

Financial Report: August 13, 2012

	(10) General Fund	(21) Capital Outlay	(22) Special Education	(24) Pension Fund	(31) Bond Redemption	(51) School Lunch	(53) Enterprise Fund	(71) Trust & Agency	Scholarship Funds			
	(76) Lonnie Hoffman	(77) Alvin Schelske	(78) Tom Maxwell									
Beg. Monthly Balance	1,814,308.65	389,951.88	230,825.61	289,229.41	77,301.78	3,397.07	2,233.87	53,891.06	186.11	1,203.00	867.10	
Receipts												
Taxes	3,835.06	833.19	499.91	124.95	410.36							
Tuition - Other LEA												
Tuition - Preschool												
Abstinence Grant												
Interest	511.18	17.37	14.61	5.19	6.25	0.46		1.89				
Tuition - Our Home												
Gym Rental												
Miscellaneous												
Receipts												
Apportionment												
State Aid	143,886.00		20,877.00									
Bank Franchise Tax												
Safe Schools Grant	3,120.38											
Medicaid Direct												
Medicaid												
Class Size Grant												
Title I												
IDEA Part B	2,982.41											
Track Reimbursement												
IDEA Preschool												
TOTAL RECEIPTS	154,335.03	850.56	21,391.52	130.14	416.61	94.96	0.00	6,209.69	0.00	0.00	0.00	
Total Cash Available	1,968,643.68	390,802.44	252,217.13	289,359.55	77,718.39	3,492.03	2,233.87	60,100.75	186.11	1,203.00	867.10	
Disbursements	303,566.93	114,422.93	72,725.32	37,386.00		6,672.63	784.51	13,871.38				
Ending Balance	1,665,076.75	276,379.51	179,491.81	251,973.55	77,718.39	-3,180.60	1,449.36	46,229.37	186.11	1,203.00	867.10	
Cash	365,076.75	101,379.51	129,491.81	26,973.55	77,718.39	-3,180.60	1,449.36	36,229.37	186.11	1,203.00	867.10	
Invested	1,300,000.00	175,000.00	50,000.00	225,000.00	0.00			10,000.00				
	52.24%	14.51%	18.53%	3.86%	11.12%	-0.46%	0.21%	1.48%	0.01%	0.05%	0.04%	

	Prior Years Data			
July 2011	1,722,349.21	306,464.08	221,541.14	202,714.28
July 2010	1,566,918.94	416,252.65	255,026.14	174,377.96
July 2009	1,371,932.82	450,076.31	233,166.55	209,251.89
July 2008	1,470,828.52	368,462.63	174,740.14	141,691.74
				90,294.72
				(6,791.25)
				44,430.96
				54,076.31
				55,546.41
				40,855.59
				1,186.11
				1,186.11
				2,203.00
				2,703.00
				1,295.18
				1,186.11
				3,203.00
				1,107.65

Investments

Transfer from Cash to Passbook		Transfer to Cash from Passbook	
General Fund	0.00	General Fund	200,000.00
Capitol Outlay Fund	0.00	Capital Outlay Fund	0.00
Special Ed. Fund	0.00	Special Ed. Fund	0.00
Pension Fund	0.00	Pension Fund	0.00
Bond Redemption Fund	0.00	Bond Redemption Fund	0.00
		Trust & Agency	10,000.00
		CD	CD

Parkston School District #33-3
102C South Chapman Drive
Parkston, South Dakota 57366-2017
TELEPHONE: (605) 928-3368
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SUPERINTENDENT: SHAYNE MCINTOSH
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BUSINESS MANAGER: CRAIG BRUENING
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SECONDARY PRINCIPAL: JOE KOLLMANN
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ELEMENTARY PRINCIPAL: MARCHELL DELANGE
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Agenda
Parkston School Board Meeting
Elementary Conference Room
Regular Meeting **Monday, August 13, 2012** 6:30 pm

1. Call to Order
2. Establish a quorum
3. Pledge of Allegiance
4. Approve agenda
5. Approve minutes
6. Accept financial reports
7. Approve claims
8. Visitors and Correspondence
9. Superintendent report
 - a. Teacher Evaluation Workgroup
 - b. Common Core
 - c. Accountability
 - d. Accreditation
10. Principal Report/AD Report
 - a. Volunteer coaching requirements and cost
11. Old Business
 - a. Final reading CIPA Policy
12. New Business
 - a. Introduce Policies to be reviewed (300 & 400 series)
 - b. Initial Presentation of Dakota STEP Scores
 - c. Declare Items Surplus (Acoustic Shell, weights, weight equipment)
 - d. Approve coaching contracts
 - i. Tyler Hockett – Asst GBB
 - ii. John Gilman – Asst Wr
 - iii. Michelle Mathias – Asst Track
 - e. Consider Elementary Handbook Changes
 - f. Consider 8th grade computer waiver
 - g. Acknowledge receipt of home school application
 - h. Void Checks
13. Adjourn

Agenda
Parkston School Board Meeting
Elementary Conference Room
Regular Meeting **Monday, August 13, 2012** 6:30 pm

1. Call to Order
2. Establish a quorum
3. Pledge of Allegiance
4. Approve agenda

Comments:

Action: Motion _____ Second _____ Vote Y __, N __

5. Approve minutes

Comments:

Action: Motion _____ Second _____ Vote Y __, N __

6. Accept financial reports

Comments:

Action: Motion _____ Second _____ Vote Y __, N __

7. Approve claims

Comments:

Action: Motion _____ Second _____ Vote Y __, N __

8. Visitors and Correspondence

Comments:

Action: Motion _____ Second _____ Vote Y __, N __

- 9. Superintendent report
 - a. Teacher Evaluation Workgroup
 - b. Common Core
 - c. Accountability
 - d. Accreditation

Comments:

Action: Motion _____ Second _____ Vote Y __, N __

- 10. Principal Report/AD Report
 - a. Volunteer coaching requirements and cost

Comments:

Action: Motion _____ Second _____ Vote Y __, N __

- 11. Old Business
 - a. Final reading CIPA Policy – Enclosed you will find the Children’s Internet Protection Act Policy that will have its’ final reading.

Comments:

Action: Motion _____ Second _____ Vote Y __, N __

- 12. New Business
 - a. Introduce Policies to be reviewed (300 & 400 series) - Enclosed you will find the 300 & 400 sections of our policy manual that are up for review. Today we will introduce the policies for review, next month make any proposed changes and in October, adopt the policies with changes. As you will see, I have already included some changes that I will be recommending next month.

Comments:

Action: Motion _____ Second _____ Vote Y __, N __

- b. Initial Presentation of Dakota STEP Scores – There will be a brief presentation of the Dakota STEP Scores. With the new accountability model coming on line, AYP is no longer being determined, thus, we get a “pass” this year with that hurdle.

Comments:

Action: Motion _____ Second _____ Vote Y ____, N __

- c. Declare Items Surplus – We have a number of items to declare surplus, including an Acoustic Shell, bars, Smith Machine, benches and other weight equipment, 81 dictionaries.

Comments:

Action: Motion _____ Second _____ Vote Y ____, N __

- d. Approve coaching contracts
- i. Tyler Hockett – Asst GBB
 - ii. John Gilman – Asst WR
 - iii. Michelle Mathias – Asst Track

Comments:

Action: Motion _____ Second _____ Vote Y ____, N __

- e. Consider Elementary Handbook Changes -

Comments:

Action: Motion _____ Second _____ Vote Y ____, N __

- f. Consider 8th grade computer waiver – Enclosed, you will find a copy of the proposed computer waiver. This is the same waiver we have received in previous years. We are required to provide computer credit in the 9th grade, we however, offer it in 8th grade. This waiver allows us to count the 8th grade class for the 9th grade requirement.

Comments:

Action: Motion _____ Second _____ Vote Y ____, N __

- g. Acknowledge receipt of home school application – Per SDCL, the school board no longer approves home school applications, but simply acknowledges receipt. Thus, we ask that the board acknowledge receipt of PSE 2012-01. (Public School Exemption)

Comments:

Action: Motion _____ Second _____ Vote Y ____, N __

h. Void Checks

General Fund

- 49622 – \$1.95
- 50364 - \$30.00
- 50520 - \$15.00
- 50655 - \$45.00
- 51801 - \$50.00

Trust & Agency Accounts

- 25104 - \$150.00
- 25210 – \$120.00
- 25297 - \$20.00
- 25458 - \$15.00
- 25464 - \$5.00
- 25594 - \$25.00
- 25936 - \$30.00
- 25899 – \$105.00
- 25830 – \$20.00

Comments:

Action: Motion _____ Second _____ Vote Y ____, N __

13. Adjourn



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June 8, 2012

Shayne McIntosh
Superintendent
Parkston School District
102C S Chapman Dr.
Parkston, SD 57366

Dear Shayne,

I am pleased to appoint you to the Extraordinary Cost Oversight Board as a full voting member, representing superintendents, on the Extraordinary Cost Oversight Board. Thank you for agreeing to this commitment of service and leadership to this board. Your term of office is effective immediately and continues through June 30, 2017.

You will be sent information in December describing how the ECF works and your role as a member. You will be given access to the ECF applications on a secure website for review before the board meets. Meetings are usually held via Microsoft Live Meeting in early February and early June, however if you are in Pierre you are welcome to attend in person.

Thank you for sharing your time and talents in service to the state of South Dakota.

Sincerely,

Dr. Melody Schopp, Secretary
South Dakota Department of Education

NEXT GENERATION ACCOUNTABILITY MODEL

Updated: Feb. 27, 2012, 2:30 p.m.

BACKGROUND

South Dakota began the process of developing a new statewide accountability model in September 2011. The Department of Education assembled a group of 23 individuals representing key stakeholder groups to provide recommendations regarding a next-generation accountability model for South Dakota. Those individuals included: school administrators, teachers, tribal educators, state board members, legislators, and representatives of higher education and state education associations.

To date, the group has met four times. During that time period, the U.S. Department of Education also issued its ESEA Waiver Flexibility package.

The resulting proposed Accountability Model, summarized here, was assembled by the South Dakota Department of Education. It is a model intended to be legitimate and fair; useful to educators and administrators; easily understood by the public; and, most importantly, one that promotes continuous improvement for South Dakota schools.

SUMMARY

South Dakota's proposed next-generation accountability model takes a thoughtful, balanced approach to defining the indicators of a strong education system. Rather than focusing on student proficiency on a single assessment, it encompasses multiple indicators, including student growth, that are critical pieces in preparing students for the rigors of the 21st century world.

The proposed model will continue to hold schools accountable for student proficiency and closing achievement gaps through continued annual public reporting of disaggregated student outcomes in math and reading. It reaches beyond the once-a-year summative assessment, to offer a more credible and meaningful model. The expectation is that the model will be used to inform school administrators, teachers and the public as to how schools *and* individual students are progressing. And with its emphasis on continuous improvement, it sets a high bar for ongoing reflection and goal setting.

The proposed next-generation accountability model is based on the following key indicators:

- 1) Student Achievement
- 2) Academic Growth (Elementary and Middle School) OR Completion Rate (High School)
- 3) Attendance (Elementary and Middle School) OR College & Career Readiness (High School)
- 4) Effective Teachers and Principals
- 5) School Climate

OVERVIEW

The proposed accountability model uses a 100-point index, called the School Performance Index. A numeric value will be assigned to each of the five indicators on the index. These values will be added to create a final Overall Score. Two distinct models will be used: 1) one for High School accountability, and 2) one for Elementary and Middle School accountability.

School Performance Index

High School (see detailed breakdown page 5)

Indicator #1	Indicator #2	Indicator #3	Indicator #4	Indicator #5	OVERALL SCORE
Student Achievement	High School Completion Rate	College & Career Readiness	Effective Teachers & Principals	School Climate	100 points

Elementary and Middle School (see detailed breakdown page 5)

Indicator #1	Indicator #2	Indicator #3	Indicator #4	Indicator #5	OVERALL SCORE
Student Achievement	Academic Growth	Attendance	Effective Teachers & Principals	School Climate	100 points

Annual Measurable Objectives (AMOs): Targets and Goals

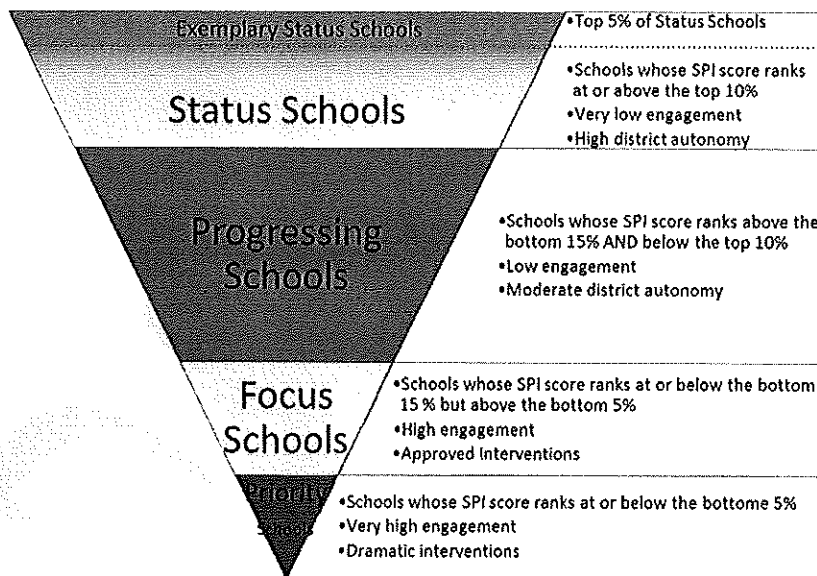
Under the proposed model, each school has its own unique AMO goal, with yearly progress defined as meeting the annual targets toward that goal. AMO goals and targets are set as follows:

- In the first year of each five-year cycle and for each level (elementary/middle school and high school), an Overall Score on the School Performance Index is calculated for each public school and ranked.
- **Status schools:** Schools whose total score on the SPI is at or above the top 10 percent.
 - AMO for these schools for the next four years is to remain above the lowest score of the top 10 percent of schools as ranked in the first year.
- **Progressing schools:** Schools whose total score on the SPI is greater than the bottom 15 percent but are less than the top 10 percent.
 - AMO for these schools is to grow $\frac{1}{4}$ of a standard deviation over the next four years
 - Growth is divided into four equal increments



- **Focus schools:** Schools whose total score on the SPI is at and less than the bottom 15 percent but greater than the bottom 5 percent.
 - AMO for these schools is to grow $\frac{1}{2}$ of a standard deviation over the next four years
 - Growth is divided into 4 equal increments

- **Priority schools:** Schools whose total score on the SPI is at or below the bottom 5 percent.
 - AMO for these schools is to grow $\frac{3}{4}$ of a standard deviation over the next four years
 - Growth is divided into four equal increments



Phase-In of School Performance Index

- 2011-12** --Existing accountability model used for final year
- 2012-13** --School Performance Index in place with all indicators except Effective Teachers and Principals and School Climate at both levels
- 2013-14** --School Performance Index same indicators as in 2012-13
- 2014-15** --Add Effective Teachers and Principals indicator (assuming proper evaluation instruments/models for determining student growth in place)
 --Add School Climate indicator (assuming proper tool is in place)
 --Reset AMO goals and targets due to new assessment

INDEX & INDICATORS: High Schools

At the High School level, the School Performance Index will include the following key indicators:

2012-13 & 2013-14 Points: 50	2012-13 & 2013-14 Points: 25	2012-13 & 2013-14 Points: 25	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 0
2014-15 Points: 25	2014-15 Points: 25	2014-15 Points: 20	2014-15 Points: 20	2014-15 Points: 10
Indicator #1: Student Achievement --Percent proficient or higher in English language arts and mathematics in grade 11 on state assessment Calculation includes: --Subset 1 score --Subset 2 score --Unduplicated count (calculated upon the % of Subset 1 and Subset 2 students in the school population)	Indicator#2: High School Completion Rate -- Completer rate (75% of points) --Four-year cohort graduation rate (25% of points)	Indicator #3: College & Career Ready -- Percent of students pursuing postsecondary 16 months after graduation --Percent of ACT student scores whose math sub-score is 20 or higher --Percent of ACT student scores whose English sub-score is 18 or higher	Indicator #4: Effective Teachers & Principals --Aggregate number of teachers in each of four categories: Unsatisfactory, Basic, Proficient, Distinguished	Indicator #5: School Climate --Measurement tool needs to be determined
Implemented in 2012-13	Implemented in 2012-13	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2014-15

INDEX & INDICATORS: Elementary & Middle Schools

At the Elementary and Middle School levels, the School Performance Index will include the following key indicators:

2012-13 & 2013-14 Points: 40	2012-13 & 2013-14 Points: 40	2012-13 & 2013-14 Points: 20	2012-13 & 2013-14 Points: 0	2012-13 & 2013-14 Points: 0
2014-15 Points: 25	2014-15 Points: 25	2014-15 Points: 20	2014-15 Points: 20	2014-15 Points: 10
Indicator #1: Student Achievement --Percent proficient or higher in English language arts and mathematics in grades 3-8 on state assessment Calculation includes: --Subset 1 score --Subset 2 score --Unduplicated count (calculated upon the % of Subset 1 and Subset 2 students in the school population)	Indicator#2: Academic Growth --Value added (linear regression) model based on student growth – factoring for certain variables	Indicator #3: Attendance	Indicator #4: Effective Teachers & Principals --Aggregate number of teachers in each of four categories: Unsatisfactory, Basic, Proficient, Distinguished	Indicator #5: School Climate --Measurement tool needs to be determined
Implemented in 2012-13	Implemented in 2012-13	Implemented in 2012-13	Implemented in 2014-15	Implemented in 2014-15

INDICATOR #1: Student Achievement

At the High School level, the student achievement score will be based on the percent of students scoring proficient or advanced on the statewide assessment in reading and math delivered in 11th grade.

At the Elementary and Middle School levels, the student achievement score will be based on the percent of students scoring proficient or advanced on the statewide assessment in reading and math in grades 3-8.

Points will be given for two separate groups: **Subset 1 and Subset 2**. Points for these two groups are based on the percent of students in each group and summed to determine the final score for student achievement.

What are Subset 1 and Subset 2?

Subset 2 is an **aggregate count of student groups in our state that have historically experienced achievement gaps**. At this time, South Dakota will include the following student groups in Subset 2: Black, Native American, Hispanic, Economically Disadvantaged, Students with Disabilities, Limited English Proficient.

To calculate Subset 2, unduplicated counts of students who score proficient or higher on the statewide assessment and are in the identified student groups would be summed. This will yield a **single number** of proficient or higher students in Subset 2, **with no student counting more than one time**, and all students in included groups being counted once.

Example: Unduplicated Count

- Addy -- Special Education and Economically Disadvantaged subgroups. Scores Proficient.
- Marcus – Limited English Proficient and Economically Disadvantaged subgroups. Scores Basic.
- Cheyenne – Native American. Scores Advanced.

Based on the above, an unduplicated count would show three total students with two of the students (Addy and Cheyenne), or 66.66 percent, counting as proficient or higher in Subset 2.

Subset 1 includes all students not in Subset 2. Those scoring proficient or higher would be included in the calculation.

Under the proposed system, the N-size will be 10. By using an N of 10 and the aggregate of those groups that have historically experienced achievement gaps, almost every school in the state will have a focus on those groups of students who have traditionally experienced the largest achievement gaps. Individual subgroups of students will still be disaggregated and reported, but not for accountability purposes.

Example: Student Achievement Calculation

Overall possible points: 25

Step 1: Divide maximum allowable index points in half to allow equal weight for reading and math

Step 2: Calculate the # of students that fall into Subset 1 and Subset 2 groups.

Step 3: Calculate the % of students that fall into the Subset 1 and Subset 2 groups by dividing each by the total number of students.

Step 4: Take the overall possible points (column 1) times the % of students (column 3) in each group to get the weighted points for each group.

Step 5: Calculate the % Proficient/Advanced for each group.

Step 6: Calculate the score for each group by multiplying the % Proficient/Advanced (column 5) times the weighted points for each group (column 4).

Step 7: The sum of these represents total points for Student Achievement category.

	Step:	1	2	3	4	5	6	
		Overall Index Points Possible	Number of Students	% of Students	Weighted Points (% Students X Points)	% Proficient/Advanced	Score (Weighted Points X % P/A)	
Math	Subset 2	12.5	71	26%	3.27	58%	1.90	
	Subset 1		200	74%	9.23	83%	7.66	
Reading	Subset 2	12.5	71	26%	3.27	62%	2.03	
	Subset 1		200	74%	9.23	88%	8.12	
	TOTAL	25			25.00		19.71	Step 7
							TOTAL POINTS for Student Achievement Category	

INDICATOR #2: High School Completion OR Academic Growth

At the High School level, the second indicator is called High School Completion Rate. This indicator will consist of two weighted measures: Completer Rate and the four-year cohort Graduation Rate.

Completer Rate is defined as follows: Percent of students in the current school year who have attained one of the following: a) diploma, b) GED, c) fulfilled the requirements of an Individual Education Plan (IEP), d) fulfilled the requirements of a Language Acquisition Plan (LAP). It will account for 75 percent of the points in indicator 2.

Example: Completer Rate Calculation

$$\underline{\text{HS Diploma} = 100 + \text{GED} = 7 + \text{Max age of 21} = 3 \text{ (Total} = 110)}$$

$$\text{Dropouts} = 7 + \text{HS Diplomas} = 100 + \text{GED} = 7 + \text{Max age of 21} = 3 \text{ (Total} = 117)$$

$$110/117 = 94\% \text{ Completer Rate}$$

Graduation Rate is defined as the four-year cohort Graduation Rate required under Title I. It will account for 25 percent of the points in indicator 2.

At the Elementary and Middle School levels, a Growth calculation will be used for accountability purposes.

South Dakota is proposing a Value Added Model (VAM) for Growth that employs linear regression statistical tools. Value Added Models rely on student demographic characteristics and prior achievement as statistical controls in order to isolate the specific effects of a particular school, program or teacher on student academic progress. South Dakota utilizes its own variation of VAM in the state's Teacher Incentive Fund grant, which affords us some data and experience for the Next Generation Accountability Model.

Example: Academic Growth Calculation

% Students exceeded projected growth	80%
X Possible Index points	25
<hr/>	
Score	20
TOTAL points for Academic Growth Indicator	



INDICATOR #3: College & Career Readiness OR Attendance

At the High School level, the College & Career Readiness score will be based on the factors noted below. Each of the factors will be weighted.

- 1) Percent of students pursuing postsecondary 16 months after graduation – This calculation includes data from any postsecondary facility that reports to the National Student Clearinghouse
- 2) Percent of students whose ACT math sub-score is 20 or above
- 3) Percent of students whose ACT English sub-score is 18 or above

Example: Calculating College & Career Readiness Calculation

Overall possible points: 20

- Step 1: Calculate weighted points for each factor by multiplying weighted % for each factor by total possible points.
- Step 2: Calculate the rate for each factor.
- Step 3: Calculate the score for each factor by multiplying the rate times the weighted points for each group.
- Step 4: The sum of these represents total possible points for College and Career Readiness.

Step:		1	2	3	
Factors	Weight as %	Weighted Points	Rate as %	Score	
% ACT Score 20 or Greater for Math	25%	5.00	67%	3.35	
% ACT Score 18 or Greater for English	25%	5.00	69%	3.45	
% students pursuing postsecondary in 16 months	50%	10.00	72%	7.20	
Total possible points	100.0%	20.00		14	Step 4
					TOTAL POINTS for College & Career Readiness

At the Elementary and Middle School levels, the indicator will be attendance rate. A school's attendance percentage would be multiplied by the total points for this category to come up with a score for this indicator.

EXAMPLE: School A has an attendance rate of 90%. If total points for this indicator are 20, School A's score for this indicator would be 18.

INDICATOR #4: Effective Teachers & Principals

At both levels, the Effective Teachers & Principals score would be based on the percentage of teachers in the school who perform at the Proficient or Distinguished levels on a statewide evaluation instrument. The percentage of teachers who score at the Proficient or Distinguished levels is multiplied by total possible points.

- 50 percent of that performance rating must be based on quantitative measures of student academic growth in one school year.
- 50 percent of that performance rating must be based on qualitative components that are measurable and evidence-based.

Much work needs to be done related to this indicator; therefore, it will not be included in the School Performance Index until 2014-15. Work groups will be needed to address both the teacher evaluation piece and the principal standards and evaluation piece, as well as building appropriate assessments for this purpose. While standards are now in place for teachers, there are no such statewide standards for principals.

Finally, South Dakota does not currently have valid and reliable measurements in place that would evaluate individual student growth within an academic year, which could then be tied to teacher and principal performance. At this time, it does appear that SMARTER Balanced products will allow for quantitative measures of student growth for teacher evaluation purposes in English language arts and math (only) by 2014-15. For those teachers in grades and subjects for which there is no state-validated testing measure for the quantitative portion of the evaluation, a district approved assessment using objective measures of teacher effectiveness including student performance on unit or end-of-year tests shall be used.

Example: Effective Teachers & Principals Calculation

Step:	1	2
		Score (%)
Overall	% Teachers	Teachers
Index Points	Proficient &	X Overall
Possible	Distinguished	Points)
20	71%	14.2
		Total Points Effective
		Teachers/Principals Indicator

INDICATOR #5: School Climate Survey

Positive school climate and a healthy school environment are associated with academic achievement, effective risk prevention efforts and positive youth development. This indicator is designed to address school climate issues such as bullying and violence and other problems that create conditions that negatively impact learning. It would include a comprehensive assessment of the major spheres of school life such as safety, relationships, teaching and learning, and healthy environment.

At both levels, the School Climate score will be measured using reliable statewide assessment tools. A work group will be convened to address this indicator and select or develop measurement tools. These tools may include parent, student, and staff surveys and/or assessment tools related to school policies, programs, and practices. This indicator will not be included in the School Performance Index until 2014-2015.

Classification, Recognition and Support

As noted on pages 2-3, schools will be ranked based on their scores on the School Performance Index. These rankings will be used to determine supports available through Title I.

Priority Schools

Each district with one or more Priority Schools must implement, for three years, meaningful interventions aligned with the turnaround principles. These schools will receive targeted state- and district-level support to include, among other things: participation in the Academy of Pace-Setting Districts, utilization of Indistar to develop a school transformation plan focused on rapid turnaround indicators, and implementation of a multi-tiered system of support (RTI). This designation applies to Title I and Title I eligible schools.

Focus Schools

Each district with one or more Focus Schools must implement, for two years, meaningful interventions aligned with the turnaround principles. These schools will receive some state- and district-level support, including support for the IndiStar analysis of effective practices. This designation applies to Title I and Title I eligible schools.

Title I schools that fall outside of these categories will have more district autonomy.

Exemplary Schools, those that rank at or above the top 5 percent on the index OR that show the most progress (as measured by the Academic Growth indicator) will receive special recognition through a statewide branding effort designed to draw attention to their outstanding performance. **All public schools will be eligible** for this designation.

McIntosh, Shayne

From: Uecker, Carol (DOE)
Sent: Wednesday, August 01, 2012 2:13 PM
To: McIntosh, Shayne
Subject: K-12 Accreditation Review proposal - please reply

Importance: High

August 1, 2012

Dear Supt. McIntosh,

Greetings!

I am contacting you today to let you know that your district is due to host a review for accreditation during school year 2012-13.

You might recall the onsite review process your district participated in about five years ago, when a Department of Education state representative(s) came to your location.

Current realities such as limited department personnel resources and fiscal issues have prompted the idea that it is time to determine if electronic means can be used to conduct these reviews. Beginning this fall, a *pilot desk audit* will be an option for schools that are willing to participate. However, there will still be a few reviews conducted on-site, determined at the discretion of the state reviewer(s).

The regulatory items for this second review cycle remain the same as were required for the first review cycle. If your school participates in the *pilot desk audit*, you may send required documents electronically, or mail them to the department in hard copy form.

- Regulatory items for the review are listed here, under **Resources for Onsite Visits:**
<http://www.doe.sd.gov/oatq/districtaccreditation.aspx>
- Each school will also be required to provide a copy of their current School Improvement Plan(s).

The intent of the pilot is to work toward a system that is fiscally responsible, maintains integrity of sensitive information, and meets the requirements for accreditation in administrative rule and state statute.

Once we have all preferences collected, a date and time for the review will be determined between the state and the designated school contact person.

- Please select 'reply' to this message, then complete this table -

School/District Name:	
School Contact Name:	
✓CHOOSE ONE:	
<input type="checkbox"/>	Traditional Onsite Review
<input type="checkbox"/>	Pilot Desk Audit
<input type="checkbox"/>	No Preference

Your feedback while developing the process is appreciated. Questions are welcome!

**PARKSTON SCHOOL DISTRICT 33-3 INTERNET SAFETY POLICY
ADOPTED TO COMPLY WITH
THE CHILDREN'S INTERNET PROTECTION ACT
AND
SOUTH DAKOTA CONSOLIDATED STATUTES SECTION 22-24-55**

Introduction:

The Children's Internet Protection Act (CIPA), 47 U.S.C. §254(h)(5), and South Dakota Consolidated Statutes Section 22-24-55 require public schools to implement certain measures and actions to ensure that students are restricted from accessing inappropriate materials online using school-owned computers. This policy is adopted to implement these state and federal requirements.

Internet Safety

It is the policy of this organization to protect computer users from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening or unwelcome electronic communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher or administrator.

A. The Parkston School District 33-3 has implemented a technology protection measure that blocks access to inappropriate matter such as child pornography, obscene material and material that is harmful to minors. The Parkston School District has contracted with LightSpeed to ensure the district has all necessary filtering protections that are required by federal and state laws.

B. In order to protect the safety and security of its students, network users are prohibited from revealing personal information that includes full name, phone number, home address, social security number, credit card number, and passwords to other users when engaging in online activities including but not limited to chat rooms, email, and social networking web sites.

C. All network users are prohibiting from hacking and engaging in any unlawful online activity. All network users are refrained from altering data, computer configurations, or files by other users unless granted permission by authority. Any attempt to do so will be considered an act of vandalism and subject to disciplinary action and or losing network rights as determined by administration.

D. All network users are prohibited from disclosing or disseminating personal information without proper authorization regarding minors. Transmission of any material that is in violation of any federal or state law is prohibited. This includes, but not limited to the following: confidential information, copyrighted material, illegal downloads of music, video, images, threatening or obscene material, and computer viruses.

E. All network users are prohibited from accessing sites or online materials that

are blocked by the technology protection measure. Students must comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. Plagiarism is a violation. Give credit to all sources used, whether quoted or summarized. This includes all forms of media. All network users are required to follow the rules and regulations that are governed by the school district, local, state and federal laws. Any occurrence where a network user tries to bypass or alter configurations that can jeopardize the integrity of the content filtering system and or network will be subject to disciplinary action which could include suspension of using school network and all network devices.

Implementation of Technology Protection Measure

A. All school district owned computers and other network devices [used on campus] will be equipped with a technology protection measure.

B. Adult users may request the Technology Protection Measure to be temporarily disabled in order to conduct bona fide research or for another lawful purpose. The Technology Protection Measure must be re-activated as soon as the adult finishes using the computer for the authorized bona fide research or other lawful purpose.

Acceptable Use Policy

Each network user shall be required to sign an Acceptable Use Policy annually in the form prescribed by the school board of education. The Acceptable Use Policy shall implement the Internet Safety Policy. Violation of this policy and/or the Acceptable Use Policy shall be subject to appropriate discipline and sanctions.

Monitoring of Online Activities

It shall be the responsibility of all personnel of the Parkston School District to monitor students' online activities and use of the network to ensure that their use is in compliance with CIPA and this Internet Safety Policy. The district has the ability through generating live data reports of all network traffic to ensure the safety and compliance of CIPA and with the Internet Safety Policy.

Cyberbullying and Appropriate Online Education

Students will be educated annually about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. The implementation of this provision is delegated to the Parkston School District who shall report annually to the Board on the educational activities undertaken to comply with this subsection.

The curriculum shall consist of instruction that includes the following three CIPA required topics: appropriate online behavior, safety and privacy, and cyberbullying. The instruction will

contain lessons for grades K-12 and include handouts, videos, assessments, and parent tips. Teacher Verification Documents will be available to view to show all staff and students have been instructed and have met the requirements set out by CIPA. (See Implementation Guide for Instruction and Teacher Verification Documentation)

Consequences

The network user whose name is on the system account or whose name is assigned to a network device will be responsible at all times for its appropriate use. Non-compliance with these policies in both the student handbook and Acceptable Use Policy will result in disciplinary action.

Electronic mail, network usage, and all stored files shall not be considered confidential and may be monitored at any time by designated district staff to ensure appropriate use. The District cooperates fully with local, state and federal officials in any investigation concerning or relating to violations of computer related crimes. The South Dakota Open Records Act governs contents of e-mail and network communications; proper authorities will be given access to their content.

If you inadvertently access a web site that contains obscene, pornographic or otherwise offensive material, notify a teacher or district staff immediately so that such sites can be blocked from further access. This is not merely a request but a responsibility of the network user.

Definitions Used in this Policy:

A.Minor: The term "minor" means any individual who has not attained the age of 17 years.

B.Obscene: The term "obscene" is defined as material – (1) the dominant theme of which, taken as a whole, appeals to the prurient interest; (2) which is patently offensive because it affronts contemporary community standards relating to the description or representation of sado-masochistic abuse or sexual conduct; and (3) lacks serious literary, artistic, political, or scientific value.

C.Child pornography: The term "child pornography" is a visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct; such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

D.Harmful to minors: The term "harmful to minors" means any picture, image,

graphic image file, or other visual depiction that—(i) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (ii) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and, (iii) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

E. Technology protection measure: The term “technology protection measure” means a specific technology that blocks or filters Internet access to the material that is obscene, contains child pornography and/or is harmful to minors.

F. Computer: Any electronic device that has the ability to connect to the Internet including but not limited to desktop computers, laptop computers, tablet computers and electronic book readers.

BUSINESS AND NON-INSTRUCTIONAL OPERATIONS: 300 SERIES

This series deals with Business Operation, such as budget, income, expenditures, purchasing procedures and system of accounts.

It also includes Non-Instructional Operations, which covers operation and maintenance of plant, data processing services, fixed charges, auxiliary agencies (transportation, food services, etc.) debt services and capital outlay.

TABLES OF CONTENTS

BUSINESS & NON-INSTRUCTIONAL OPERATIONS: 300 SERIES

	PAGE
I. Business Operations	
A. Business.....	300
B. Planning – Budget	301
C. Adoption of Budget.....	302
D. Transfer of Funds	303
E. Tuition Fees.....	304
F. Investing	305
G. Expenditures.....	306
1. Quantity Purchasing	306.1
2. Local Purchasing	306.2
H. Credit Card Use Policy	307
I. Soliciting Prices (Bids and Quotes).....	308
J. Paying For Goods and Services.....	309
K. System of Accounts.....	310
L. Periodic Audit.....	311
M. Inventories	312
N. Monies in school Buildings.....	313
O. E-rate Records Retention Policy	314
II. Non-Instructional Operations	
A. Operation and Maintenance of Plant.....	315
B. Security: Buildings and Grounds and Keys	316
C. Transportation	317
D. Privately Owned Vehicles.....	318
E. Purposes and Facilities: Food Service.....	319
F. Free or Reduced Price Lunch	320
G. Capital Outlay	321
H. Secretarial-Clerical Staff.....	322
I. Operation and Maintenance Staff.....	323
J. School Food Services Personnel	324
K. Aides Employed by District.....	325
L. Pay – Comp time	326
M. Early Retirement Policy	327
N. Employee Communicable Diseases	328
O. Employee Communicable Disease Guidelines	328.1
P. Sexual Harassment Policy	329
Q. Accessibility Contingency Plan	330

Business

The Board recognizes that money and its management constitute the fundamental support of the school program. To make that support as effective as possible, the Board intends to:

1. Encourage advance planning through the best possible budget procedures.
2. Explore all practical sources of dollar income.
3. Guide the expenditure of funds so as to extract the greatest educational returns.
4. Expect top-quality accounting and reporting procedures.
5. Maintain the highest level of unit expenditures needed to provide high quality education within the ability of the community to pay.

Non-instructional Operations

The Board expects operation and maintenance of school plant and equipment to set high standards of safety, to promote the health of pupils and staff, to reflect the moral and cultural aspirations of the community at its best, and to support environmentally the efforts of the staff to provide a good education.

BUSINESS

Planning: Budget

Each principal shall, with the assistance of his/her teachers, prepare an estimate of needs and submit the estimate to the Superintendent no later than the date specified by the business manager.

BUSINESS

Adoption of the Budget

The Board shall adopt the budget for the next fiscal year in accordance with state statutes.

Before adopting the budget, the Board shall study the school program in relation to the present and future needs of the students, the patrons, and the community. To make the budget a comprehensive reflection of the financial needs of the school program, steps shall have been taken to involve representatives of the community, and the professional, classified and administrative staff in its development.

BUSINESS

Transfer of Funds between Categories: Amendments

All transfer of funds between the major classifications of the budget shall be subject to the approval of the Board. The Board shall be provided with complete information regarding the funds available, the proposed expenditures and reserves.

BUSINESS

Tuition Fees **and Open Enrollment**

Students from other school districts may attend the schools of this district as long as:

1. There is room for them without undue crowding.
2. They or their sending district pays a tuition fee to established by the Board and state law and revised as changes in costs indicate **or have properly completed the open enrollment process and have been accepted.**
3. In cases where students are not assigned by their home district, enrollment in Parkston School District #33-3 will only be allowed where the student has established his/her home with a legal guardian who is a resident of the district **or have properly completed the open enrollment process and have been accepted.**