2016
2018 Fresh Fruit and Vegetable Grant Application/ Agreement (FY2018 fund amount not allocated to date; FY2017 was approximately \$78,238)	Meade School District 46-1 and the SD DOE	Grant agreement between my employer and the SD DOE	FY2017 grant disclosed August 15, 2016
Contract #2017A-419: State aid intercept agreement (no set amount)		State aid intercept agreement between my employer and various parties, including SD DOE	March 20, 2017

Description of the contract	Parties	Description of your interest/role in the contract	Date contract was previously disclosed; if applicable
	Meade School District 46-1, SD DOE, South Dakota Health and Educational Facilities Authority, First National Bank in Sioux Falls		
Contract #2017A-456: State aid intercept agreement (no set amount)	Meade School District 46-1, SD DOE, South Dakota Health and Educational Facilities Authority, First National Bank in Sioux Falls	State aid intercept agreement between my employer and various parties, including SD DOE	March 20, 2017

add row

2. Contracts in which you have a direct benefit pursuant to SDCL Chapter 3-23 - Provide the following for each contract from which you derive, or will derive, a direct benefit. For more information see SDCL 3-23-2, 3-23-2.2 and 3-23-3.1.

Description of the contract	Parties	Description of the direct benefit	Date contract was authorized
Employment contract to serve as superintendent for Meade School District 46-1 from July 1, 2017 to June 30, 2018	Donald Kirkegaard and Meade School District 46-1	Receive salary and benefits to provide superintendent services to Meade School District, a political subdivision of the State of South Dakota	July 17, 2017 (authorization requested)

add row

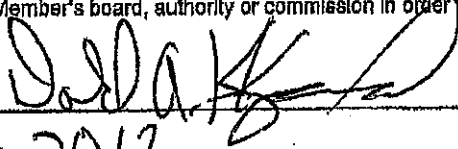
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Description of the contract or grant	Party in which you possess the interest	State agency or subdivision
no disclosures		

add row

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Signature of Member:



Date:

7-13-2017

# State Authorities/Boards/Commissions - Annual Disclosure Form

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Signature of Member: Kay Schallenberg  
Date: July 17, 2017

# State Authorities/Boards/Commissions - Annual Disclosure Form

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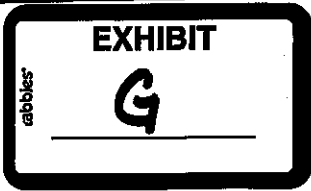
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Signature of Member: *Arpal Vyas*

Date: 7/13/2017

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Agreement to provide college readiness coursework to high school students through the Northern State University E-Learning Center. The services under the contract will not exceed \$50,000. The contract duration will last approximately July 18, 2017, to July 17, 2018.	Northern State University E-Learning Center and the South Dakota Department of Education	Contract between my employer and the SD DOE. I do not provide any of the contracted services for the E-Learning Center.	This is a renewal of a previous contract that was disclosed to the Board of Education Standards on May 15, 2017.

add row

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Signature of Member: Lori J. Wagner  
 Date: 7/13/17