

# ***Red Oak Community School District***

***904 Broad Street***

***Red Oak, Iowa 51566***

***www.redoakschooldistrict.com***

## **Regular Board of Directors Meeting**

Meeting Location: Sue Wagaman Board Room  
Webster Building

Monday, May 23, 2011 – 6:00 pm

### **- Agenda -**

- 1.0 Call to Order – Board of Directors President Lee Fellers
- 2.0 Roll Call – Board of Directors Secretary Shirley Maxwell
- 3.0 Approval of the Agenda – President Lee Fellers
- 4.0 Communications
  - 4.1 Good News and Affirmations from Red Oak Schools
  - 4.2 Visitors and Presentations
  - 4.3 Correspondence
- 5.0 Consent Agenda
  - 5.1 Review and Approval of Minutes from May 10, 2011
  - 5.2 Review and Approval of Monthly Business Reports
  - 5.3 Education Service Agreements
  - 5.4 Board Policy Final Approval: Code 102 Equal Education Opportunity
- 6.0 General Business for the Board of Directors
  - 6.1 Old Business – none
  - 6.2 New Business
    - 6.2.1 Red Oak Curriculum Council Report – Curriculum Director Barb Sims
    - 6.2.2 Board Policy Review – Section 100 and Others

Red Oak Community School District Board of Directors  
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6.2.3 School Business Manager's Report – Shirley Maxwell

6.2.4 Maintenance & Operations Department Update and Recommendations  
– Pete Wemhoff

6.2.5 Transportation Department Update and Recommendations  
- Carlos Guerra

6.2.6 Employee Handbook Review and Update – Terry Schmidt

6.2.7 Southwestern Community College Lease Agreement – Terry Schmidt

6.2.8 Department of Education Accreditation Visit and Education Equity Review Process  
– Update from Terry Schmidt

6.2.9 Closed Session per Section 21.5(1) I of the Iowa Code

6.2.10 Personnel Considerations: Resignations, Employment, Transfers,  
Contract Adjustments

7.0 Reports

7.1 Administrative

7.2 Future Conferences, Workshops, Seminars

7.3 Other Announcements

8.0 Next Board of Directors Meeting:      Monday, June 13, 2011 – 6:00 pm  
Sue Wagaman Board Room  
Webster Building

9.0 Adjournment

## Item 4.0 Communications

### 4.1 Good News and Affirmations from Red Oak Schools

School administrators and department directors will share 'good news' with the directors this evening and encourage the governing body to also share positive events happening in the lives of the school community.

★ ROHS Girls Tennis Team - The H-10 Conference Tournament

AD Angie Spangenberg will provide an update for recent tennis successes as post-season is underway. Team members are: Rachel Pierson, Emily Pierson, Brittany Walker, Rosa Brunner (Exchange Student), Paige Vannausdle, and Zoey Baker. Coaches: Dan and Nita Martinez

★ State Track Competitors – May 19 to 21

Participating were: Andy Vial, high jump and Blake Bergren, long jump. Coaches are Jim Hambright, Brad Schlieman, Denny Redel and Brandon Krause.

★ ROHS Boys Tennis Team – District Champions

AD Angie Spangenberg will provide an update for recent boys' tennis action. Team members are: Matt Goracke, Dakota White, Pete Walker, Craig White and Jordan Nelson.

Pete Walker – Singles State Qualifier to be conducted on May 26-28 at Waterloo, Iowa. AD Angie Spangenberg will provide an update for recent tennis successes as post-season is underway.

★ Washington Intermediate School Grade Four Outdoor Learning

Congratulations to Principal Barb Sims and Instructors Geoff Maurer, Sue Chelsvig, Mark Haufle, Angie Montgomery and Deb Karwal with the DNR for a very successful outdoor learning opportunity at Springbrook.

★ Brandy Childers, Grade 10

Has been selected by ISU Extension Office as a student representative to China. She will be traveling with a small group of representatives visiting China from July 31-Aug. 8. Students were selected on the basis of their responses to questions regarding China.

Item 4.0 – continued

- ★ Sharon Foote, Food Service Director is happy to report that the Fruit & Vegetable Program has been approved for Inman and Washington Schools for the next school year.
- ★ High School Principal Jedd Sherman reported Co-Valedictorians for 2010-2011: Allison Behrens and Matt Goracke, Salutatorian: Caitlyn Soden
- ★ At the Senior Recognition Night, \$70,000 in local scholarships were distributed to approximately 30 Red Oak Seniors. Many students were affirmed for their college scholarships. In addition, the athletes and coaches were recognized for their achievements. The night at the Wilson was a success!

#### **4.2 Visitors and Presentations**

None are planned.

#### **4.3 Correspondence**

Any correspondence received and important to the governing body is shared at the table.

## Item 5.0 Consent Agenda

**BACKGROUND INFORMATION:** The following items are presented for approval in one formal motion. Should any director have a question or would like for an item to be placed on the regular discussion agenda, please notify Board Secretary Shirley Maxwell in advance of the meeting.

Enclosed are reference pages for:

### **5.1 Review and Approval of the Minutes from May 10, 2011**

The minutes are enclosed for your review. Unless there are suggested changes, they are submitted for approval by Board Secretary Shirley Maxwell.

### **5.2 Review and Approval of the Monthly Business Reports**

Payment vouchers are ready for approval. There could be some last minute bills for payment placed at the table prior to the meeting. Business Manager Shirley Maxwell is available to answer any questions concerning the expenditures.

### **5.3 Education Service Agreements**

Enclosed are several education service agreements for the next school year.

Included are:

- Boys and Girls Home, Sioux City Community School District
- PMIC Services, Glenwood Community School District
- Ultimate Nursing Services, West Des Moines, Iowa
- Southwestern Community College Education Service Contracts: high school college courses, online courses, computer graphic courses, and layout design courses

Each of these programs for education services is recommended for Director approval this evening.

Item 5.0 – continued

**5.4 Board Policy Final Approval: Code 102 Equal Education Opportunity**

Enclosed is the policy available for final reading tonight. The adoption of this policy will trigger several additional board policies that need updating before parent/student handbooks are approved in June.

**SUGGESTED BOARD ACTION:** It is recommended the board of directors approve the following consent agenda items:

- Minutes from May 10, 2011
- Monthly business reports as presented
- Education service agreements approved for the Boys and Girls Home, Sioux City Community School District; PMIC Services, Glenwood Community School District; Ultimate Nursing Services, West Des Moines, Iowa and Southwestern Community College Education Service Contracts: high school college courses, online courses, computer graphic courses, and layout design courses.
- Final approval of board policy: Code 102 Equal Education Opportunity

**Red Oak Community School District  
Regular Board of Directors Meeting**

Meeting Location: Sue Wagaman Board Room, Webster Building, Red Oak, Iowa  
Tuesday, May 10, 2011

This regular meeting of the Board of Directors of the Red Oak Community School District was called to order by President Lee Fellers at 5:00 p.m.

**PRESENT: Directors:** Lee Fellers, Charla Schmid, Warren Hayes, Paul Griffen,  
Terry Schmidt, Superintendent & Shirley Maxwell, Board Secretary

**APPROVAL OF AGENDA**

Director Griffen moved and Director Schmid seconded to approve the agenda as presented. The motion carried unanimously.

At 5:05 p.m. the board went into an Accreditation Interview with the Department of Education Site Team.

*- Break, Return to the Superintendent's Office -*

The Board Members were recognized for School Board Recognition Week.

**CONSENT AGENDA**

Director Schmid moved and Director Hayes seconded to approve the consent agenda as presented. The motion carried unanimously.

- Approval of minutes from April 25, 2011
- Approval of monthly business reports

**NEW BUSINESS**

**CLOSED SESSION**

Motion by Director Hayes seconded by Director Griffen to go into closed session at 6:25 p.m. per section 21.5(1)i [To evaluate the professional competency of an individual whose appointment, hiring, performance or discharge is being considered when necessary to prevent needless and irreparable injury to that individual's reputation and that individual requests a closed session.] The Board came out of closed session at 7:52 p.m. The motion carried unanimously.

**PERSONNEL CONSIDERATIONS**

Motion by Director Schmid seconded by Director Hayes to approve Mr. Jeffrey Spotts, Ida Grove, IA, as Red Oak High School Assistant Principal/Director of Activities for the 2011-2012 school year at a salary of \$72,000. The motion carried unanimously.

Motion by Director Griffen seconded by Director Hayes to approve Mr. Billy Bob Orsagh, Jasper, TX, as Physical Education Instructor/Head Football Coach/Assistant Track Coach/Weight Training for the 2011-2012 school year. The motion carried unanimously.

Motion by Director Hayes seconded by Director Griffen to approve Mrs. Gayle Allensworth as Inman Primary School's Principal/Director of Special Education for the 2011-2012 school year at salary of \$72,000. The motion carried unanimously.

Motion by Director Schmid seconded by Director Hayes to approve a job assignment amendment of Title 1 Federal Programs Director to Middle School Principal Nate Perrien for the 2011-2012 school year at a salary of \$72,000. The motion carried unanimously.

Motion by Director Griffin seconded by Director Schmid to approve a 4% total package increase to the support personnel at the Webster Building and Linda Guerra, language interpreter paraprofessional, for the 2011-2012 school year. The motion carried unanimously.

Motion by Director Schmid seconded by Director Hayes to approve a 3.5% total package increase for transportation and food service personnel for the 2011-2012 school year. The motion carried unanimously.

#### **ADJOURNMENT**

Director Schmid moved, Director Hayes seconded to adjourn the meeting at 8:05 p.m. The next Board of Directors meeting will be held on Monday, May 23, 2011 at 6:00 p.m. in the Sue Wagaman Board Room at the Webster Building. The motion carried unanimously.

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Lee Fellers, President

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Shirley Maxwell, Board Secretary



<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Account Number</u>	<u>Description</u>	<u>Amount</u>
Checking	1				
Checking Account:	1	Fund: 10		OPERATING FUND	
247 SECURITY	R44230	205.00			
10 0020 2700 000 0000 430	BUS CAMERA REPAIR				205.00
				<b>Vendor Total:</b>	<b>205.00</b>
ALL AMERICAN TURF BEAUTY INC	16044	95.00			
10 0030 2600 000 0000 430	REPAIR SPRINKLERS				95.00
				<b>Vendor Total:</b>	<b>95.00</b>
AMSAN LLC	243989639	1,194.80			
10 0010 2600 000 0000 618	SUPPLIES				1,194.80
				<b>Vendor Total:</b>	<b>1,194.80</b>
APEX LAMPS	I11043963	220.00			
10 3230 1000 113 0000 612	BULBS				220.00
				<b>Vendor Total:</b>	<b>220.00</b>
ART SELLERS - SELLERS PEST CONTROL 16714		138.00			
10 0010 2600 000 0000 425	PEST CONTROL				138.00
				<b>Vendor Total:</b>	<b>138.00</b>
BATTEN SANITATION SERVICE	17423	3,310.00			
10 1911 2600 000 0000 421	TRASH PICK UP				15.00
10 1913 2600 000 0000 421	TRASH PICK UP				525.00
10 1914 2600 000 0000 421	TRASH PICK UP				525.00
10 2020 2600 000 0000 421	TRASH PICK UP				525.00
10 3900 2600 000 0000 421	TRASH PICK UP				525.00
10 3230 2600 000 0000 421	TRASH PICK UP				557.00
10 0030 2600 000 0000 421	TRASH PICK UP				45.00
10 1912 2600 000 0000 421	TRASH PICK UP				525.00
10 0020 2600 000 0000 421	TRASH PICK UP				68.00
				<b>Vendor Total:</b>	<b>3,310.00</b>
BRIGHT, SHELLY	05182011	206.80			
10 0010 2700 217 3303 516	TRANSP REIMBURSEMENT				206.80
				<b>Vendor Total:</b>	<b>206.80</b>
BUILDING SYSTEMS SOLUTIONS INC	1266	420.10			
10 1914 2600 000 0000 430	CONTROLLER WORK				420.10
				<b>Vendor Total:</b>	<b>420.10</b>
CAMBLIN MECHANICAL INC	11-4305-649	174.75			
10 1913 2600 000 0000 430	CHECK MOTOR FAN ON BOILER				174.75
				<b>Vendor Total:</b>	<b>174.75</b>
CAPITAL SANITARY SUPPLY CO.	C090647	826.50			
10 0010 2600 000 0000 618	SOAP				826.50
				<b>Vendor Total:</b>	<b>826.50</b>

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
CARLSON, MARY	05022011	89.04	
10 2020 1000 100 0000 580	TRAVEL REIMBURSEMENT		89.04
			Vendor Total: 89.04
CASEY'S	433521	89.71	
10 0020 2700 000 0000 626	GAS		89.71
			Vendor Total: 89.71
CITY OF RED OAK	04302011	965.70	
10 1913 2600 000 0000 411	WATER		234.30
10 0030 2600 000 0000 411	WATER		7.75
10 1911 2600 000 0000 411	WATER		10.00
10 3900 2600 000 0000 411	WATER		35.80
10 2020 2600 000 0000 411	WATER		100.40
10 1914 2600 000 0000 411	WATER		85.20
10 3230 2600 000 0000 411	WATER		396.00
10 0030 2600 000 0000 411	WATER		7.75
10 0030 2600 000 0000 411	WATER		7.75
10 0030 2600 000 0000 411	WATER		7.75
10 0020 2600 000 0000 411	WATER		10.60
10 1912 2600 000 0000 411	WATER		62.40
			Vendor Total: 965.70
CLASSROOM DIRECT. COM	208106007604	361.74	
10 1901 1000 100 8001 612	CUBBY/TRAYS		361.74
			Vendor Total: 361.74
COMPUTER INFORMATION CONCEPTS, INC	PSI15372	135.56	
10 0010 2231 000 0000 320	ON SITE TRAINING		135.56
			Vendor Total: 135.56
CONTINENTAL RESEARCH CORP	351942-CRC-1	469.78	
10 0010 2600 000 0000 618	PATCH FOR ASPHALT/CONCRETE		469.78
			Vendor Total: 469.78
CONTROL MASTERS	389040	540.83	
10 3230 2600 000 0000 430	REPAIR 3 WAY AIR SOLENOID		540.83
CONTROL MASTERS	389044	715.31	
10 3230 2600 000 0000 430	REPAIR DRIVE IN AIR HANDLING ROOM		715.31
			Vendor Total: 1,256.14
COUNCIL BLUFFS COMM SCHOOLS	05182011	3,453.99	
10 0010 1000 300 4531 739	CARL PERKINS EQUIPMENT		2,500.00
10 0010 1000 300 4531 612	CARL PERKINS INSTR SUPPLIES		953.99
			Vendor Total: 3,453.99
COUNSEL OFFICE & DOCUMENTS	ARIN056087	9.06	
10 0010 2520 000 0000 618	TONER SHIPPING CHGS		9.06
COUNSEL OFFICE & DOCUMENTS	CNIN089985	170.00	

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
10 1901 2410 000 0000 359	COPIER CHARGES		170.00
COUNSEL OFFICE & DOCUMENTS	CNIN093233	74.00	
10 1902 2410 000 0000 359	COPIER CHARGES		74.00
COUNSEL OFFICE & DOCUMENTS	CNIN093973	301.90	
10 3230 2410 000 0000 359	COPIER CHARGES		301.90
COUNSEL OFFICE & DOCUMENTS	CNIN093974	91.23	
10 0010 2572 000 0000 540	PRINTING CHARGES		91.23
COUNSEL OFFICE & DOCUMENTS	CNIN094261	209.00	
10 0010 2520 000 0000 618	COPIER LEASE		209.00
	<b>Vendor Total:</b>		<b>855.19</b>
COUNTRY INN & SUITES	4349	94.08	
10 2020 2410 000 0000 580	LODGING		94.08
COUNTRY INN & SUITES	44259	94.08	
10 0010 2321 000 0000 580	LODGING		94.08
	<b>Vendor Total:</b>		<b>188.16</b>
DESIGNER PORTRAITS	675073	18.00	
10 3230 2410 000 0000 618	HAWKEYE 10 PHOTOS		18.00
	<b>Vendor Total:</b>		<b>18.00</b>
DHS CASHIER 1ST FLOOR	10066980	2,172.20	
10 0010 4634 000 4634	APRIL PROVIDER'S SHARE		2,172.20
	<b>Vendor Total:</b>		<b>2,172.20</b>
DICKEL DOIT SMALL ENGINE	69145	74.97	
10 0030 2600 000 0000 618	FILTERS/OILS		74.97
	<b>Vendor Total:</b>		<b>74.97</b>
DOLLAR GENERAL	699346	40.50	
10 0010 2600 000 0000 618	BLEACH		40.50
	<b>Vendor Total:</b>		<b>40.50</b>
ECHO GROUP INC	S4755689.001	544.02	
10 3900 2600 000 0000 618	BALLAST		544.02
	<b>Vendor Total:</b>		<b>544.02</b>
EGAN SUPPLY COMPANY	162681	197.63	
10 0010 2600 000 0000 618	VAC BAGS		197.63
EGAN SUPPLY COMPANY	162683	387.34	
10 0010 2600 000 0000 618	SUPPLIES		387.34
	<b>Vendor Total:</b>		<b>584.97</b>
ENGEL LAW OFFICE	04302011	520.00	
10 0010 2310 000 0000 320	PROFESSIONAL SERVICES		520.00
	<b>Vendor Total:</b>		<b>520.00</b>
FAREWAY FOOD STORES	04042011/29	39.32	
10 3230 1300 340 0000 612	SUPPLIES		39.32

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	
<u>Account Number</u>	<u>Description</u>		<u>Amount</u>
FAREWAY FOOD STORES	04042011/4	23.00	
10 3230 1300 340 0000 612	SUPPLIES		23.00
FAREWAY FOOD STORES	04122011/1	35.17	
10 3230 1300 340 0000 612	SUPPLIES		35.17
FAREWAY FOOD STORES	04122011/14	45.01	
10 3230 1300 340 0000 612	SUPPLIES		45.01
FAREWAY FOOD STORES	04182011/31	32.76	
10 3230 1300 340 0000 612	SUPPLIES		32.76
FAREWAY FOOD STORES	04182011/33	14.45	
10 3230 1300 340 0000 612	SUPPLIES		14.45
FAREWAY FOOD STORES	04202011/38	25.83	
10 3230 1300 340 0000 612	SUPPLIES		25.83
FAREWAY FOOD STORES	04272011/48	31.33	
10 3230 1300 340 0000 612	SUPPLIES		31.33
FAREWAY FOOD STORES	05112011/30	33.90	
10 0010 2310 000 0000 611	SITE VISIT SUPPLIES		33.90
	<b>Vendor Total:</b>		<b>280.77</b>
FARMERS MERCANTILE	04302011	10,710.62	
10 0020 2700 000 0000 626	GAS		1,346.72
10 0010 2700 217 3303 626	#25		684.45
10 0010 2700 217 3303 626	#24		29.40
10 0010 2700 217 3303 627	#14		32.17
10 0020 2700 000 0000 618	SUPPLIES		14.19
10 0010 2700 217 3303 626	#23		691.20
10 0010 2700 217 3303 626	#22		227.13
10 0010 2700 217 3303 626	#27		90.47
10 0010 2650 000 0000 626	GAS		103.04
10 0010 2650 000 0000 626	GAS		119.21
10 0010 2700 217 3303 626	#17		22.56
10 0010 2700 217 3303 626	#12		74.79
10 0010 2650 000 0000 626	GAS		157.57
10 0020 2700 000 0000 627	DIESEL		7,044.19
10 0010 2700 217 3303 626	#20		73.53
	<b>Vendor Total:</b>		<b>10,710.62</b>
FLUCKEY, LEANNE	04262011	95.45	
10 2020 1000 100 0000 612	REIMBURSEMENT		95.45
	<b>Vendor Total:</b>		<b>95.45</b>
FOLLETT LIBRARY RESOURCES	384971-5	677.71	
10 2020 2221 000 0000 643	BOOKS		677.71
FOLLETT LIBRARY RESOURCES	384971F-4	149.27	
10 2020 2221 000 0000 643	BOOKS		149.27
	<b>Vendor Total:</b>		<b>826.98</b>
FRANK RIEMAN MUSIC, INC.	1296754	3.50	
10 2020 1000 110 0000 612	TUBA VALVE GUIDE		3.50

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
FRANK RIEMAN MUSIC, INC.	1320122	48.60	
10 2020 1000 110 0000 612	MALLETS		48.60
FRANK RIEMAN MUSIC, INC.	1323138	191.00	
10 3230 1000 110 0000 430	TUBA REPAIR		191.00
			<b>Vendor Total: 243.10</b>
GLENWOOD COMMUNITY SCHOOLS	04182011	1,634.55	
10 0010 1000 211 3301 561	SP ED CHARGES		1,634.55
			<b>Vendor Total: 1,634.55</b>
GUERRA, LINDA	05032011	15.08	
10 3230 1200 410 1112 580	TRAVEL REIMBURSEMENT		15.08
GUERRA, LINDA	05032011-1	8.99	
10 3230 1200 410 1112 580	TRAVEL REIMBURSEMENT		8.99
			<b>Vendor Total: 24.07</b>
HAMERNIK, DON	05022011	5.37	
10 0010 2600 000 0000 581	TRAVEL REIMBURSEMENT		5.37
			<b>Vendor Total: 5.37</b>
HAWKEYE FORD MERCURY, INC	34644	147.11	
10 0020 2700 000 0000 430	OIL CHANGE/MISC #2A		147.11
HAWKEYE FORD MERCURY, INC	34652	276.40	
10 0020 2700 000 0000 430	OIL CHANGE/REPAIR/MISC #14		276.40
HAWKEYE FORD MERCURY, INC	34686	34.00	
10 0020 2700 000 0000 430	OIL CHNAGE #27		34.00
HAWKEYE FORD MERCURY, INC	34709	874.80	
10 0020 2700 000 0000 430	OIL CHANGE/REPAIR/MISC #14		874.80
			<b>Vendor Total: 1,332.31</b>
HI-WAY 242 AUTO BODY	04152011	8,475.00	
10 0020 2700 000 0000 430	RUST REPAIR BUS 6		8,475.00
			<b>Vendor Total: 8,475.00</b>
HUMANWARE	118479	302.00	
10 3230 1220 217 3303 430	REPAIR BRAILLE NOTEBOOK		302.00
			<b>Vendor Total: 302.00</b>
HY VEE FOOD STORES	2101597165	10.58	
10 3230 1300 340 0000 612	SUPPLIES		10.58
HY VEE FOOD STORES	2102082923	4.96	
10 3230 1300 340 0000 612	SUPPLIES		4.96
HY VEE FOOD STORES	2104787	16.99	
10 0010 2310 000 0000 611	SUPPLIES		16.99
HY VEE FOOD STORES	2104866095	20.98	
10 3230 1300 340 0000 612	SUPPLIES		20.98
HY VEE FOOD STORES	2104979322	105.01	
10 0010 2310 000 0000 611	SUPPLIES		105.01

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
HY VEE FOOD STORES	2105100676	4.69	
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HY VEE FOOD STORES	2105239299	11.96	
10 0010 2213 100 3376 613	SUPPLIES		11.96
HY VEE FOOD STORES	2105643842	13.86	
10 3230 1300 340 0000 612	SUPPLIES		13.86
HY VEE FOOD STORES	2105946	174.75	
10 0010 2310 000 0000 611	SUPPLIES		174.75
HY VEE FOOD STORES	2108304409	19.30	
10 1900 1000 420 3238 618	SUPPLIES		19.30
HY VEE FOOD STORES	2110948176	106.69	
10 0010 2310 000 0000 611	SUPPLIES		106.69
HY VEE FOOD STORES	2111227681	11.96	
10 0010 2310 000 0000 611	SUPPLIES		11.96
HY VEE FOOD STORES	2111648160	14.97	
10 0010 2310 000 0000 611	SUPPLIES		14.97
HY VEE FOOD STORES	2114507669	38.61	
10 0010 2310 000 0000 611	SUPPLIES TEACHER APPRECIATION		38.61
HY VEE FOOD STORES	213643382	14.89	
10 3230 1300 340 0000 612	SUPPLIES		14.89
HY VEE FOOD STORES	215161179	13.29	
10 3230 1300 340 0000 612	SUPPLIES		13.29
HY VEE FOOD STORES	215946592	34.14	
10 3230 1300 340 0000 612	SUPPLIES		34.14
HY VEE FOOD STORES	216331702	11.55	
10 3230 1300 340 0000 612	SUPPLIES		11.55
HY VEE FOOD STORES	219016049	11.78	
10 3230 1300 340 0000 612	SUPPLIES		11.78
HY VEE FOOD STORES	219846911	13.15	
10 3230 1300 340 0000 612	SUPPLIES		13.15
			Vendor Total: 654.11
INSTRUMENTALIST COMPANY, THE	05062011	94.00	
10 3230 1000 109 0000 612	PLAQUE		94.00
			Vendor Total: 94.00
IPTA	05132011	16.40	
10 0020 2700 000 0000 618	DVD TRAINING RENTAL		16.40
			Vendor Total: 16.40
JOSTENS	14420825	961.42	
10 3230 2410 000 0000 618	DIPLOMAS		961.42
			Vendor Total: 961.42
KALEIDOSCOPE PRE-SCHOOL	05112011	12,350.00	
10 0010 1000 860 3117 320	MAY PRESCHOOL PAYMENT		12,350.00

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Amount</u>	
<u>Account Number</u>	<u>Description</u>			
			<b>Vendor Total:</b>	<b>12,350.00</b>
KELLY, BARB	05062011	127.56		
10 1901 1000 100 8001 612	REIMBURSEMENT		127.56	
			<b>Vendor Total:</b>	<b>127.56</b>
KOEPPPEL, KATHY	04222011	37.12		
10 0010 2134 000 0000 580	TRAVEL		37.12	
			<b>Vendor Total:</b>	<b>37.12</b>
KUNZE, SONIA	04212011	96.29		
10 1902 1000 100 8002 618	REIMBURSEMENT		96.29	
KUNZE, SONIA	04272011	26.10		
10 1902 1000 100 0000 580	TRAVEL REIMBURSEMENT		26.10	
KUNZE, SONIA	05112011	61.99		
10 1902 1000 100 8002 618	REIMBURSEMENT		61.99	
			<b>Vendor Total:</b>	<b>184.38</b>
LAUGHLIN, F. BUCK	04262011	255.20		
10 1901 1000 100 8024 580	TRAVEL REIMBURSEMENT		255.20	
			<b>Vendor Total:</b>	<b>255.20</b>
LIFETOUCH	6456	975.00		
10 0010 1000 490 8028 618	ID BADGE MAKER		975.00	
			<b>Vendor Total:</b>	<b>975.00</b>
LIL TIGERS PRESCHOOL	05042011	1,500.00		
10 0010 1000 100 3311 563	EMPOWERMENT PAYMENT APRIL		1,500.00	
			<b>Vendor Total:</b>	<b>1,500.00</b>
LION PRODUCTS	6491	399.96		
10 1913 2600 000 0000 618	BATH TISSUE		399.96	
			<b>Vendor Total:</b>	<b>399.96</b>
MASTER TEACHER	11657486	139.65		
10 0010 2310 000 0000 611	YEARS OF SERVICE AWARDS		139.65	
MASTER TEACHER	11657881	130.45		
10 0010 2310 000 0000 611	YEARS OF SERVICE AWARDS		130.45	
			<b>Vendor Total:</b>	<b>270.10</b>
MATHESON TRI-GAS	02381932	2,590.00		
10 0010 1000 300 4531 612	CYLINDERS FOR WELDING		2,590.00	
MATHESON TRI-GAS	02465359	84.95		
10 3230 1300 350 0000 612	TANK FILL		84.95	
			<b>Vendor Total:</b>	<b>2,674.95</b>
MATHISEN, AMY	04052011	57.74		
10 0010 1000 860 3117 612	REIMBURSEMENT		57.74	
			<b>Vendor Total:</b>	<b>57.74</b>

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
MONTGOMERY CO. MEMORIAL HOSP.	05072011	120.00	
10 0020 2700 000 0000 346	DRUG TESTING		120.00
			Vendor Total: 120.00
MOORE, JEWELL	05122011	113.68	
10 1900 1200 430 4501 580	TRAVEL REIMBURSEMENT		113.68
			Vendor Total: 113.68
MTE OFFICE SUPPLIES	0126888-001	261.60	
10 0010 2310 000 0000 611	ENVELOPES		261.60
			Vendor Total: 261.60
NISHNA PRODUCTIONS	05052011	775.60	
10 0010 1000 217 3303 563	WORK ACTIVITY SERVICES		775.60
			Vendor Total: 775.60
O'KEEFE ELEVATOR COMPANY	01272262	168.00	
10 2020 2600 000 0000 618	BATTERY FOR ELEVATOR		168.00
			Vendor Total: 168.00
OMAHA WORLD HERALD	12781-110430	1,237.60	
10 0010 2572 000 0000 540	ADVERTISING CHARGES		1,237.60
			Vendor Total: 1,237.60
OREILLY AUTO PARTS	0298-212504	2.79	
10 0020 2700 000 0000 618	STARTER FLUID		2.79
OREILLY AUTO PARTS	0298-212537	5.58	
10 0020 2700 000 0000 618	STARTER FLUID		5.58
OREILLY AUTO PARTS	0298-213846	7.99	
10 0020 2700 000 0000 618	BULBS		7.99
OREILLY AUTO PARTS	0298-214452	10.48	
10 0020 2700 000 0000 618	BUG REMOVER		10.48
			Vendor Total: 26.84
ORSCHELN	026909	96.46	
10 0030 2600 000 0000 618	SUPPLIES FOR FIELD		96.46
			Vendor Total: 96.46
PEAK INTERESTS	16618	60.23	
10 0010 2310 000 0000 611	SUPPLIES INTERVIEWS		60.23
			Vendor Total: 60.23
PEPPER & SON, INC.	11732495	38.99	
10 3230 1000 110 0000 612	MUSIC LIBRARY BOXES		38.99
PEPPER & SON, INC.	11733615	67.99	
10 2020 1000 110 0000 612	MUSIC		67.99
			Vendor Total: 106.98
PERRIEN, NATE	04262011	9.05	



<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
10 0010 2310 000 0000 580	TRAVEL REIMBURSEMENT	9.05	
			Vendor Total: 9.05
PETERSEN, ANN	05132011	39.50	
10 0020 2700 000 0000 626	REIMBURSEMENT	39.50	
			Vendor Total: 39.50
PIONEER	INV403914	520.00	
10 0030 2600 000 0000 618	PAINT FOR FIELDS	520.00	
			Vendor Total: 520.00
PLUMB SUPPLY	1582545	126.44	
10 3230 2600 000 0000 618	REPLACEMENT KIT	126.44	
PLUMB SUPPLY	1608063	32.51	
10 3230 2600 000 0000 618	SUPPLIES	32.51	
			Vendor Total: 158.95
PRECISION DIESEL INJECTION	37606	147.00	
10 0020 2700 000 0000 430	FUEL LINE REPAIR #2A	147.00	
			Vendor Total: 147.00
R & R PLUMBING	5858	60.00	
10 0030 2600 000 0000 430	REPAIR BACK FLOW PROVENTOR	60.00	
			Vendor Total: 60.00
RAPID REFILL	2253	649.96	
10 3230 2221 000 0000 618	TONER	649.96	
			Vendor Total: 649.96
RED COACH INN	16961	162.14	
10 0010 2213 100 3376 580	LODGING	162.14	
RED COACH INN	17548	81.07	
10 0010 2310 000 0000 580	LODGING	81.07	
			Vendor Total: 243.21
RED OAK CHRYSLER PLYMOUTH	124111	534.75	
10 0020 2700 000 0000 430	BRAKE DRUM/MISC #27	534.75	
			Vendor Total: 534.75
RED OAK COMMUNITY SCHOOL DIST	05112011	129.20	
10 3230 1300 310 0000 612	TRANSP CHARGES	129.20	
			Vendor Total: 129.20
RED OAK DO IT CENTER	083538	47.34	
10 0010 2600 000 0000 618	BLACK TOP PATCH	47.34	
			Vendor Total: 47.34
RED OAK GLASS	5661	120.40	
10 3230 2600 000 0000 430	REPAIR WINDOW/SCREEN	120.40	

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Amount</u>	
<u>Account Number</u>	<u>Description</u>			
			<b>Vendor Total:</b>	<b>120.40</b>
RED OAK HARDWARD HANK	110025	42.93		
10 3230 2600 000 0000 618	SUPPLIES		42.93	
RED OAK HARDWARD HANK	110026	6.58		
10 1914 2600 000 0000 618	SUPPLIES		6.58	
RED OAK HARDWARD HANK	110027	19.95		
10 2020 2600 000 0000 618	SUPPLIES		19.95	
			<b>Vendor Total:</b>	<b>69.46</b>
ROGERS PLUMBING & HEATING	17892	300.00		
10 1913 2600 000 0000 430	REPAIR LEAK INMAN GYM		300.00	
			<b>Vendor Total:</b>	<b>300.00</b>
SANDS, LOIS	05022011	14.07		
10 0010 2600 000 0000 581	TRAVEL REIMBURSEMENT		14.07	
			<b>Vendor Total:</b>	<b>14.07</b>
SANDS, RICK	05022011	12.18		
10 0010 2600 000 0000 581	TRAVEL REIMBURSEMENT		12.18	
			<b>Vendor Total:</b>	<b>12.18</b>
SCHMITT MUSIC	283448450-1	10.50		
10 2020 1000 110 0000 430	REPAIR		10.50	
SCHMITT MUSIC	283477647	197.00		
10 2020 1000 110 0000 430	REPAIR		197.00	
			<b>Vendor Total:</b>	<b>207.50</b>
SCHOOL BUS SALES	IN46708	34.94		
10 0020 2700 000 0000 618	DOOR HANDLE		34.94	
			<b>Vendor Total:</b>	<b>34.94</b>
SOUTHWESTERN COMMUNITY COLLEGE	25227	85.00		
10 0020 2700 000 0000 340	DRIVER ON LINE CLASS		85.00	
			<b>Vendor Total:</b>	<b>85.00</b>
ST LUKE'S DRUG & ALCOHOL TESTING SERVC	143319	148.00		
10 0020 2700 000 0000 346	DRUG TESTING		148.00	
			<b>Vendor Total:</b>	<b>148.00</b>
STANTON COMMUNITY SCHOOL DIST.	05052011	56,238.00		
10 0010 1000 100 0000 567	OPEN ENROLLMENT 4TH QTR		56,238.00	
STANTON COMMUNITY SCHOOL DIST.	05182011	1,096.86		
10 0010 1000 300 4531 612	CARL PERKINS INSTRUCTIONAL SUPPLIES		1,096.86	
			<b>Vendor Total:</b>	<b>57,334.86</b>
STENHOUSE DISTRIBUTION CENTER	568640	152.94		
10 1900 1200 430 4501 641	BOOKS		152.94	

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
			<b>Vendor Total: 152.94</b>
SW IA TIRE & SERVICE	7437	703.64	
10 0020 2700 000 0000 672	TIRES #25		703.64
SW IA TIRE & SERVICE	7868	14.00	
10 0020 2700 000 0000 430	REPAIR FLAT #27		14.00
			<b>Vendor Total: 717.64</b>
TEACHER'S DISCOUNT	308100908509	277.86	
10 1901 1000 100 8001 612	INSTRUCTIONAL SUPPLIES		277.86
			<b>Vendor Total: 277.86</b>
THOMAS BUS SALES OF IOWA	87412	36.48	
10 0020 2700 000 0000 618	TRIGGER LATCH #8		36.48
			<b>Vendor Total: 36.48</b>
TIMBERLINE BILLING SERVICE LLC	853	281.68	
10 0010 1000 211 3321 320	APRIL SERVICES		281.68
			<b>Vendor Total: 281.68</b>
ULTIMATE NURSING SERVICES INC	05172011	1,360.00	
10 1901 2134 217 3303 347	SKILLED NURSING		1,360.00
			<b>Vendor Total: 1,360.00</b>
VILLISCA COMMUNITY SCHOOLS	05182011	3,493.97	
10 0010 1000 300 4531 612	CARL PERKINS INSTR SUPPLIES		3,193.97
10 0010 1000 300 4531 320	CARL PERKINS SERVICES		300.00
			<b>Vendor Total: 3,493.97</b>
WALNUT COMMUNITY SCHOOL DISTRICT	05182011	4,008.00	
10 0010 1000 300 4531 734	CARL PERKINS COMPUTERS		4,008.00
			<b>Vendor Total: 4,008.00</b>
WALNUT CREEK ACRES	05122011	100.00	
10 0010 2310 000 0000 611	SUPPLIES SITE VISIT		100.00
			<b>Vendor Total: 100.00</b>
WATKINS TRUE VALUE	205667	2.58	
10 0030 2600 000 0000 618	KEYS		2.58
WATKINS TRUE VALUE	205833	117.35	
10 3230 2600 000 0000 618	BULBS		117.35
			<b>Vendor Total: 119.93</b>
WAUBONSIE MENTAL HEALTH CARE	05122011	243.75	
10 3230 2213 000 3227 330	MENTAL HEALTH CONSULTANT		243.75
			<b>Vendor Total: 243.75</b>
WEMHOFF, PETE	04212011	79.63	
10 0010 2310 000 0000 580	TRAVEL REIMBURSEMENT		79.63

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
		<b>Vendor Total:</b>	<b>79.63</b>
		<b>Fund Total:</b>	<b>137,803.02</b>
		<b>Checking Account Total:</b>	<b>137,803.02</b>

<u>Checking</u>	2			
Checking Account:	2	Fund: 61	SCHOOL NUTRITION FUND	
ANDERSON ERICKSON DAIRY CO		260650		98.60
61 1914 3110 000 0000 631		WASHINGTON MILK		98.60
ANDERSON ERICKSON DAIRY CO		260651		108.55
61 2020 3110 000 0000 631		MS MILK		108.55
ANDERSON ERICKSON DAIRY CO		260652		237.00
61 1913 3110 000 0000 631		INMAN MILK		237.00
ANDERSON ERICKSON DAIRY CO		260653		137.50
61 3230 3110 000 0000 632		HS MILK		100.10
61 3230 3110 000 0000 631		HS MILK		37.40
ANDERSON ERICKSON DAIRY CO		262655		88.65
61 1914 3110 000 0000 631		WASHINGTON MILK		88.65
ANDERSON ERICKSON DAIRY CO		262931		98.90
61 1914 3110 000 0000 631		WASHINGTON MILK		98.90
ANDERSON ERICKSON DAIRY CO		262932		158.00
61 2020 3110 000 0000 631		MS MILK		158.00
ANDERSON ERICKSON DAIRY CO		262933		68.75
61 1912 3110 000 0000 631		WEBSTER MILK		68.75
ANDERSON ERICKSON DAIRY CO		262934		217.70
61 1913 3110 000 0000 631		INMAN MILK		217.70
ANDERSON ERICKSON DAIRY CO		262935		147.45
61 3230 3110 000 0000 631		HS MILK		147.45
ANDERSON ERICKSON DAIRY CO		265656		118.20
61 2020 3110 000 0000 631		MS MILK		118.20
ANDERSON ERICKSON DAIRY CO		265657		188.15
61 1913 3110 000 0000 631		INMAN MILK		188.15
ANDERSON ERICKSON DAIRY CO		265658		117.90
61 3230 3110 000 0000 631		HS MILK		117.90
ANDERSON ERICKSON DAIRY CO		268998		118.50
61 1914 3110 000 0000 631		WASHINGTON MILK		118.50
ANDERSON ERICKSON DAIRY CO		268999		148.05
61 2020 3110 000 0000 631		MS MILK		148.05
ANDERSON ERICKSON DAIRY CO		269000		58.80
61 1912 3110 000 0000 631		WEBSTER MILK		58.80
ANDERSON ERICKSON DAIRY CO		269001		227.65
61 1913 3110 000 0000 631		INMAN MILK		227.65
ANDERSON ERICKSON DAIRY CO		269002		157.70
61 3230 3110 000 0000 631		HS MILK		157.70
ANDERSON ERICKSON DAIRY CO		271735		79.00
61 1914 3110 000 0000 631		WASHINGTON MILK		79.00
ANDERSON ERICKSON DAIRY CO		271736		98.60
61 2020 3110 000 0000 631		MS MILK		98.60

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
ANDERSON ERICKSON DAIRY CO	271737	227.35	
61 1913 3110 000 0000 631	INMAN MILK		227.35
ANDERSON ERICKSON DAIRY CO	271738	88.05	
61 3230 3110 000 0000 631	HS MILK		88.05
ANDERSON ERICKSON DAIRY CO	274575	108.55	
61 1914 3110 000 0000 631	WASHINGTON MILK		108.55
ANDERSON ERICKSON DAIRY CO	274576	148.05	
61 2020 3110 000 0000 631	MS MILK		148.05
ANDERSON ERICKSON DAIRY CO	274577	58.80	
61 1912 3110 000 0000 631	WEBSTER MILK		58.80
ANDERSON ERICKSON DAIRY CO	274578	178.20	
61 1913 3110 000 0000 631	INMAN MILK		178.20
ANDERSON ERICKSON DAIRY CO	274579	147.75	
61 3230 3110 000 0000 631	HS MILK		147.75
ANDERSON ERICKSON DAIRY CO	277306	49.15	
61 1914 3110 000 0000 631	WASHINGTON MILK		49.15
ANDERSON ERICKSON DAIRY CO	277307	59.10	
61 2020 3110 000 0000 631	MS MILK		59.10
ANDERSON ERICKSON DAIRY CO	277308	79.00	
61 1913 3110 000 0000 631	INMAN MILK		79.00
ANDERSON ERICKSON DAIRY CO	277309	68.75	
61 3230 3110 000 0000 631	HS MILK		68.75
ANDERSON ERICKSON DAIRY CO	279581	108.85	
61 1914 3110 000 0000 631	WASHINGTON MILK		108.85
ANDERSON ERICKSON DAIRY CO	279582	148.05	
61 2020 3110 000 0000 631	MS MILK		148.05
ANDERSON ERICKSON DAIRY CO	279583	39.20	
61 1912 3110 000 0000 631	WEBSTER MILK		39.20
ANDERSON ERICKSON DAIRY CO	279584	247.55	
61 1913 3110 000 0000 631	INMAN MILK		247.55
ANDERSON ERICKSON DAIRY CO	279585	157.70	
61 3230 3110 000 0000 631	HS MILK		157.70
ANDERSON ERICKSON DAIRY CO	282311	79.00	
61 1914 3110 000 0000 631	WASHINGTON MILK		79.00
ANDERSON ERICKSON DAIRY CO	282312	158.00	
61 2020 3110 000 0000 631	MS MILK		158.00
ANDERSON ERICKSON DAIRY CO	282313	256.60	
61 1913 3110 000 0000 631	INMAN MILK		256.60
ANDERSON ERICKSON DAIRY CO	282314	157.10	
61 3230 3110 000 0000 631	HS MILK		157.10
		<b>Vendor Total:</b>	<b>5,238.45</b>
DOVEL REFRIGERATION	37371	159.75	
61 1913 3110 000 0000 618	ICE LEVEL CONTROL		159.75
DOVEL REFRIGERATION	37503	530.72	
61 3230 3110 000 0000 430	REPAIRED FREEZER		530.72

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
			<b>Vendor Total: 690.47</b>
FARMERS MERCANTILE	04302011-1	247.87	
61 0010 2700 000 0000 626	GAS		247.87
			<b>Vendor Total: 247.87</b>
GOODWIN TUCKER GROUP	180016	203.62	
61 2020 3110 000 0000 430	REPAIR DISHWASHER		203.62
GOODWIN TUCKER GROUP	180088	886.48	
61 2020 3110 000 0000 430	REPAIR DISHWASHER		886.48
			<b>Vendor Total: 1,090.10</b>
HY VEE FOOD STORES	2105237678	0.79	
61 1913 3110 000 0000 631	SUPPLIES		0.79
HY VEE FOOD STORES	2106201	70.40	
61 1913 3110 000 0000 631	SUPPLIES		70.40
HY VEE FOOD STORES	213287790	28.59	
61 1913 3110 000 0000 631	SUPPLIES		28.59
HY VEE FOOD STORES	216351362	11.25	
61 1913 3110 000 0000 631	SUPPLIES		11.25
HY VEE FOOD STORES	216384440	6.94	
61 2020 3110 000 0000 631	SUPPLIES		6.94
HY VEE FOOD STORES	219009349	11.50	
61 2020 3110 000 0000 631	SUPPLIES		11.50
HY VEE FOOD STORES	219490952	13.16	
61 1913 3110 000 0000 631	SUPPLIES		13.16
HY VEE FOOD STORES	8061524	56.10	
61 1913 3110 000 0000 631	SUPPLIES		56.10
			<b>Vendor Total: 198.73</b>
INTERSTATE BRAND CORP.	044656094821	27.30	
61 3230 3110 000 0000 631	SUPPLIES		27.30
INTERSTATE BRAND CORP.	044656094822	25.20	
61 1913 3110 000 0000 631	SUPPLIES		25.20
INTERSTATE BRAND CORP.	044656094823	15.52	
61 2020 3110 000 0000 631	SUPPLIES		15.52
INTERSTATE BRAND CORP.	044656097893	25.20	
61 1913 3110 000 0000 631	SUPPLIES		25.20
INTERSTATE BRAND CORP.	044656097894	15.52	
61 2020 3110 000 0000 631	SUPPLIES		15.52
INTERSTATE BRAND CORP.	044656097895	27.30	
61 3230 3110 000 0000 631	SUPPLIES		27.30
INTERSTATE BRAND CORP.	044656101974	16.00	
61 2020 3110 000 0000 631	SUPPLIES		16.00
INTERSTATE BRAND CORP.	044656101975	32.00	
61 3230 3110 000 0000 631	SUPPLIES		32.00
INTERSTATE BRAND CORP.	044656108125	25.20	
61 1913 3110 000 0000 631	SUPPLIES		25.20

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	
<u>Account Number</u>	<u>Description</u>		<u>Amount</u>
INTERSTATE BRAND CORP.	044656108126	16.00	
61 2020 3110 000 0000 631	SUPPLIES		16.00
INTERSTATE BRAND CORP.	044656108127	32.00	
61 3230 3110 000 0000 631	SUPPLIES		32.00
INTERSTATE BRAND CORP.	044656111192	26.52	
61 1913 3110 000 0000 631	SUPPLIES		26.52
INTERSTATE BRAND CORP.	044656111193	10.92	
61 2020 3110 000 0000 631	SUPPLIES		10.92
INTERSTATE BRAND CORP.	044656111194	9.36	
61 3230 3110 000 0000 631	SUPPLIES		9.36
INTERSTATE BRAND CORP.	044656115272	16.00	
61 1913 3110 000 0000 631	SUPPLIES		16.00
INTERSTATE BRAND CORP.	044656118346	48.30	
61 1913 3110 000 0000 631	SUPPLIES		48.30
INTERSTATE BRAND CORP.	044656118347	35.15	
61 2020 3110 000 0000 631	SUPPLIES		35.15
INTERSTATE BRAND CORP.	044656118348	93.75	
61 3230 3110 000 0000 631	SUPPLIES		93.75
	<b>Vendor Total:</b>		<b>497.24</b>
IOWA WESTERN COMMUNITY COLLEGE	05132011	200.00	
61 1913 3110 000 0000 340	FOOD TRAINING CLASS		200.00
	<b>Vendor Total:</b>		<b>200.00</b>
KECK, INC.	032302011-1	1,545.46	
61 2020 3110 000 0000 631	SUPPLIES		515.16
61 2020 3110 000 0000 631	SUPPLIES		515.15
61 1913 3110 000 0000 631	SUPPLIES		515.15
KECK, INC.	03302011	2,070.38	
61 3230 3110 000 0000 631	SUPPLIES		690.12
61 2020 3110 000 0000 631	SUPPLIES		690.13
61 1913 3110 000 0000 631	SUPPLIES		690.13
KECK, INC.	042011	66.61	
61 1913 3110 000 0000 631	SUPPLIES		66.61
	<b>Vendor Total:</b>		<b>3,682.45</b>
MARTIN BROS.	3838158	563.86	
61 1913 3110 000 0000 618	SUPPLIES		76.05
61 1913 3110 000 0000 631	SUPPLIES		487.81
MARTIN BROS.	3842057	(140.39)	
61 3230 3110 000 0000 631	SUPPLIES		(140.39)
MARTIN BROS.	3843229	1,044.43	
61 3230 3110 000 0000 632	SUPPLIES		334.90
61 3230 3110 000 0000 631	SUPPLIES		709.53
MARTIN BROS.	3846316	641.36	
61 1913 3110 000 0000 631	SUPPLIES		641.36
MARTIN BROS.	3846318	377.67	
61 2020 3110 000 0000 618	SUPPLIES		84.65

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
61 2020 3110 000 0000 631	SUPPLIES		293.02
MARTIN BROS.	3851119	931.24	
61 1913 3110 000 0000 618	SUPPLIES		77.24
61 1913 3110 000 0000 631	SUPPLIES		854.00
MARTIN BROS.	3851120	1,069.58	
61 3230 3110 000 0000 631	SUPPLIES		677.52
61 3230 3110 000 0000 632	SUPPLIES		392.06
MARTIN BROS.	3851121	31.28	
61 3230 3110 000 0000 631	SUPPLIES		31.28
MARTIN BROS.	3851122	748.58	
61 2020 3110 000 0000 631	SUPPLIES		604.06
61 2020 3110 000 0000 618	SUPPLIES		144.52
MARTIN BROS.	3858988	735.55	
61 3230 3110 000 0000 632	SUPPLIES		290.16
61 3230 3110 000 0000 631	SUPPLIES		445.39
MARTIN BROS.	3858989	38.08	
61 3230 3110 000 0000 631	SUPPLIES		38.08
MARTIN BROS.	3858990	330.14	
61 2020 3110 000 0000 631	SUPPLIES		330.14
MARTIN BROS.	3862544	773.09	
61 1913 3110 000 0000 618	SUPPLIES		63.99
61 1913 3110 000 0000 631	SUPPLIES		709.10
MARTIN BROS.	3867347	751.77	
61 1913 3110 000 0000 631	SUPPLIES		751.77
MARTIN BROS.	3867348	737.80	
61 3230 3110 000 0000 631	SUPPLIES		437.18
61 3230 3110 000 0000 632	SUPPLIES		96.60
61 3230 3110 000 0000 618	SUPPLIES		204.02
MARTIN BROS.	3867349	1,157.46	
61 2020 3110 000 0000 618	SUPPLIES		554.87
61 2020 3110 000 0000 631	SUPPLIES		602.59
	<b>Vendor Total:</b>		<b>9,791.50</b>
NORRIS, ANGELA	05112011	61.15	
61 0010 1611 000 0000	LUNCH REIMBURSEMENT		61.15
	<b>Vendor Total:</b>		<b>61.15</b>
RED OAK COMMUNITY SCHOOL DIST	05182011	44.39	
61 1913 3110 000 0000 618	PAPER		44.39
	<b>Vendor Total:</b>		<b>44.39</b>
RED OAK HARDWARD HANK	108389	107.98	
61 1913 3110 000 0000 618	SUPPLIES		107.98
RED OAK HARDWARD HANK	110369	40.95	
61 1913 3110 000 0000 618	SUPPLIES		40.95
RED OAK HARDWARD HANK	110370	27.96	
61 1913 3110 000 0000 618	BINDERS/TAB SHEETS		27.96
RED OAK HARDWARD HANK	110371	(40.95)	



<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
61 1913 3110 000 0000 618	SUPPLIES	(40.95)	
		<b>Vendor Total:</b>	<b>135.94</b>
REINHART FOOD SERVICE LLC	104995	1,060.93	
61 3230 3110 000 0000 618	SUPPLIES	1,060.93	
REINHART FOOD SERVICE LLC	115642	250.00	
61 3230 3110 000 0000 570	DISHWASHER LEASE	250.00	
		<b>Vendor Total:</b>	<b>1,310.93</b>
		<b>Fund Total:</b>	<b>23,189.22</b>
		<b>Checking Account Total:</b>	<b>23,189.22</b>
<u>Checking</u>	3		
Checking Account: 3	Fund: 21	STUDENT ACTIVITY FUND	
ACORN CLOTHING CO	1776	682.20	
21 0010 1400 920 6730 618	CAPS	682.20	
		<b>Vendor Total:</b>	<b>682.20</b>
ATLANTIC GOLF & COUNTRY CLUB	05032011	60.00	
21 0010 1400 920 6660 320	ENTRY FEE	60.00	
		<b>Vendor Total:</b>	<b>60.00</b>
BECKER, SHELLEY	05022011	277.16	
21 3230 1400 950 7406 580	TRAVEL REIMBURSEMENT	277.16	
		<b>Vendor Total:</b>	<b>277.16</b>
BEHRENS, ALLISON	05132011	200.00	
21 3230 1400 910 6210 618	MUSIC SCHOLARSHIP	200.00	
		<b>Vendor Total:</b>	<b>200.00</b>
BERGGREN JEWELERS	3616	72.00	
21 0010 1400 920 6660 618	GOLD MEDALS	72.00	
BERGGREN JEWELERS	3653	243.00	
21 2020 1400 910 6220 618	TROPHIES	243.00	
		<b>Vendor Total:</b>	<b>315.00</b>
CHANEY ELECTRONICS, INC.	66387A	194.35	
21 3230 1400 950 7410 618	INSTRUCTIONAL SUPPLIES	194.35	
		<b>Vendor Total:</b>	<b>194.35</b>
COUNTRY INN & SUITES	4408	94.08	
21 2020 1400 910 6220 618	LODGING	94.08	
COUNTRY INN & SUITES	4415	188.16	
21 2020 1400 910 6220 618	LODGING	188.16	
		<b>Vendor Total:</b>	<b>282.24</b>
DOESE PHOTOGRAPHY	26594	172.00	
21 3230 1400 950 7407 618	PHOTOS	172.00	
		<b>Vendor Total:</b>	<b>172.00</b>
ERICKSON, JANELLE	05052011	169.98	

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
21 2020 1400 950 7415 618	REIMBURSEMENT		169.98
			Vendor Total: 169.98
FAMILY DOLLAR	1320	35.00	
21 3230 1400 950 7410 618	SUPPLIES HOUSE FIRE T. WEBER MEMORIAL MO		35.00
			Vendor Total: 35.00
FIRST BANKCARD	05132011	1,377.00	
21 3230 1400 950 7418 618	WORLDS OF FUN TICKETS		1,377.00
			Vendor Total: 1,377.00
FOOTE, SHARON	05062011	100.00	
21 1901 1400 950 7415 618	REIMBURSEMENT DIE CUTS		100.00
			Vendor Total: 100.00
FOUNTAIN SQUARE FLORAL	04212011	103.00	
21 3230 1400 950 7413 618	PROM FLOWERS		103.00
			Vendor Total: 103.00
FREIBERG, MELISSA	04212011	78.68	
21 3230 1400 950 7413 618	REIMBURSEMENT		78.68
			Vendor Total: 78.68
GLOVER'S EASY SCORE BOOKS	C9634	39.50	
21 0010 1400 920 6730 618	BASEBALL SCORE SHEETS		39.50
			Vendor Total: 39.50
GRAPHIC EDGE, THE	519023	130.83	
21 0010 1400 920 6650 619	T-SHIRTS		130.83
			Vendor Total: 130.83
HENRY DOORLY ZOO	110225	202.50	
21 3230 1400 950 7410 618	ZOO TRIP		202.50
			Vendor Total: 202.50
HOLIDAY INN DOWNTOWN	67543451	822.85	
21 3230 1400 950 7407 580	LODGING		822.85
			Vendor Total: 822.85
HOWARD'S SPORTING GOODS	02174-00	1,234.90	
21 0010 1400 920 6835 618	SUPPLIES		983.90
21 0010 1400 920 6835 618	PROTECTIVE EQUIPMENT		251.00
HOWARD'S SPORTING GOODS	02196-00	957.00	
21 0010 1400 920 6730 618	BB SUPPLIES		957.00
HOWARD'S SPORTING GOODS	2234	152.70	
21 0010 1400 920 6600 618	STOP WATCHES/BATTERIES		152.70
			Vendor Total: 2,344.60
HY VEE FOOD STORES	218563295	66.03	

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>		
<u>Account Number</u>	<u>Description</u>		<u>Amount</u>	
21 3230 1400 950 7413 618	PROM SUPPLIES		66.03	
				Vendor Total: 66.03
IOWA FFA ASSOCIATION	SLC11-394	30.00		
21 3230 1400 950 7407 618	BBQ TICKETS		30.00	
				Vendor Total: 30.00
JARDON, KATHERINE	05132011	200.00		
21 3230 1400 910 6210 618	MUSIC SCHOLARSHIP		200.00	
				Vendor Total: 200.00
JONES SCHOOL SUPPLY CO., INC.	828083	58.03		
21 2020 1400 910 6110 618	MEDALS		58.03	
				Vendor Total: 58.03
JOSTENS	923741	39.70		
21 2020 1400 950 7426 618	BALANCE DUE ON YEARBOOKS		39.70	
				Vendor Total: 39.70
K MART	1376	15.96		
21 3230 1400 950 7413 618	PROM SUPPLIES		15.96	
K MART	9641	4.39		
21 3230 1400 950 7413 618	PROM SUPPLIES		4.39	
				Vendor Total: 20.35
MARSDEN, TIM	05062011	72.00		
21 3230 1400 910 6210 618	CARNATIONS FOR SENIORS		72.00	
				Vendor Total: 72.00
MYERS, KELSEY	05132011	200.00		
21 3230 1400 910 6210 618	MUSIC SCHOLARSHIP		200.00	
				Vendor Total: 200.00
PAMIDA INC.	472 #6	8.84		
21 0010 1400 920 6600 618	SUPPLIES		8.84	
PAMIDA INC.	965 #10	53.66		
21 3230 1400 950 7410 618	HOUSE FIRE SUPPLIES T. WEBER MEMORIAL MO		53.66	
				Vendor Total: 62.50
PEAK INTERESTS	16617	44.25		
21 0010 1400 920 6600 618	PIZZA		44.25	
				Vendor Total: 44.25
PEAP	114706	28.50		
21 2020 1400 950 7464 618	AWARD PINS		28.50	
				Vendor Total: 28.50
PIZZA RANCH	04082011	52.50		
21 1901 1400 950 7410 618	PIZZA		52.50	

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>		<u>Amount</u>
<u>Account Number</u>	<u>Description</u>			
PIZZA RANCH	04112011	52.50		
21 1901 1400 950 7410 618	PIZZA		52.50	
			<b>Vendor Total:</b>	<b>105.00</b>
PROMOTIONAL CONCEPTS	97033	503.05		
21 3230 1400 950 7413 618	PROM GLASSES		503.05	
			<b>Vendor Total:</b>	<b>503.05</b>
RED OAK COMMUNITY SCHOOL DIST	04202011	101.60		
21 0010 1400 920 6710 580	TRANSP CHARGES		101.60	
RED OAK COMMUNITY SCHOOL DIST	04202011-1	73.50		
21 0010 1400 920 6720 580	TRANSP CHARGES		73.50	
RED OAK COMMUNITY SCHOOL DIST	05032011	119.77		
21 0010 1400 920 6600 618	PAPER ORDER		119.77	
RED OAK COMMUNITY SCHOOL DIST	05132011	731.56		
21 3230 1400 950 7407 580	TRANSP CHARGES		731.56	
RED OAK COMMUNITY SCHOOL DIST	05172011	260.75		
21 0010 1400 920 6740 320	PR REIMBURSEMENT		147.10	
21 0010 1400 920 6840 340	PR REIMBURSEMENT		113.65	
			<b>Vendor Total:</b>	<b>1,287.18</b>
SAMUEL FRENCH, INC.	852688	90.60		
21 3230 1400 910 6110 618	ROYALTIES		90.60	
			<b>Vendor Total:</b>	<b>90.60</b>
SCHMITT MUSIC	283448450	94.90		
21 2020 1400 910 6220 618	REEDS		94.90	
			<b>Vendor Total:</b>	<b>94.90</b>
SOUTHWESTERN COMMUNITY COLLEGE	25269	360.00		
21 3230 1400 950 7409 618	PRINTING CLASS T-SHIRTS		360.00	
SOUTHWESTERN COMMUNITY COLLEGE	25305	300.00		
21 3230 1400 950 7457 618	T-SHIRTS		300.00	
			<b>Vendor Total:</b>	<b>660.00</b>
SPANGENBERG, ANGIE	04252011	21.39		
21 0010 1400 920 6600 618	REIMBURSEMENT		21.39	
			<b>Vendor Total:</b>	<b>21.39</b>
SPORT PLAQUES	6946	17.75		
21 0010 1400 920 6845 320	PLAQUE		17.75	
			<b>Vendor Total:</b>	<b>17.75</b>
WATKINS TRUE VALUE	205206	33.26		
21 3230 1400 950 7413 618	PROM SUPPLIES		33.26	
WATKINS TRUE VALUE	205334	19.53		
21 3230 1400 950 7413 618	PROM SUPPLIES		19.53	
WATKINS TRUE VALUE	205360	10.00		
21 3230 1400 950 7413 618	PROM SUPPLIES		10.00	

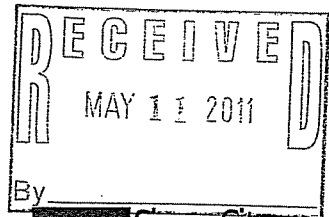
<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
			Vendor Total: 62.79
			Fund Total: 11,250.91
Checking Account: 3	Fund: 69	ENTERPRISE FUND	
COCA-COLA BTLG OF MID-AMERICA	2015259603	285.69	
69 3230 3200 000 9001 618	SUPPLIES	285.69	
			Vendor Total: 285.69
FOUNTAIN SQUARE FLORAL	04082011	42.00	
69 3230 3200 000 9001 618	FLOWERS	42.00	
FOUNTAIN SQUARE FLORAL	04082011-1	50.00	
69 3230 3200 000 9001 618	FLOWERS	50.00	
FOUNTAIN SQUARE FLORAL	04262011	96.00	
69 3230 3200 000 9001 618	PLANTS	96.00	
			Vendor Total: 188.00
HY VEE FOOD STORES	8047893	40.00	
69 3230 3200 000 9001 618	FLOWER ORDERS	40.00	
HY VEE FOOD STORES	8051967	35.00	
69 3230 3200 000 9001 618	FLOWER ORDERS	35.00	
			Vendor Total: 75.00
MIDWEST COMPUTER PRODUCTS	18664	1,646.97	
69 2020 3200 000 9008 618	PROJECTOR	1,646.97	
			Vendor Total: 1,646.97
PEPSI-COLA COMPANY	38843612	120.90	
69 1902 3200 000 9005 618	POP	120.90	
			Vendor Total: 120.90
			Fund Total: 2,316.56
			Checking Account Total: 13,567.47

Invoice Listing  
 APRIL PREPAID CHECKS LISTING, 2011

Vendor ID/Name	PO Number	Invoice	Stat	Invoice Date	Due Date	Seq	Check Date	Check Number	1099 Amount	Amount		
WELLS	BOZWELL, DOROTHY	076991	04062011	PP	04/06/2011	04/30/2011	1	04/06/2011	1	160949	0.00	14.00
	Account Number:	Description:		Amount:	Cost Center:	In Full:	Inventory:					
	10 0010 2213 100 3376 613	SUPPLIES FOR MEETING		14.00		Final	No					
BP	BP GAS STATION		04072011	PP	04/06/2011	04/30/2011	1	04/06/2011	1	160948	0.00	16.69
	Account Number:	Description:		Amount:	Cost Center:	In Full:	Inventory:					
	10 0010 2213 100 3376 613	SUPPLIES FOR MEETING		16.69		Final	No					
BROWER	BROWER, GREG	073483	04162011	PP	04/16/2011	04/30/2011	1	04/14/2011	3	22292	350.00	350.00
	Account Number:	Description:		Amount:	Cost Center:	In Full:	Inventory:					
	21 3230 1400 950 7413 618	DJ FOR PROM		350.00		Final	No					
DICKEL	DICKEL DOIT SMALL ENGINE	076387	67672	PP	01/11/2011	04/30/2011	1	04/28/2011	1	161079	0.00	8,520.30
	Account Number:	Description:		Amount:	Cost Center:	In Full:	Inventory:					
	23 0030 2600 000 0000 739	LAWN MOWER		8,520.30		Final	No					
IAHIGH	IA HIGH SCHOOL SPEECH ASSOC.	073479	04062011	PP	04/06/2011	04/30/2011	1	04/11/2011	3	22291	0.00	55.00
	Account Number:	Description:		Amount:	Cost Center:	In Full:	Inventory:					
	21 3230 1400 910 6110 618	REG FEES		55.00		Final	No					
IOWAFF	IOWA FFA ASSOCIATION	073476	SLC11-158	PP	04/04/2011	04/30/2011	1	04/11/2011	3	22290	0.00	340.00
	Account Number:	Description:		Amount:	Cost Center:	In Full:	Inventory:					
	21 3230 1400 950 7407 320	REG CHARGES/BBQ TICKETS		340.00		Final	No					
KECKIN	KECK, INC.		02172011-1	PP	02/17/2011	04/25/2011	1	04/25/2011	2	10656	0.00	1,750.55
	Account Number:	Description:		Amount:	Cost Center:	In Full:	Inventory:					
	61 1913 3110 000 0000 631	SUPPLIES		583.51		Final	No					
	61 2020 3110 000 0000 631	SUPPLIES		583.52		Final	No					
	61 3230 3110 000 0000 631	SUPPLIES		583.52		Final	No					
MERCER	MERCER HEALTH & BENEFITS ADMIN LLC		04202011	PP	04/20/2011	04/30/2011	1	04/15/2011	1	160961	0.00	6,860.00
	Account Number:	Description:		Amount:	Cost Center:	In Full:	Inventory:					
	10 0010 1000 100 8018 270	MAY INSURANCE		6,860.00		Final	No					
METLIFE	MET LIFE		04262011	PP	04/26/2011	04/30/2011	1	04/26/2011	1	161078	0.00	97.32
	Account Number:	Description:		Amount:	Cost Center:	In Full:	Inventory:					
	10 0010 1000 100 8018 270	INSURANCE		97.32		Final	No					
SHENAN	SHENANDOAH COMMUNITY SCHOOLS	073482	04062011-1	PP	04/06/2011	04/30/2011	1	04/11/2011	3	22289	0.00	80.00
	Account Number:	Description:		Amount:	Cost Center:	In Full:	Inventory:					
	21 0010 1400 920 6660 320	ENTRY FEE		80.00		Final	No					
				Report Total:					18,083.86			350.00

**COPY**

EDUCATION SERVICE CENTER  
627 4<sup>th</sup> Street  
Sioux City, Iowa 51102  
PHONE: (712) 279-6083  
FAX: (712) 279-6081



DR. LINDA MADISON  
Assistant Superintendent

e-mail: [madisol@sioux-city.k12.ia.us](mailto:madisol@sioux-city.k12.ia.us)



**Contracted Service for Regular Education**

The following student, \_\_\_\_\_ a resident of your school district, is currently residing at Boys and Girls Home and being provided educational services by the Sioux City Community School District. In keeping with Senate File 2320- Section 10, as passed by the Seventy-fourth General Assembly, the responsibility for payment of educational services now belongs to the students resident district. " The board of directors of each district of resident shall pay to the school district in which is located such psychiatric unit or institution, for the provision of educational services to the child, a portion of the district of residence's district cost per pupil for each of such children based upon the proportion that the time each child is provided educational services while in such unit or institution is to the total time for which the child is provided educational services during the normal school year."

These services shall be provided at the Boys and Girls Home School.

The Boys and Girls Home School shall provide instructional services and programs for the students referred in accordance with the state of Iowa Department of Education Rules and Regulations and in accordance with state laws governing such service and the delivery thereof.

The Sioux City Community School District will send an invoice for the cost of services.

This contract is for the regulation school year.

**Remittance should be sent to:      Sioux City Community School District  
Attn: Jackie Engle  
627 4<sup>th</sup> Street  
Sioux City, IA 51101**

PMIC

Student \_\_\_\_\_ Admission Date \_\_\_\_\_ Program \_\_\_\_\_

Parent Name and Address \_\_\_\_\_

Superintendent or Designee, Sending District \_\_\_\_\_ Date \_\_\_\_\_

*Linda R. Madison* \_\_\_\_\_ *5-5-11* \_\_\_\_\_  
Superintendent or Designee, Receiving District \_\_\_\_\_ Date \_\_\_\_\_

GLENWOOD COMMUNITY SCHOOL DISTRICT  
103 Central, Suite 300  
Glenwood, IA 51534

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CONTRACT FOR PMIC SERVICES FOR THE 2010-2011 SCHOOL YEAR

Student: \_\_\_\_\_ DOB: \_\_\_\_\_  
Enrollment Date: 4/7/2011 Level: NA

This agreement is entered into by the Red Oak Community School District  
(sending district) and the Psychiatric Medical Institute for Children (PMIC) Program at the  
Glenwood Community School District (receiving district).

We, the undersigned agencies, for each student being provided educational services or programs by other than the student's agency of residence hereby do consent and agree to the following conditions:

Condition I

The receiving district shall provide instructional services and programs for the students referred for PMIC Program education classes in accordance with state laws governing such services and the delivery thereof.

Condition II

The cost of the above services shall be paid by the sending district to the receiving district and shall be the actual cost incurred in providing these educational services and programs at a per diem of \$32.68 per school day for regular education students plus the special portion for special education students. Payment of those actual costs will be determined and paid in the following manner.

A. The Glenwood CSD shall bill the sending district actual cost of services at the end of the regular education student's term. The cost shall be determined by multiplying the number of days enrolled in the PMIC program by the state per pupil cost per day as stated above. For special education students the sending district will be billed estimated costs for the student's term and will be billed the balance of the actual costs at the end of the school year in accordance with state regulations.

B. All remittance are to be sent to: Shirley Lundgren, Glenwood Community Schools, 103 Central Suite 300, Glenwood, IA 51534.

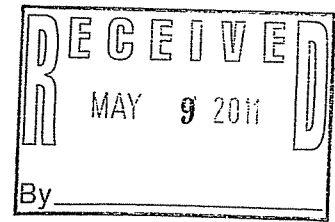
Signed \_\_\_\_\_ Date \_\_\_\_\_  
Board President or Authorized Representative (Sending District)

Signed Shirley Lundgren Date 5/2/2011  
Board President or Authorized Representative (Receiving District)





COPY



May 5, 2011

Terry Schmidt  
Superintendent  
Red Oak Community School District  
904 Broad Street  
Red Oak IA 51566

Dear Mr. Schmidt

This letter is in regards to school nursing hours. It is our understanding that Ultimate Nursing Services will be providing skilled care needs during school hours for the 2011-2012 school year, including any extended year program.

The Purchase of Service Agreement for Nursing Services for the above named student is attached for your review and signature. Should you have any questions about the Service Agreement please contact me at the below address and phone number.

Please return the signed agreement by June 6, 2011.

Sincerely,

*Tammy Chapman*

Tammy Chapman  
Billing Manager  
Ultimate Nursing Services  
6750 Westown Parkway  
Suite 115A  
West Des Moines IA 50266-7716  
Toll free 800-383-0303



## PURCHASE OF SERVICE AGREEMENT FOR NURSING SERVICES

THIS AGREEMENT is entered into by and between the *Red Oak Community School District*, an Iowa public school corporation (the "District") and Ultimate Nursing Services of Iowa, Inc., an Iowa corporation ("Ultimate Nursing").

1. Purpose. The purpose of this Agreement is to procure the services of an Iowa licensed Registered Nurse (or nurses) and/or an Iowa licensed practical nurse (or nurses) (hereinafter referred to as "Nurse(s)") to provide continuous, competent, and skilled nursing care for an individual student, herein after referred to as "student", during the entire time Student is being transported to and from school and during school days when Student is in attendance.
2. Term. The Term of this Agreement shall be for the District's **2011-2012** regular school year, including any extended year program. However, either party may terminate this Agreement upon thirty (30) days prior written notice for any reason, or immediately upon written notice for cause. This Agreement may also be extended for a specific period or renewed for an additional school year by mutual agreement of the parties pursuant to a written addendum hereto.
3. Duties of Ultimate Nursing: Ultimate Nursing shall have the following duties under this Agreement:
  - a. Train, provide, assign, supervise and evaluate competent Nurse(s) acceptable to District to provide continuous skilled nursing services to Student during each of the days in which Student is in attendance during the Term of this agreement, including accompanying Student to and from school. If an LPN is assigned to Student, Ultimate Nursing shall provide the level of supervision required to meet the requirements of the Iowa Board of Nursing. Ultimate Nursing will notify District of the identity of all Nurse(s) assigned to accompany Student prior to assigning Nurses(s) and will also notify District as soon as is reasonably practical of any changes in Nurses(s) assigned to Student in writing. The District shall have the right to object to any assigned nurse under this agreement. Upon receipt of any written objection, Ultimate Nursing Services of Iowa, Inc., shall make all reasonable efforts to reassign the nurse(s) assigned. If such reassignment is not possible, Ultimate Nursing Services of Iowa, Inc., shall notify the District in writing within seven days of receipt of the objection as to why a reassignment is not possible. In assigning Nurse(s) to Student, Ultimate Nursing certifies to District Nurse(s) has/have demonstrated competency in all aspects of Student's individual health plan (herein after referred to as "IHP").
  - b. Deliver nursing care to Student in accordance with Student's IHP and in accordance with District policies, rules, and regulations, and in strict accordance with the professional standards applicable to nursing. Nurse(s) will keep confidential all student records as required by state and federal law.
  - c. Function as a member of Student's IHP team for the purpose of coordinating Student's IHP.
  - d. Assign Nurse(s) with assistance tasks as requested by District, including assisting Student with educational materials in movement to, from, and about the school.
  - e. Provide training to District personnel (identified by and compensated by District) in order to implement emergency protocols for Student.

- f. Submit records of all procedures performed and time of performance (as well as documentation of any extraordinary procedures) on at least a monthly basis during the Term.
  - g. Notify District as soon as is reasonably practical of any unusual or emergency situations involving changes in Student's care.
  - h. Submit a bill for actual services rendered by Nurses(s) pursuant to this Agreement, itemized to show starting and finishing time and the identity of the person(s) performing the services. Bill shall be submitted weekly no later than the 30th day of the month following the month in which services have been rendered.
  - i. Provide proof of insurance coverage showing proof of worker's compensation coverage, as required by law, and professional liability insurance covering Nurse(s) assigned pursuant to this Agreement.
  - j. Agree to indemnify, defend, and hold harmless District (including its directors, officers, employees, and agents) from and against all claims, suits, liabilities, costs, and expenses, including reasonable attorneys fees, related to or arising out of any act or omission of Ultimate Nursing or Nurse(s) assigned pursuant to this Agreement in the performance of services under this Agreement.
4. Duties of District. District shall have the following duties under this Agreement:
- a. Pay Ultimate Nursing a fee of \$40.00 (forty) dollars per hour (herein after referred to as "Rate") for the services of Nurse(s) providing care to Student from the time Student departs home for school to the time Student arrives at home from school, rounded to the nearest quarter hour. Payment will be made within thirty (30) calendar days of the receipt of the bill. It is anticipated the number of hours billed per week shall not normally exceed **40 hours**. If Medicaid or some other third party payor pays or reimburses Ultimate Nursing for services provided under this Agreement, Ultimate Nursing will not bill the District for the same services, or will reimburse the District any monies District has already paid for those same services. In no event shall the District be responsible to make up the difference between the Rate and any hourly amount paid to Ultimate Nursing by Medicaid or any third party payor.
  - b. Coordinate Student's IHP, including its periodic review and revision, with the other members of Student's IHP team in accordance with state regulations.
  - c. Transport Nurse(s) to and from school with Student.
  - d. Designate District personnel to assist in carrying out emergency protocols.
  - e. Provide sufficient training to Nurse(s) to allow them to perform the tasks described in paragraph 3(d) above.
  - f. Provide training to Nurse(s) to assist nurse(s) in becoming familiar with District policies, rules, and regulations applicable to Nurse(s) while providing services pursuant to this Agreement.
  - g. Provide training to District staff with respect to the maintenance of confidential medical information or personally identifiable information otherwise protected by HIPAA and/or other federal or state laws or regulations.
5. Independent Contractor – No Joint Venture. Ultimate Nursing and Nurse(s) shall be considered independent contractors of the District pursuant to this Agreement, and this Agreement shall not constitute an express or implied joint venture relationship between Ultimate Nursing and the District. The Nurse(s) are not employees of the District nor are they entitled to any salary, benefits, or other compensation from the District. Neither Ultimate Nursing nor the District has the authority to bind the other to any contract or obligation.

6. Assignment. This Agreement is not assignable by either party without the express, prior written consent of the other party.
7. Confidentiality. To the extent permitted by law, the District and Ultimate Nursing will treat as confidential and will not disclose any information regarding the other's operations that comes to the attention of either party during the course of this Agreement; provided, however, that neither party is relieved of mandatory reporting obligations that they might have with respect to observed conduct of any person during the performance of services under this Agreement.
8. Notices. Notices provided under this Agreement shall be in writing (unless otherwise expressly provided in this Agreement) and sent by hand-delivery, U.S. Mail, or confirmed facsimile, to the following:

If to Ultimate Nursing:

If to District:

Attn: Tucker Anderson

Attn: \_\_\_\_\_

Ultimate Nursing

District: \_\_\_\_\_

6750 Westown Pkwy, Suite 115A

Address: \_\_\_\_\_

West Des Moines IA 50266-7716

City/State: \_\_\_\_\_

Fax: 515-225-4044

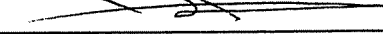
Zip Code: \_\_\_\_\_

Fax#: \_\_\_\_\_

9. Iowa Law Governs. This Agreement shall be governed by and construed under the laws of the State of Iowa. Furthermore, this Agreement shall be interpreted and construed to give effect and validity to all of its provisions to the fullest extent permitted by law.
10. Arbitration Sole Remedy. Any dispute arising under and/or stemming from this Agreement in any way hereunder shall be settled by arbitration in Des Moines, Iowa, pursuant to the rules, then obtaining, of the American Arbitration Association. Said arbitration shall be the sole and only remedy of the parties.
11. Entire Agreement/Modification. This Agreement constitutes the entire agreement of the parties hereto and supersedes any prior oral or written agreements between the parties with respect to the subject matter of this Agreement. This Agreement may not be modified except by a written addendum signed by both parties.

ULTIMATE NURSING

SCHOOL DISTRICT

By:  \_\_\_\_\_

By: \_\_\_\_\_

Printed Name: Tucker Anderson

Printed Name: \_\_\_\_\_

Title: CEO/President

Title: \_\_\_\_\_

Date: 5/5/11

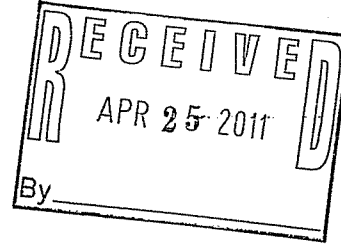
Date: \_\_\_\_\_

COPY

**SWCC** *Smart*  
Southwestern Community College



April 22, 2011



Red Oak Community Schools  
Mr. Terry Schmidt, Superintendent  
904 Broad St.  
Red Oak, IA 51566

Dear Mr. Schmidt:

Enclosed are the Educational Services Contracts with Southwestern Community College to provide the college courses that your district has requested for the 2011-2012 school year.

We ask that your Board of Directors approve the contracts at your next regularly scheduled meeting. The original copies need to be signed and returned to Southwestern Community College to the attention of Jan Pettit. Please return the contracts by Friday, May 27. Signed originals will be returned to you for your records. If you have any questions, please feel free to contact me at 641-782-1406.

We appreciate your support of the college and look forward to working with you and your students throughout the upcoming year.

Sincerely,

*Bill Taylor*

Bill Taylor  
Vice President of Instruction

Enclosures: Arts and Sciences Contracts  
Health Contract

**Creston Campus**  
1501 W. Townline Street  
Creston, IA 50801  
Phone: 641.782.7081  
Fax: 641.782.3312

**Red Oak Center**  
2300 N. 4th Street  
Red Oak, IA 51566  
Phone: 712.623.2541  
Fax: 712.623.4534

**Osceola Center**  
2520 College Drive  
Osceola, IA 50213  
Phone: 641.342.3531  
Fax: 641.342.3627

**SWCC**

Southwestern

[www.swcciowa.edu](http://www.swcciowa.edu)

# SOUTHWESTERN COMMUNITY COLLEGE EDUCATIONAL SERVICES CONTRACT

This contract establishes the terms and extent of a relationship between Southwestern Community College (Merged Area XIV), hereinafter referred to as "Provider" and the Red Oak Community School District, hereinafter referred to as "Participant" for providing Arts and Sciences courses for high school students by Provider to the Participant and citing the scope of this contractual relationship.

## SECTION I TITLE OF CONTRACT

SWCC and Red Oak Community School District enter into the contract for the purpose of providing college courses to high school students. Contract includes the following Arts and Sciences courses:

### Face to Face Courses

ENG 105	Composition I	3 Credits
ENG 106	Composition II	3 Credits
MAT 210	Calculus I	4 Credits
MAT 216	Calculus II	4 Credits
SPC 101	Fundamentals of Oral Communication	3 Credits

Other face-to-face courses as approved by both parties

### Online Courses (all 3 credits)

ART 101	Art Appreciation
BIO 151	Nutrition
BIO 162	Essentials of Anatomy and Physiology
BUS 102	Introduction to Business
BUS 121	Business Communications
BUS 161	Human Relations
CSC 110	Introduction to Computers
ENG 105	Composition I
GEO 121	World Regional Geography
HIS 111	Western Civilization: Early Modern to Present
HIS 268	American Experience in Vietnam
HSC 114	Medical Terminology
LIT 178	Mythological and Biblical Literature
MGT 101	Principles of Management
MGT 110	Small Business Management
MUS 100	Music Appreciation
MUS 204	History of Rock and Roll
PEC 108	Sports and Society
PSY 111	Introduction to Psychology

Other online courses as approved by both parties

## SECTION II CONTRACT AGENCIES

Provider: Southwestern Community College (Merged Area XIV)  
Participant: Red Oak Community School District

SECTION III TERM OF COMMITMENT

Beginning Date: August 24, 2011  
Ending Date: May 11, 2012

SECTION IV UNDERSTANDING OF PROJECT AND MUTUAL AGREEMENT

It is hereby understood and mutually agreed: that the Provider and the Participant shall cooperate, along with other education agencies, in providing concurrent credit courses, activities and programs to students enrolled in the high school of the Participant District; that the Provider shall serve as administrator and fiscal agent for the project; that the Provider shall serve as the employing agent; that counseling, admissions and registration shall be the joint responsibility of Provider and Participant; that instructional services under this project shall be the responsibility of the Provider; that the governing body of the project shall be provided by the Provider; that each school district participating in a project shall designate their administrative representative for the project, to meet as provided in Section VIII of this contract.

SECTION V FACILITIES, STUDENTS, PERSONNEL AND SERVICES TO BE PROVIDED

A. Facilities

1. By the Provider: The Provider hereby agrees to provide facilities for the project through lease or some other contractual arrangement. When the Provider through such arrangement uses the facilities of a local education agency, it hereby agrees to abide by the rules and policies of that local education agency and will require compliance by all personnel who are part of this project.
2. By the Participant: The Participant School District hereby agrees: to provide student transportation to and from the project instructional center or site; to cooperate in developing bus schedules, calendars, class schedules, procedures and provide other advice and counsel for the efficient and effective management of the project. The school district will provide their own transportation. Any liability arising there from shall be the responsibility of the school district.

B. Students and Personnel

1. By the Provider: The Provider shall provide administrative, instructional, and other necessary staff to carry out the purposes of this instructional project. The Provider shall make available to the Participant,

staff members for consultative purposes from time to time as needed for activities related to this project. Students will be treated as young adults and appropriate and proper behavior will be expected. Jointly agreed upon rules common to the participant schools and community college will be administered.

2. By the Participant School District: The Participant will provide, under the terms of this contract, properly screened and counseled students who are appropriately enrolled in courses offered under this project. All rules, regulations, and personnel policies of the Provider shall apply to project personnel, including students, while they are in the Provider's facilities. The Participant School District staff may serve the Provider's instructional staff for consultative purposes from time to time and otherwise encourage a cooperative relationship with the Provider's personnel.

## SECTION VI INSTRUCTIONAL EQUIPMENT AND MAINTENANCE

The Provider will enter into maintenance and repair contracts as required and will be responsible for keeping the instructional equipment in proper working condition. Equipment on loan to the project from local education agencies will be labeled and inventoried.

## SECTION VII INSTRUCTIONAL RELATED SERVICES

The Provider shall make available Arts and Sciences courses, activities and programs to the students from Participant high schools. Said instructional offerings shall have been approved by the local school district boards, by the community college board and by the State of Iowa Department of Education. The Provider will provide counseling services as well as admissions, registration and record-keeping services to supplement those same services provided by the participant District.

Arts and Sciences courses will be selected on need, interest and demand as determined by the Provider. Course offerings will be started gradually and expanded slowly. Advisory committees will be appointed and articulation agreements put into place where appropriate. Adjustments in registration will be allowed after each semester course. Enrollment will be allowed and encouraged in non project courses if space is available.

## SECTION VIII ADMINISTRATION AND COMMUNICATION

Provider staff will meet periodically with Participant staff to coordinate the program. Said meetings will be scheduled by individual school districts.



## SECTION IX TUITION, FEES, BOOKS AND BILLING

- A. Red Oak Community School District is contracting for college courses. The amount charged will be 90% of 2011-12 tuition and fees rate per student enrolled.
- B. Billings will be sent in September (for students enrolled fall semester) and February (for students enrolled spring semester).
- C. Southwestern Community College will supply the required textbooks. Red Oak Community School District is responsible for collecting the textbooks at the completion of the course. Any textbooks not returned or damaged beyond use will be billed to the Red Oak Community School District.
- D. The provider shall reserve the right to control the maximum enrollment in each class.
- E. In any event, a course may be canceled if the total enrollment by all participating districts is insufficient.
- F. This contract must be signed and filed with Southwestern Community College, 1501 West Townline Street, Creston, IA 50801 by May 27, 2011.

## SECTION X ESCAPE CLAUSES

- A. For the Participant: The Participant District may be automatically withdrawn from the provisions of that part of the contract for those classes that do not organize.
- B. For the Provider: The Provider, Southwestern Community College (Merged Area XIV) may reduce the number of students accepted for courses, activities and programs if circumstances require it. Further, the Provider shall have the right to withdraw from all parts of the Project if sufficient funds and/or students are not committed to the Project by Participants by April 1 prior to the beginning of any school year.

## SPECIAL ACCOMMODATIONS

It is the policy of Southwestern Community College to make reasonable accommodations for qualified individuals with disabilities. Any student with a disability should contact the Special Needs Coordinator in the Administration Building, or by calling 641-782-1458.

## NONDISCRIMINATION

Southwestern Community College prohibits discrimination in employment and in its educational programs and activities on the basis of race/color, national origin, religion/creed, age, marital status, disability, sex, veteran status, sexual orientation, genetic information, gender identity or associational preference. Southwestern also

affirms its commitment to providing equal opportunities and equal access to its facilities. Inquiries regarding compliance with the nondiscrimination policy and the appropriate grievance procedure may be directed to: Educational Equity Coordinator, Southwestern Community College, 1501 W. Townline St., Creston, IA 50801, (641) 782-1456 or 1-800-247-4023 ext. 456.

**AUTHORIZATION**

We, the undersigned, hereby certify that we are the properly authorized officers of the organizations sought to be bound by this contract, and that we do hereby accept the terms and conditions provided herein, or attached hereto as supplementing any section hereof, and attest that we sign this document on behalf of the contracting entity to the contract:

PARTICIPANT SCHOOL DISTRICT  
IN THE COUNTY OF MONTGOMERY  
IN THE STATE OF IOWA

PROVIDER, SOUTHWESTERN COMMUNITY  
COLLEGE (MERGED AREA XIV)

By: \_\_\_\_\_  
Signature

By: \_\_\_\_\_  
Signature

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

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

# SOUTHWESTERN COMMUNITY COLLEGE EDUCATIONAL SERVICES CONTRACT

This contract establishes the terms and extent of a relationship between Southwestern Community College (Merged Area XIV), hereinafter referred to as "Provider" and the Red Oak Community School District, hereinafter referred to as "Participant" for providing Arts and Sciences courses for high school students by Provider to the Participant and citing the scope of this contractual relationship.

## SECTION I PURPOSE

SWCC and Red Oak Community School District enter into the contract for the purpose of providing college courses to high school students. Contract includes the following Arts and Sciences course(s):

Fall Semester

ART117 Computer Graphic Design 3 Credits  
(If qualified instructor is available)

Spring Semester

GRA176 Layout Design 3 Credits  
(If qualified instructor is available)

## SECTION II CONTRACT AGENCIES

Provider: Southwestern Community College (Merged Area XIV)

Participant: Red Oak Community School District

## SECTION III TERM OF COMMITMENT

Beginning Date: August 24, 2011

Ending Date: May 11, 2012

## SECTION IV UNDERSTANDING OF PROJECT AND MUTUAL AGREEMENT

It is hereby understood and mutually agreed: that the Provider and the Participant shall cooperate, along with other education agencies, in providing concurrent credit courses, activities and programs to students enrolled in the high school of the Participant District; that the Provider shall serve as administrator and fiscal agent for the project; that the Provider shall serve as the employing agent; that counseling, admissions and registration shall be the joint responsibility of Provider and Participant; that instructional services under this project shall be the responsibility of the Provider; that the governing body of the project shall be provided by the Provider; that each school district participating in a project shall designate their administrative representative for the project, to meet as provided in Section VIII of this contract.

## SECTION V

### FACILITIES, STUDENTS, PERSONNEL AND SERVICES TO BE PROVIDED

#### A. Facilities

1. By the Provider: The Provider hereby agrees to provide facilities for the project through lease or some other contractual arrangement. When the Provider through such arrangement uses the facilities of a local education agency, it hereby agrees to abide by the rules and policies of that local education agency and will require compliance by all personnel who are part of this project.
2. By the Participant: The Participant School District hereby agrees: to provide student transportation to and from the project instructional center or site; to cooperate in developing bus schedules, calendars, class schedules, procedures and provide other advice and counsel for the efficient and effective management of the project. The school district will provide their own transportation. Any liability arising therefrom shall be the responsibility of the school district.

#### B. Students and Personnel

1. By the Provider: The Provider shall provide administrative, instructional, and other necessary staff to carry out the purposes of this instructional project. The Provider shall make available to the Participant, staff members for consultative purposes from time to time as needed for activities related to this project. Students will be treated as young adults and appropriate and proper behavior will be expected. Jointly agreed upon rules common to the participant schools and community college will be administered.
2. By the Participant School District: The Participant will provide, under the terms of this contract, properly screened and counseled students who are appropriately enrolled in courses offered under this project. All rules, regulations, and personnel policies of the Provider shall apply to project personnel, including students, while they are in the Provider's facilities. The Participant School District staff may serve the Provider's instructional staff for consultative purposes from time to time and otherwise encourage a cooperative relationship with the Provider's personnel.

## SECTION VI INSTRUCTIONAL EQUIPMENT AND MAINTENANCE

The Provider will enter into maintenance and repair contracts as required and will be responsible for keeping the instructional equipment in proper working condition. Equipment on loan to the project from local education agencies will be labeled and inventoried.

## SECTION VII INSTRUCTIONAL RELATED SERVICES

The Provider shall make available Arts and Sciences courses, activities and programs to the students from Participant high schools. Said instructional offerings shall have been approved by the local school district boards, by the community college board and by the State of Iowa Department of Education. The Provider will provide counseling services as well as admissions, registration and record-keeping services to supplement those same services provided by the participant District.

Arts and Sciences courses will be selected on need, interest and demand as determined by the Provider. Course offerings will be started gradually and expanded slowly. Advisory committees will be appointed and articulation agreements put into place where appropriate. Adjustments in registration will be allowed after each semester course. Enrollment will be allowed and encouraged in non project courses if space is available.

## SECTION VIII ADMINISTRATION AND COMMUNICATION

Provider staff will meet periodically with Participant staff to coordinate the program. Said meetings will be scheduled by individual school districts.

## SECTION IX TUITION, FEES, BOOKS AND BILLINGS

- A. The estimated amount for tuition and fees charged per student for a 3 credit class will be \$402.00
- B. Billings will be sent to the participating school district in September for the fall term and February for the spring term. Billings will include tuition and fees for each student. A final billing will be sent in June for expenses not covered by tuition and fees.
- C. Red Oak Community School District is responsible for purchasing and distributing the required textbooks.
- D. The provider shall reserve the right to control the maximum enrolled.
- C. In any event, a course may be canceled if the total enrollment is insufficient to support the budget.

- C. This contract must be signed and filed with Southwestern Community College, 1501 West Townline Street, Creston, IA 50801 by May 27, 2011.

**SECTION X ESCAPE CLAUSES**

- A. For the Participant: The Participant District may be automatically withdrawn from the provisions of that part of the contract for those classes that do not organize.
- B. For the Provider: The Provider, Southwestern Community College (Merged Area XIV) may reduce the number of students accepted for courses, activities and programs if circumstances require it. Further, the Provider shall have the right to withdraw from all parts of the Project if sufficient funds and/or students are not committed to the Project by Participants by April 1 prior to the beginning of any school year.

**SPECIAL ACCOMMODATIONS**

It is the policy of Southwestern Community College to make reasonable accommodations for qualified individuals with disabilities. Any student with a disability should contact the Special Needs Coordinator in the Administration Building, or by calling 641-782-1458.

**NONDISCRIMINATION**

Southwestern Community College prohibits discrimination in employment and in its educational programs and activities on the basis of race/color, national origin, religion/creed, age, marital status, disability, sex, veteran status, sexual orientation, gender identity, or associational preference. Southwestern also affirms its commitment to providing equal opportunities and equal access to its facilities. Inquiries regarding compliance with the nondiscrimination policy and the appropriate grievance procedure may be directed to: Educational Equity Coordinator, Southwestern Community College, 1501 W. Townline St., Creston, IA 50801, (641) 782-1456 or 1-800-247-4023 ext. 456.

**AUTHORIZATION**

We, the undersigned, hereby certify that we are the properly authorized officers of the organizations sought to be bound by this contract, and that we do hereby accept the terms and conditions provided herein, or attached hereto as supplementing any section hereof, and attest that we sign this document on behalf of the contracting entity to the contract:

PARTICIPANT SCHOOL DISTRICT  
IN THE COUNTY OF MONTGOMERY  
IN THE STATE OF IOWA

PROVIDER, SOUTHWESTERN COMMUNITY  
COLLEGE (MERGED AREA XIV)

By: \_\_\_\_\_  
Signature

By: \_\_\_\_\_  
Signature

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

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

**Budget Estimate of Costs for Educational Services Contract –  
Layout Design and Computer Graphic Design classes  
Provider: Southwestern Community College  
Participating School: Red Oak**

**2011-2012**

Contracted Budget Estimate: \$10,017

Itemized Cost Estimates

<u>Budget Code</u>	<u>Description</u>	<u>Cost</u>
510	Administrative	\$ 500
520	Instructional (Est. \$1,680 x 2 classes)	3,360
590	FICA (Estimate)	257
612	Printing	545
615	Communications	250
623	Postage	55
626	Other Services	750
632	Materials and Supplies:	3,900
648	In-state Travel	400
Total		\$10,017

***Textbooks are the responsibility of Red Oak Community School.***

EDUCATIONAL SERVICES CONTRACT between  
SOUTHWESTERN COMMUNITY COLLEGE and  
RED OAK COMMUNITY SCHOOL DISTRICT for  
COLLEGE CREDIT JOINTLY ADMINISTERED COURSES  
2011-2012 ACADEMIC YEAR

Whereas, the Red Oak Community School District which is presently located at Red Oak, Iowa, and Southwestern Community College (Merged Area XIV) with its principal office located at Creston, Iowa, desire to form a partnership for the purpose of increasing accessibility of college courses to the students of Red Oak Community School District, the undersigned parties, Red Oak Community School District and Southwestern Community College, do hereby enter into this contract.

**ARTICLE I**  
**CREATION**

This Contract is entered into between Southwestern Community College and Red Oak Community School District for the purpose of increasing accessibility of college courses for Red Oak Community School District. No separate legal entity is created herein by this Contract.

**ARTICLE II**  
**COURSES**

Course(s) included under this Contract will be limited to approved Southwestern Community College courses.

- HIS 111      Western Civilization: Early Modern to Present      3 Credits
- MAT 127      College Algebra & Trigonometry      5 Credits
- MAT 156      Statistics      3 Credits
- POL 111      American National Government      3 Credits

**ARTICLE III**  
**CURRICULUM**

The instructor will utilize College-approved syllabi, outcomes, and content used for the same course(s) held on the main campus of Southwestern Community College. The textbook must also be identical to the text used in main campus classes or a College-approved equivalent to that text.

**ARTICLE IV**  
**INSTRUCTORS**

Instructor through local high school:

Instructors who are employees of the Red Oak Community School District and the individual instructor(s)' teaching contracts for any of the courses offered pursuant to this Contract shall be governed by the contract currently in effect between the instructor and the Red Oak Community School District, and all instructors shall be entitled to receive all of the benefits and emoluments arising out of their contract in effect with the Red Oak Community School District. Additionally, for purposes of Chapter 279, Code of



Iowa, Red Oak Community School District shall retain all responsibilities with regard to any said instructors.

Notwithstanding the foregoing, Red Oak Community School District shall assign to Southwestern Community College the responsibility for teaching the courses embraced under this Contract, and Southwestern Community College will consider the instructors who will teach these courses as members of its adjunct faculty. Red Oak Community School District further assigns to Southwestern Community College the responsibility for evaluation of the instructors involved hereto and they will provide upon request information regarding said evaluations to Red Oak Community School District. As part of said evaluation process, it will be the responsibility of the Vice President of Instruction or designee to visit all course sites.

The Southwestern Community College Student Perception Survey will be completed for all course(s).

## **ARTICLE V** **ACCEPTANCE AND PARTICIPANTS**

Any student wishing to take course(s) under this Contract who has not previously taken college credit courses through Southwestern Community College must complete a Southwestern Community College application form.

Red Oak Community School District students enrolling in course(s) included under this contract must have been referred by Red Oak Community School District administration, meet Senior Year Plus guidelines and meet eligibility requirements as outlined below.

Students must have an ACT composite score of 19 or above or COMPASS Test scores on file in the Admissions Office. Documentation of the ACT composite must accompany the registration form. The COMPASS Test may be taken at Southwestern Community College. Enrollment will be limited to juniors and seniors. Either of these requirements may be waived at the request of the student with the approval of the Red Oak Community School District administration and the Vice President of Instruction, the Associate Vice President of Instruction or the Admissions Coordinator at Southwestern Community College.

Students wishing to enroll in course(s) offered under this Contract who are not high school students of Red Oak Community School District and who are not part of a contract through another LEA may do so only if the course is not full. These students will enroll directly with the College.

## **ARTICLE VI** **CREDIT**

All students enrolling in course(s) under this Contract will be enrolled for concurrent credit, receiving high school credit from Red Oak Community School District and college credit from Southwestern Community College.

**ARTICLE VII**  
**TEXTBOOKS, MATERIALS, AND SUPPLIES**

The Red Oak Community School District will provide the required Southwestern Community College textbooks for all students enrolled in course(s) under this Contract. Classroom materials, supplies and equipment will be provided by Red Oak Community School District unless a separate contract is established prior to the beginning of a course.

**ARTICLE VIII**  
**ASSURANCES**

Community School District assures that:

- a. That course(s) under this contract supplement, not supplant high school courses.
  - The course(s) do not replace an identical course offered at the high school in the preceding year or the second preceding year.
  - The course(s) is not required by the school district in order to meet minimum accreditation standards.

Southwestern Community College assures the following:

- a. The course(s) is identified in the community college catalog, amendment, or addendum to the catalog.
- b. The course(s) is open to all registered community college students, not just high school students.
- c. The course(s) is for college credit and the credit will apply toward the completion of a college diploma/degree program.
- d. The course(s) is taught by a teacher meeting appropriate credentialing requirements for community college instructors.
- e. The course(s) is taught utilizing the community college course syllabus.
- f. The course(s) is of the same quality as a course offered on a community college campus.

**ARTICLE IX**  
**FINANCE**

Southwestern Community College enters into this contract with Red Oak Community School District under Chapter 257.11 – Supplementary Weighting Plan. Red Oak Community School District will submit, for supplemental weighting, the names of students enrolled for the portion of the day that they are enrolled in the jointly administered course(s).

The following pricing structure will apply for any college credit class offered under this Contract, with multiple sections of each course being considered a class under this contract.

Southwestern Community College will bill Red Oak Community School District a \$100.00 fee per 3 credit hour course per student per semester or for prorated amount if course is other than a 3 credit-hour course. As set out in Article IV above, for any

course offered under this Contract, the course instructor shall continue to be an employee of the Red Oak Community School District, but shall be considered a member of the adjunct faculty of Southwestern Community College for the purpose of instructing the specified course. The minimum number of students is established by the high school with one exception: for course(s) of fewer than five students, the approval of the Vice President of Instruction is required.

**ARTICLE X**  
**COURSES OFFERED TO MULTIPLE DISTRICTS**

If two LEAs, both with contracts with Southwestern Community College, combine students in a single class, the fee structure will follow that outlined in Article IX.

**ARTICLE XI**  
**WITHDRAWAL**

Any student wishing to withdraw from a class offered under this contract must follow the process and dates outlined for all college students in the Southwestern Community College Student Handbook. A student who stops attending class is not considered withdrawn until the official withdrawal procedure is completed.

**ARTICLE XII**  
**REFUND**

The Red Oak Community School District is eligible for a fee refund according to the following schedule:

Prior to the end of the	Refund
1 <sup>st</sup> week.....	100%
2 <sup>nd</sup> week.....	50%
After the end of the 2 <sup>nd</sup> week.....	0%

**ARTICLE XIII**  
**DURATION**

Red Oak Community School District and Southwestern Community College enter into this contract for the 2011-2012 school year.

This contract must be signed and filed with Southwestern Community College, 1501 West Townline Street, Creston, IA 50801 by May 27, 2011.

**ARTICLE XIV**  
**SPECIAL ACCOMMODATIONS**

It is the policy of Southwestern Community College to make reasonable accommodations for qualified individuals with disabilities. Any student with a disability should contact the Special Needs Coordinator in the Administration Building, or by calling 641-782-1458.

**ARTICLE XV**  
**NONDISCRIMINATION**

Southwestern Community College prohibits discrimination in employment and in its educational programs and activities on the basis of race/color, national origin, religion/creed, age, marital status, disability, sex, veteran status, sexual orientation, genetic information, gender identity or associational preference. Southwestern also affirms its commitment to providing equal opportunities and equal access to its facilities. Inquiries regarding compliance with the nondiscrimination policy and the appropriate grievance procedure may be directed to: Educational Equity Coordinator, Southwestern Community College, 1501 W. Townline St., Creston, IA 50801, (641) 782-1456 or 1-800-247-4023 ext. 456.

**RED OAK COMMUNITY SCHOOL DISTRICT**

BY: \_\_\_\_\_  
Signature

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

**SOUTHWESTERN COMMUNITY COLLEGE**

BY: \_\_\_\_\_  
Signature

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

# SOUTHWESTERN COMMUNITY COLLEGE EDUCATIONAL SERVICES CONTRACT

This contract establishes the terms and extent of a relationship between Southwestern Community College (Merged Area XIV), hereinafter referred to as "Provider" and the Red Oak Community School District, hereinafter referred to as "Participant" for providing career and technical education programs for high school students by Provider to the Participant and citing the scope of this contractual relationship.

## SECTION I PURPOSE

SWCC and Red Oak Community School District enter into the contract for the purpose of providing college classes to high school students in the Health Career Academy. Contract includes the following classes:

### Online

- BIO 151 Nutrition 3 credits
- CSC110 Introduction to Computers 3 credits
- PSY 111 Introduction to Psychology 3 credits

### Face-to-Face

- ENG 105 Composition I 3 credits
- HSC 110 Introduction to Health Occupations 3 credits
- HSC 114 Medical Terminology 3 credits
- HSC 172 Nurse Aide 3 credits
- PNN 208 Pharmacology Basics 3 credits

## SECTION II CONTRACT AGENCIES

Provider: Southwestern Community College (Merged Area XIV)  
Participant: Red Oak Community School District

## SECTION III TERM OF COMMITMENT

Beginning Date: August 24, 2011  
Ending Date: May 11, 2012

## SECTION IV UNDERSTANDING OF PROJECT AND MUTUAL AGREEMENT

It is hereby understood and mutually agreed: that the Provider and the Participant shall cooperate, along with other education agencies, in providing concurrent credit career and technical education courses, activities and programs to students enrolled in the high school of the Participant District; that the Provider shall serve as administrator and fiscal agent for the project; that the Provider shall serve as the employing agent; that counseling, admissions and registration shall be the joint responsibility of Provider and Participant; that instructional services under this project shall be the responsibility of the Provider; that the governing body of the project shall be provided by the Provider; that each school district participating in a project shall designate their administrative representative for the project, to meet as provided in Section VIII of this contract.

## SECTION V

### FACILITIES, STUDENTS, PERSONNEL AND SERVICES TO BE PROVIDED

#### A. Facilities

1. By the Provider: The Provider hereby agrees to provide facilities for the project through lease or some other contractual arrangement. When the Provider through such arrangement uses the facilities of a local education agency, it hereby agrees to abide by the rules and policies of that local education agency and will require compliance by all personnel who are part of this project.
2. By the Participant: The Participant School District hereby agrees: to provide student transportation to and from the project instructional center or site; to cooperate in developing bus schedules, calendars, class schedules, procedures and provide other advice and counsel for the efficient and effective management of the project. The school district will provide their own transportation. Any liability arising therefrom shall be the responsibility of the school district.

#### B. Students and Personnel

1. By the Provider: The Provider shall provide administrative, instructional, and other necessary staff to carry out the purposes of this instructional project. The Provider shall make available to the Participant, staff members for consultative purposes from time to time as needed for activities related to this project. Students will be treated as young adults and appropriate and proper behavior will be expected. Jointly agreed upon rules common to the participant schools and community college will be administered.
2. By the Participant School District: The Participant will provide, under the terms of this contract, properly screened and counseled students who are appropriately enrolled in courses offered under this project. All rules, regulations, and personnel policies of the Provider shall apply to project personnel, including students, while they are in the Provider's facilities. The Participant School District staff may serve the Provider's instructional staff for consultative purposes from time to time and otherwise encourage a cooperative relationship with the Provider's personnel.

## SECTION VI INSTRUCTIONAL EQUIPMENT AND MAINTENANCE

The Provider will enter into maintenance and repair contracts as required and will be responsible for keeping the instructional equipment in proper working condition. Equipment on loan to the project from local education agencies will be labeled and inventoried.

## SECTION VII INSTRUCTIONAL RELATED SERVICES

The Provider shall make available career and technical education courses, activities and programs to the students from Participant high schools. Said instructional offerings shall have been approved by the local school district boards, by the community college board and by the State of Iowa Department of Education. The Provider will provide counseling services as well as admissions, registration and record-keeping services to supplement those same services provided by the participant District.

Instructional programs will be selected on need, interest and demand as determined by the Provider. Programs will be started gradually and expanded slowly. Advisory committees will be appointed for each instructional program and articulation agreements put into place where appropriate. Flexibility will be built in to accommodate the students in new as well as existing career programs. Adjustments in registration will be allowed after each semester course. Enrollment will be allowed and encouraged in nonproject programs if space is available.

## SECTION VIII ADMINISTRATION AND COMMUNICATION

Provider staff will meet periodically with Participant staff to coordinate the program. Said meetings will be scheduled by individual school districts.

## SECTION IX TUITION, FEES, BOOKS AND BILLING

- A. Red Oak Community School District is contracting for students in the Health Career Academy. The amount charged will be 90% of 2011-12 tuition and fees rate per student enrolled.
- B. Billings will be sent in September and February.
- C. Red Oak Community School District is responsible for purchasing and distributing the required textbooks.
- D. The provider shall reserve the right to control the maximum enrollment in each class.
- E. In any event, a program may be canceled if the total enrollment by all participating districts is insufficient.

F. This contract must be signed and filed with Southwestern Community College, 1501 West Townline Street, Creston, IA 50801 by May 27, 2011.

SECTION X ESCAPE CLAUSES

- A. For the Participant: The Participant District may be automatically withdrawn from the provisions of that part of the contract for those classes that do not organize.
- B. For the Provider: The Provider, Southwestern Community College (Merged Area XIV) may reduce the number of students accepted for courses, activities and programs if circumstances require it. Further, the Provider shall have the right to withdraw from all parts of the Project if sufficient funds and/or students are not committed to the Project by Participants by April 1 prior to the beginning of any school year.

SPECIAL ACCOMMODATIONS

It is the policy of Southwestern Community College to make reasonable accommodations for qualified individuals with disabilities. Any student with a disability should contact the Special Needs Coordinator in the Administration Building, or by calling 641-782-1458.

NONDISCRIMINATION

Southwestern Community College prohibits discrimination in employment and in its educational programs and activities on the basis of race/color, national origin, religion/creed, age, marital status, disability, sex, veteran status, sexual orientation, genetic information, gender identity or associational preference. Southwestern also affirms its commitment to providing equal opportunities and equal access to its facilities. Inquiries regarding compliance with the nondiscrimination policy and the appropriate grievance procedure may be directed to: Educational Equity Coordinator, Southwestern Community College, 1501 W. Townline St., Creston, IA 50801, (641) 782-1456 or 1-800-247-4023 ext. 456.

AUTHORIZATION

We, the undersigned, hereby certify that we are the properly authorized officers of the organizations sought to be bound by this contract, and that we do hereby accept the terms and conditions provided herein, or attached hereto as supplementing any section hereof, and attest that we sign this document on behalf of the contracting entity to the contract:

PARTICIPANT SCHOOL DISTRICT  
IN THE COUNTY OF MONTGOMERY  
IN THE STATE OF IOWA

PROVIDER, SOUTHWESTERN  
COMMUNITY COLLEGE  
(MERGED AREA XIV)

By: \_\_\_\_\_  
Signature

By: \_\_\_\_\_  
Signature

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

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



## EQUAL EDUCATIONAL OPPORTUNITY

The board will not discriminate in its educational activities on the basis of race, color, national origin, religion, sex, disability, (*creed, sexual orientation, gender identity, socioeconomic status*) or marital status.

The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The board is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, color, religion, sex, marital status, national origin, (*creed, sexual orientation, gender identity, socioeconomic status*) or disability. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

Legal Reference:      20 U.S.C. §§ 1221 *et seq.* (1994).  
                             20 U.S.C. §§ 1681 *et seq.* (1994).  
                             20 U.S.C. §§ 1701 *et seq.* (1994).  
                             29 U.S.C. § 794 (1994).  
                             42 U.S.C. §§ 12101 *et seq.* (1994).  
                             34 C.F.R. Pt. 100 (2002).  
                             34 C.F.R. Pt. 104 (2002).  
                             Iowa Code §§ 216.9; 256.11, .11A; 280.3 (2003).  
                             281 I.A.C. 12.

Cross Reference:      101      Educational Philosophy of the School District  
                             401.1    Equal Employment Opportunity  
                             500      Objectives for Equal Educational Opportunities for Students  
                             506.1    Student Records

Approved February 12, 1996      Reviewed March 14, 2005      Revised: April 11, 2011  
Approved: May 23, 2011

Item 6.2.1 Red Oak Curriculum Council Report – Curriculum Director Barb Sims

**[Board Goal Reference: District Goal for Teaching and Learning:** The Iowa Test of Basic Skills (grades 3 to 8) and Iowa Test of Educational Development (grades 9 to 11) will increase to match or exceed expected standards.]

**BACKGROUND INFORMATION:** The Red Oak Curriculum Council (in its first year of operation) has completed significant work that will impact students' achievement for years to come.

Rather than go into a lengthy summary of what is proposed and recommended, Terry will yield to Curriculum and Instruction Director Barb Sims for this very critical report with recommendations.

A major curriculum adoption can easily carry a fiscal note of \$75,000 to \$125,000. The last adoption (math) approved by the Directors two years ago was implemented over a two year period of time in order to adequately fund it.

This year the Red Oak CSD received one-time funds from the federal government entitled "Ed Jobs Funds". These funds have been used for existing salaries which has freed money for very important curriculum and instruction projects such as the one presented by Barb Sims this evening. Red Oak CSD received just over \$200K in federal funds. This is very good news for the further development of badly needed resources for the district's literacy improvement effort.

Please allow Barb Sims the needed time to present the overview and recommendations.

**SUGGESTED BOARD ACTION:** (to be provided)

## Needs Assessment for Reading/Writing in grades K-12 for Red Oak Community School District

- No systematic researched based program in place for both reading and writing for grades K-8 to cover all the reading/writing components to include: phonemic awareness, phonics, comprehension, vocabulary, fluency, writing.
- Washington Intermediate does not have a book room nor do they have guided reading materials available for leveled reading to provide differentiated reading instruction.
- Red Oak Middle School does not have a book room nor do they have guided reading materials available for leveled reading to provide differentiated reading instruction.
- Inman Primary has a book room with guided reading materials but is in need of a program for phonics and also authentic reading materials to support students reading at level M and above for comprehension focus groups.
- HS teachers are using textbooks and have them in place with the exception of the "Second Chance Reading" class.

### What do we have in place?

- Inman has a guided reading program and book room.
- Teachers grades K-5 have been trained in SBRR strategies through Reading First. (staff turnover has weakened use of strategies)
- Washington and middle school teachers have personally purchased book sets and are using materials from the AEA.
- Use of text books for literacy at the HS is in place. Some text books are in rough shape and need replaced.
- Materials for "Second Chance Reading" are just being pulled from various places by the teacher.

### Reading/Language Arts Materials' Research-

- As part of the SINA Process, it was determined that materials for literacy were missing in some buildings and not well organized in others, especially at Washington and the Middle School. There was no systematic approach to teaching reading and writing K-8, and teachers from one class to the next were not aware of what their colleagues were using or teaching.
- On September 29, 2010, Washington staff sent a team of teachers to observe at Shenandoah Schools, visit with their literacy coach, and ask questions about the program they were using (Developmental Studies) and talk about how they have improved since their SINA plan was implemented.

- From September to March, teachers at Washington have been researching other school districts and companies for data that support student improvement with the help of Kerry Aistrophe from the AEA.
- February 23, 2011 the Middle School and High School teachers listened to a presentation from Houghton-Mifflin-Harcourt.
- February 24, 2011, the elementary teachers listened to a presentation from Houghton – Mifflin – Harcourt and their Journeys literacy materials program.
- On March 31, 2011, teachers from grades DK-5<sup>th</sup>, reading/language arts teachers from middle school, K-8 literacy coach, and Gayle Allensworth attended a presentation conducted during professional development led by Dr. Jill Johnson from Drake University and Star Ann Kloberdanz (literacy coach from Shenandoah). Dr. Johnson provided information and review of a comprehensive reading/writing program. She provided sample materials, information, and answered questions in regards to Developmental Studies. Developmental Studies is a non-profit organization that has done research on best practice for teaching reading/vocabulary/writing in grades K-6 and reading for grades 7 & 8. Star Ann Kloberdanz was there to answer questions and offer information as to the success of this program and its use in the Shenandoah School District.
- April 1, 2011 – Representatives from the communication committee met to research, discuss, and select reading/writing/vocabulary/spelling materials. Representatives included: Norma Fast, Debbie Graber, Lauren Finn, Tracy Vannausdle, Sue Ann Crouse, Rebecca Sterbick, Kelly Jones, Angie Montgomery, Sue Timmerman, Mary Carlson, Kay Soden, Vicki Sickels.
- The team met with the Scholastic book representative to explain purpose of guided reading and use of authentic text.
- Following the presentation of the Scholastic book representative, the committee began listing what pieces would need to be in place to complete the void at each building in reading/writing materials for our district. The committee discussed quality and concerns for each company that had presented to our committee.
- Materials were selected based upon needs and quality of materials. The committee used 2 days to select materials and write the required "Materials Evaluation" sheet created by SINA committee and approved by ROCC group.
- High School teachers did look at text books, but after further discussion with teachers, and the prospect of the one-to-one initiative, it was decided that they could use what they have for another year and research what would be best to use with teaching strategies that may be changing. So at this point, there are only materials listed for the Second Chance Reading class at the HS.

The Communications Committee is recommending the purchase of the following:

1. Priority

Developmental Studies – Making Meaning, Vocabulary, and Becoming a Writer grades K-6 and Making Meaning for grades 7<sup>th</sup> and 8<sup>th</sup>.

	\$60,898.06
Vowac – DK, Kindergarten, & 1 <sup>st</sup> grade	\$ 2,993.00
Scholastic (materials for 4 <sup>th</sup> -6 <sup>th</sup> )	\$26,940.00
Scholastic (materials for 2 <sup>nd</sup> -3 <sup>rd</sup> )	\$ 7,146.85
Scholastic shipping	\$ 3,067.82
Booksource (materials for 6 <sup>th</sup> -8 <sup>th</sup> )	\$ 2,596.32
The Trait Crate (Scholastic writing grades 7 <sup>th</sup> & 8 <sup>th</sup> )	\$ 250.00
Achieve 3,000 for 50 HS students – pilot program	\$ 4,955.00
Subtotal	\$104,847.05

(Shipping will be added to above orders-exception is Booksource (no shipping) and Scholastic (already figured in))

The Red Oak Curriculum Council would also like to make the following recommendation for the Middle School:

1. Middle School Digital Citizenship

After reviewing the attached curriculum for Digital Citizenship, we believe that it is imperative that students be exposed to this curriculum in light of our one-to-one initiative. How it is planned to be implemented at the Middle School should be up to the Middle School administration. We would like the digital citizenship curriculum to be endorsed by our Board of Education.

2. Extended Courses for an Elective Program:

We would like the 7<sup>th</sup> and 8<sup>th</sup> grade students to have an opportunity to make some choices in their educational path. After discussing possibilities with Middle School staff the following proposal was presented to the Red Oak Curriculum Committee:

The 8<sup>th</sup> grade students will be choosing two of the following: Choir, Study hall, Extended Tech, Computers, Extended Art, and Band. NO STUDENT will be able to take more than one study hall. This elective program would be in addition to the required exploratory courses which are required: such as art, technology, family and consumer science, health, and basic computers.

Extended Art and Extended Tech is for students who would like to take an additional quarter of those two electives because they like it so much. Not all students get to complete all the stations in Mr. Crouch's Tech class. Not all students are allowed to take on Art projects beyond what the entire class is expected to do. Both "Extended" Classes are offered as just that. An extension of what the general Art 8 or Tech 8 couldn't offer. We currently have NO electives other than Band.

The 7<sup>th</sup> Grade would only have two choices to make, not a full elective program. They could choose between Band and Study Hall and they would choose between Performing Choir 7 or General Music 7 (which will learn the same pieces as the Performing classes, while at the same time work on other pieces of music, literature and video, covering the same musical standards in each class.)

The curriculum committee endorses this concept. It is important to start having Middle School students have some choice in the program path they take.

## Program, Textbook, or Materials Evaluation

<p>Material being evaluated: Journeys Basal Reading : Houghton Mifflin Harcourt</p>	<p>Classroom Teacher: Debbie Graber</p> <hr/> <p style="text-align: center;">Developmental Kindergarten</p>
<p><b>General Learning Issues</b></p>	
<p>1.A. How does the program set high expectations for students? B. Is this program research-based and considered "best practice?"</p>	<p>A. Journeys Grab and Go Resources include assessments by lessons targeting letter knowledge (recognition and sound), vocabulary, summarizing, inferencing, purpose and details and comprehension. B. Journeys combines the five key components of research-based literacy instruction: Phonemic awareness, systematic phonics instruction, fluency instruction, vocabulary instruction, and text comprehension instruction.</p>
<p>2. A. How does the program help students learn through a variety of strategies and approaches? B. Are all learning styles addressed? C. Does the program provide a teacher's guide for differentiated instruction?</p>	<p>A. Journeys provides leveled student books both hard copies and student electronic versions (eBooks). Journeys combines whole group and small group instruction. Students will learn skills that range from Book Handling skills using a big book to identifying nouns using the poem that coincides. B. The four categories of learners are: struggling readers, on-level readers, advanced readers, and English language learners. C. Lesson 1 whole group lesson targets vocabulary and vocabulary strategies, comprehension and fluency.</p>
<p>3. A. How does the program foster learning that is based on inquiry? B. Problem solving? C. Application of key issues and concepts?</p>	<p>A. The Curious About Words from Journeys is intensive and systematic vocabulary instruction. This curriculum is designed to specifically strengthen the vocabulary of children with limited vocabulary. This supplements the core vocabulary instruction. Teacher read alouds foster questioning and inquiry from both fiction and non-fiction texts. All words are from research based lists of high utility words, including academic content vocabulary (Tier II). B. Includes both informative and realistic fictional texts. C. We could easily enhance instruction by using varied literature (non fiction and fiction) and texts in the Inman literacy center.</p>
<p>4. How does the program point to connections between topics within this core subject and across the disciplines to other subjects?</p>	<p>Unit 1 in Journeys focuses on family (social studies), communities, jobs in our community, school and home This lesson focuses on text structures (poems and big books), identifying parts of books and sharing end products (communications)</p>
<p>5. A. How does this program support all learners at all levels? B. Interventions processes and ideas? C. Extension activity directed toward students who have demonstrated mastery?</p>	<p>A. Journeys includes whole and small group lessons for differentiating instruction. Texts are leveled. The four categories of learners are: struggling readers, on-level readers, advanced readers, and English Language learners. B. Journeys also includes enrichment and interventions in word work, think and write, comprehension and fluency, and the digital learning center. GO DIGITAL Journeys includes resources to support every classroom for K-6. C. As our district moves forward to provide digital learning opportunities, Journeys provides student ebooks, Kindergarten interactive charts, write-in reader ebooks, Destination Reading for skill practice which progress monitors, WriteSmart CD Rom, Online leveled readers, online vocabulary readers which allow teachers to assign home or independent work, interactive focus walls, teacher ebook, Assessment CD Rom for online weekly and unit benchmarking assessments.</p>

## Program, Textbook, or Materials Evaluation

<p>6. In which ways does the program foster core thinking through technology? (calculators, computers, software, on-line projects, etc.)</p>	<p>GO DIGITAL Journeys includes extensive digital resources listed above!</p>
<p>7. A. To what extent is student discussion and interaction fostered in the classroom?  B. Is discussion essential to learning or is it an added activity?</p>	<p>A. There are many read alouds and discussions planned in the lessons. In Unit 1, under :Listening Comprehension: Begin brainstorming by discussing these questions: Where does Dad take the boy? What are some jobs they do at the school? B. Discussion is essential to learning with Journeys.</p>
<p>8. What kinds of teacher communication and student-teacher interaction are fostered in the classroom?</p>	<p>Teacher read-alouds, teacher pre-teaching vocabulary, teacher-student discussion of targeted skills such as sequence of events, inferring and predicting, discussion of vocabulary strategies, phonics practice, fluency practice and modeling, brainstorming topics for learning research skills, grammar and language practice.</p>
<p>9. To what extent is writing about the core subject fostered?</p>	<p>Journeys includes a strong writing component to each lesson or Unit. For example: Unit 1 focuses on labeling pictures (family members).</p>
<p><b>Implementation</b></p>	
<p>1. How does this program assist the teacher to understand and manage all of its components?</p>	<p>The lesson plans in Journeys are well organized and provide support to the teacher for organizing the lesson and providing step by step plans for Unit projects for reading, research, and writing. Each Unit also has a Focus Wall of all components, essential skills being taught in that unit. For Example: Lesson 1 Focus Wall includes: Target main idea skill. Target strategy is summarizing. Fluency, Word Recognition. Vocabulary strategies: classify and categorizing family words. Grammar:nouns for people. Writing:Labeling</p>
<p>2. What information is sent home to parents about children's learning?</p>	<p>Journeys weekly and monthly benchmark assessments based on phonemic awareness skills, letter knowledge and high-frequency word recognition could be sent home for parents to monitor progress.</p>
<p>3. A. How does the program foster students' application of the core subject learning at home?  B. On their own?  C. with their parents?</p>	<p>GO DIGITAL Journeys resources encourage the home/school connection and parent partnership. The students respond to questions with a text to self which is geared toward either struggling , on level or advanced level. This could be sent home to work on with their parents for a home-school connection.</p>



## Program, Textbook, or Materials Evaluation

<p>4. What transitions from current practice will our staff need to make to teach this program?</p>	<p>The lesson plans in Journeys are well organized and provide support to the teacher for organizing the lesson and providing step by step plans for Unit projects for reading, research, and writing. Each Unit also has a Focus Wall of all components which helps teachers clearly identify the skills to be worked on in the lesson.</p>
<p>5. What kinds of in-service plan would this program require to insure successful implementation?</p>	<p>With the understanding that the D.K. room being the only room implementing the Journey program, I would like time to observe another school who is currently using this program successfully.</p>
<p>6. A. How should the program be introduced?  B. Which grades?  C. In which order?</p>	<p>I believe this program would be beneficial for my D.K. students. This program is systematic in introducing the concepts my students need for their pre-reading skills.</p>
<p>7. What communication to parents is available to explain this program?</p>	<p>During our Parent Orientation night, along with our Classroom Meet Your Teacher Night, I will be able to clearly show the parents the Journeys program that will be implemented in my room. Weekly newsletters home, will also communicate to the parents what the students are learning.</p>
<p><b>Assessment</b></p>	
<p>1. A. What assessment practices are used?  B. Are they consistent with instructional practices?  C. Should formative assessment be provided? If so, are they useable?  D. What is the assessment pacing?</p>	<p>Journeys provides digital and blackline masters that covers phonemic awareness, letter names and phonics, high-frequency words and listening comprehension at the end of each learning unit. Writing is assessed in each unit beginning at unit 3. The assessment coincides with the instructional practices</p>
<p>2. A. To what extent does the program help students to understand for themselves what they know and don't know?  B. What technology support will be provided for progress monitoring?</p>	<p>With the wide variety of texts presented, it will help the students develop interests and be able to identify what interests them. They will be learning about family and community, jobs, sealife and plants, just to name a few rich topics that will be covered. Technology support includes Kindergarten Interactive eCharts that helps to build oral language, reading and writing skills in an inviting interactive way.</p>

## Program, Textbook, or Materials Evaluation

<p>3. To what extent does the program offer a comprehensive approach? (i.e., providing many perspectives to understand students' progress?)</p>	<p>Using the Test Record Form available for each unit test, it will be easy to monitor student progress and learning. It will help to identify where the student is at academically and what areas I will need to focus on in small group or one on one time.</p>
<p><b>Summary</b></p>	
<p>1. What is the overall program structure for the understanding of this core subject?</p> <p>A. Self contained lesson after lesson</p> <p>B. Widening spiral of topics</p> <p>C. In-depth exploration of topics over time</p> <p>D. themes or big questions</p> <p>E. Other</p>	<p>A. Journeys is a comprehensive program for teaching literacy in K-6. Lessons are self-contained, and leveled to meet individual needs of students in all areas of literacy development. Each Unit includes a Unit project to broaden the scope of knowledge, teach researching skills, and encourage individual student interests in literature and writing. The Unit projects encourage in-depth exploration of topics over time. Each Unit has a "Big Idea". For example: Unit 1: Big Idea: We see all kinds of people each day. Each Unit asks an essential question? For example: Unit 1 Essential question is : How can I find the most important ideas in a selection? Each Unit includes a Checkpoint for the Unit project. Phonics, Vocabulary, Comprehension, Fluency, Listening and Speaking, and Writing are integrated throughout each unit.</p>
<p>2. A. To what extent does this program offer a complete or comprehensive education for our students?</p> <p>B. To what extent has research shown that the adoption of this program results in higher student achievement in this subject area?</p>	<p><a href="http://www.hmhschool.com/journeys">www.hmhschool.com/journeys</a> for a virtual sampling if you wish to see more about Houghton Mifflin Harcourt Journeys. You will see: <a href="#">complete online teacher editions</a>, <a href="#">complete online student editions</a>, <a href="#">Journeys Digital Tour</a>, <a href="#">Journeys Core Resources</a>. For example of an efficacy study: <a href="http://hmheducation.com/milwaukee/resources_12.php">http://hmheducation.com/milwaukee/resources_12.php</a></p>
<p>3. To what extent does this program prepare elementary students for continued learning in secondary education?</p>	<p>Houghton Mifflin Harcourt Journeys includes a Unit Project in each unit to foster a love of inquiry, teamwork, problem solving, imagination, and the reading and writing connection. Journeys also encourages literature-based learning to inspire students to love reading for enjoyment and for learning. Teacher read alouds foster continued modeling of skillful reading and thinking.</p>
<p>4. How would our students' subject area education be different as a consequence of adopting this program?</p>	<p>Students would receive research -based literacy instruction consistently throughout K-6 by using Journeys. Students reading, vocabulary, fluency, comprehension, and inquiry skills would all be strengthened. The intensive vocabulary instruction would provide a systematic approach to teaching our students the academic vocabulary (Tier II) that they need to support comprehension and background knowledge.</p>

## Program, Textbook, or Materials Evaluation

<p>Material being evaluated: VoWac/K-Wac/Pre-K Wac</p>	<p>Name/Building/Teaching Assignment:DK-1st and ELL Debbie Graber (DK) SueAnn Crouse (K) Kelly Jones (1st) Lauren Finn (ELL)</p>
	<p>Date: 4/1/11</p>
<p><b>General Learning Issues</b></p>	
<p>1.A. How does the program set high expectations for students? B. Is this program research-based and considered "best practice?"</p>	<p>The goal of the VoWac program is to help children become more proficient readers, speakers and spellers. In order for something to be mastered, its components need to be understood. The vision is to make language an understandable process that children can control. B. This program is considered "best practice", by focusing on all types of learners.</p>
<p>2. A. How does the program help students learn through a variety of strategies and approaches? B. Are all learning styles addressed? C. Does the program provide a teacher's guide for differentiated instruction?</p>	<p>A ,B. Each VoWac lesson addresses the three learning modalities: visual, auditory, and kinesthetic-tactile. The balanced approach used in lessons helps students discover and develop thinking skills. C. There is a supplemental guide with teaching tips/activities to help with differentiated instruction.</p>
<p>3. A. How does the program foster learning that is based on inquiry? B. Problem solving? C. Application of key issues and concepts?</p>	<p>A.This program allows students to question themselves within each lesson based on skills taught. B. This program allows students to problem solve by applying knowledge to daily activities. C. This program encompasses all aspects of a well-rounded phonics program, covering all essential phonetic rules, in turn, creating better readers and writers.</p>
<p>4. How does the program point to connections between topics within this core subject and across the disciplines to other subjects?</p>	<p>The concepts covered in this program help students in reading and writing as well as the other core subject areas.</p>
<p>5. A. How does this program support all learners at all levels? B. Interventions processes and ideas? C. Extension activity directed toward students who have demonstrated mastery?</p>	<p>A, B, C. The skills within this program are designed to be taught in various manners to reach students at there level. The lessons can be expanded or revisited as necessary. The lessons can be used in whole group as well as small group.</p>

## Program, Textbook, or Materials Evaluation

<p>6. In which ways does the program foster core thinking through technology? (calculators, computers, software, on-line projects, etc.)</p>	<p>This program fits in well with "Essential Skills", a computer program that is already in place at our building. Downloads, which include activities, practice pages and also assessments, are available for teacher use, through the website.</p>
<p>7. A. To what extent is student discussion and interaction fostered in the classroom?  B. Is discussion essential to learning or is it an added activity?</p>	<p>A. Student discussion is a very essential part of this program. The lessons are designed around peer sharing and discussions about the rules. Students feel confident enough in their own learning to intervene and help a student who may be struggling with the teacher's instruction. B. Discussion is embedded and essential to each and every lesson throughout VoWac.</p>
<p>8. What kinds of teacher communication and student-teacher interaction are fostered in the classroom?</p>	<p>Discussions throughout the program are used in both whole-group and small group instruction. Daily feedback is given to the student by the teacher as well as student to student. There is teacher modeling throughout the lessons which help drive student discussion.</p>
<p>9. To what extent is writing about the core subject fostered?</p>	<p>Everyday there is a writing component to help the students deepen his/her understanding of the skill being taught.</p>
<p><b>Implementation</b></p>	
<p>1. How does this program assist the teacher to understand and manage all of its components?</p>	<p>VoWac has a systematic approach that guides the teacher in his/her teaching. The guide, as well as all of the materials are teacher friendly and are easy to deliver.</p>
<p>2. What information is sent home to parents about children's learning?</p>	<p>The program will be outlined at "Meet your teacher night" as well as in report cards and ongoing newsletters from individual classrooms.</p>
<p>3. A. How does the program foster students' application of the core subject learning at home?  B. On their own?  C. with their parents?</p>	<p>A. After certain activities have been used in the classroom the materials will be sent home with the child for extension activities at home. Instructions for parents are sent along with the materials to aid parents in helping their student. B, C. Activities are a blend of independent and with a parent.</p>

## Program, Textbook, or Materials Evaluation

4. What transitions from current practice will our staff need to make to teach this program?	DK and K will make a transition from searching for needed materials and fishing for instructional materials to having a systematic and comprehensible approach to teaching letters, sounds, and phonics rules. PK-Wac and K-Wac are presented in a way that is flexible enough for the teachers to make the decision as to what his/her own students need and in what order.
5. What kinds of in-service plan would this program require to insure successful implementation?	Each DK and Kindergarten teachers will need to take time to observe either a first grade teacher in Red Oak (who has piloted this program during the 2010-2011 school year) and/or observe teachers in the Denison Lutheran and Catholic Schools where they have seen much success.
6. A. How should the program be introduced?  B. Which grades?  C. In which order?	A,B,C. The program will be introduced with high fidelity at the Kindergarten level, and then built upon in First grade. The Developmental Kindergarten room will be introduced to the vocabulary and other smaller components of the program to aid those students who will be emerged in the program in their Kindergarten year.
7. What communication to parents is available to explain this program?	Please refer to Question 2.
<b>Assessment</b>	
1. A. What assessment practices are used?  B. Are they consistent with instructional practices?  C. Should formative assessment be provided? If so, are they useable?  D. What is the assessment pacing?	A. There are daily assessments via anecdotal records, daily work pages, as well as end of the unit testing. B. The assessments are modeled around the same practices that are used during instruction. C. Formative assessments are provided and have been found to be highly useful in obtaining information to meet the needs of the students. D. The summative assessments are on average every two to three weeks, and are in addition to the daily on going assessments.
2. A. To what extent does the program help students to understand for themselves what they know and don't know?  B. What technology support will be provided for progress monitoring?	A. The teacher gives frequent feedback to the student on his/her progress. B. Continued use of technologies already in place throughout the district that support literacy development will partner with this strong phonics program for progress monitoring.

## Program, Textbook, or Materials Evaluation

<p>3. To what extent does the program offer a comprehensive approach? (i.e., providing many perspectives to understand students' progress?)</p>	<p>There are various assessment tools used in the program to help specify where a student may be lacking in knowledge to then help better support the student where they need. The daily communication and feedback in a small group or one-on-one setting is crucial to assist the student in monitoring his/her own progress.</p>
<p><b>Summary</b></p>	
<p>1. What is the overall program structure for the understanding of this core subject?</p> <p>A. Self contained lesson after lesson</p> <p>B. Widening spiral of topics</p> <p>C. In-depth exploration of topics over time</p> <p>D. themes or big questions</p> <p>E. Other</p>	<p>VoWac consists of self contained lessons that spiral throughout the duration of the year. VoWac creates a strong core phonics program that is revisited throughout the year as well as from one year to the next. There will also be consistency between DK through First grade.</p>
<p>2. A. To what extent does this program offer a complete or comprehensive education for our students? B. To what extent has research shown that the adoption of this program results in higher student achievement in this subject area?</p>	<p>A. VoWac teaches the essential phonemic concepts needed in a comprehensive phonics program. It is presented in a systematic approach that is meaningful to both the teacher and student. B. This program has been successfully piloted in the first grade. The first grade team has seen vast improvement in their students from previous years in phonic skills as well as other content areas.</p>
<p>3. To what extent does this program prepare elementary students for continued learning in secondary education?</p>	<p>VoWac creates a strong phonics foundation that is essential for prereading and reading skills. This will help them to become strong independent readers throughout their education.</p>
<p>4. How would our students' subject area education be different as a consequence of adopting this program?</p>	<p>The implementation of VoWac will strengthen our student's education by having a strong and consistent phonics program from DK/K through First grade. This program hits all the key components of a well rounded phonics program, as well as offers teachers the flexibility to meet each and every student at his/her level.</p>

## Program, Textbook, or Materials Evaluation

<p>Material being evaluated: Making Meaning (Comprehension, Being a Writer, and Vocabulary) / Developmental Studies</p>	<p>Name/Building/Teaching Assignment: SueAnn Crouse (K), Kelly Jones (1st), Rebecca Sterbick (2), Tracy Vannausdle (3) Inman Primary School and Lauren Finn (ELL) District Wide-K-3 Team</p>
	<p>Date: March 31st, 2011</p>
<p><b>General Learning Issues</b></p>	
<p>1.A. How does the program set high expectations for students? B. Is this program research-based and considered "best practice?"</p>	<p>A. Developmental Studies Making Meaning, Being a Writer, and Vocabulary programs set high expectations for students through explicit instruction in reading comprehension strategies, writing process, and intensive vocabulary instruction. All materials are aligned with Iowa Common Core standards and are research-based. The programs also include high expectations for social and ethical development for students. B. All of the materials are aligned with Common Core and are considered best practice.</p>
<p>2. A. How does the program help students learn through a variety of strategies and approaches? B. Are all learning styles addressed? C. Does the program provide a teacher's guide for differentiated instruction?</p>	<p>A. This program meets students at their developmental and instructional level. There are auditory, visual, and kinesthetic components throughout the program. B. Throughout the program, all learning styles are addressed thoroughly. C. Within the teacher's manual there are suggestions for differentiation and reteaching. There are also suggestions for providing more support for ELL.</p>
<p>3. A. How does the program foster learning that is based on inquiry? B. Problem solving? C. Application of key issues and concepts?</p>	<p>A. The writing program encourages writing based on a student's desire to explore a topic within the given genre. This allows students to write about what they want while practicing a specific skill. B. Text, writing and vocabulary all foster learning through problem solving. C. This program helps develop a love of writing and reading through quality and authentic literature, guided writing process instruction, and providing a clear scope and sequence for each grade level.</p>
<p>4. How does the program point to connections between topics within this core subject and across the disciplines to other subjects?</p>	<p>With this program there are many opportunities for exploration and learning to be done through non-fiction text. This program encourages social growth by teaching students respectful and responsible sharing. Through inquiry of a science/social studies topic, the student will connect to this knowledge through reading, writing, and vocabulary.</p>
<p>5. A. How does this program support all learners at all levels? B. Interventions processes and ideas? C. Extension activity directed toward students who have demonstrated mastery?</p>	<p>A. This program is flexible and allows for the teacher to meet all learners at the learner's level. B. This program does include some intervention ideas, however we feel that as a district we would still need training on, and possibly a trained consultant within the district to help support our teachers. C. The structure of the program is designed to teach a love of reading and writing. If used correctly, our students will naturally rise above through their own inquiry.</p>

## Program, Textbook, or Materials Evaluation

<p>6. In which ways does the program foster core thinking through technology? (calculators, computers, software, on-line projects, etc.)</p>	<p>Using computers our students will be able to publish his/her own writing, as well as be able to share with classmates, pen pals or buddy classrooms, and at home blogging. The students will also use computers to do research as they explore the topics for reading and writing.</p>
<p>7. A. To what extent is student discussion and interaction fostered in the classroom?  B. Is discussion essential to learning or is it an added activity?</p>	<p>A. This program is designed around discussions between students as well as students with the teachers. The social skills that are imbedded in the program help the students to learn as well as practice good discussion etiquette. B. Discussion is essential to the framework of this program. The students are constantly conversing with one another and the teachers.</p>
<p>8. What kinds of teacher communication and student-teacher interaction are fostered in the classroom?</p>	<p>There is constant communication between the student and teacher throughout this program. Both the reading and the writing programs encourage conferencing between the students and the teachers. There is a lot of teacher modeling for comprehension strategies (read-alouds) and for writing. Class meetings happen every week to have the students discuss where they are with their reading and their writing and to help the teacher monitor progress.</p>
<p>9. To what extent is writing about the core subject fostered?</p>	<p>In Making Meaning, partnered with Being a Writer, a connection between reading and writing is natural and expected. The Being a Writer program is used along side Making Meaning to teach the craft, skills, and conventions of writing.</p>
<p><b>Implementation</b></p>	
<p>1. How does this program assist the teacher to understand and manage all of its components?</p>	<p>All three components of the Developmental Studies (Making Meaning, Being a Writer, and Vocabulary) connect together and provide a clear scope and sequence. When used in conjunction with the Daily 5, students will see connections and develop a routine that fosters a love for reading, writing, and inquiry.</p>
<p>2. What information is sent home to parents about children's learning?</p>	<p>There are parent letters provided in both English and Spanish that will be sent home at the end of each unit. These letters will include the comprehension strategy and social skill focused on in that unit. They encourage parents to become active members of their child's reading community.</p>
<p>3. A. How does the program foster students' application of the core subject learning at home?  B. On their own?  C. with their parents?</p>	<p>On their own: The students are encouraged to use the reading comprehension strategies taught in the classroom with their own personal reading books. Parents: The letters sent home to the parents encourage families to make trips to the local library, set aside a time to read every day, stop while reading to discuss the story, and model good listening skills.</p>



## Program, Textbook, or Materials Evaluation

<p>4. What transitions from current practice will our staff need to make to teach this program?</p>	<p>We will need to allow students sufficient time for independent leveled reading in the classroom. We will need careful scheduling for reading and writing workshop along with interventions and enrichment planning. On going professional development and weekly PLC's would be necessary.</p>
<p>5. What kinds of in-service plan would this program require to insure successful implementation?</p>	<p>Teachers would need on-going professional development to implement successfully. Developmental Studies offers coaching and modeling for teachers, interactive workshops, principal sessions, and support for district coaches and leaders.</p>
<p>6. A. How should the program be introduced?  B. Which grades?  C. In which order?</p>	<p>Developmental Studies (Making Meaning, Being a Writer, and Vocabulary) should be introduced as a comprehensive, research based literacy program designed to meet the needs of all students in grades K-3. Implementation should begin in fall of 2011.</p>
<p>7. What communication to parents is available to explain this program?</p>	<p>There is an introductory parent letter explaining the program and what the parents' part in the success of the program is. We would also include information and news about the new program on our Inman website.</p>
<p><b>Assessment</b></p>	
<p>1. A. What assessment practices are used?  B. Are they consistent with instructional practices?  C. Should formative assessment be provided? If so, are they useable?  D. What is the assessment pacing?</p>	<p>A. Making Meaning includes resources for formative assessments designed to help teachers think about the performance and needs of the whole class. Being a Writer includes an assessment resource book that contains information to assess writing and social skills in individual students and the class. Vocabulary includes performance assessments throughout the program to track student progress and plan for proper interventions. B. All three programs include various assessment techniques that mirror how the instruction looks. C. Formative assessments are provided and are practical. D. Making Meaning-per skill and can be used over and over, Being a Writer- every writing piece will be assessed using 6+1 writing traits, Vocabulary- is assessed every two weeks.</p>
<p>2. A. To what extent does the program help students to understand for themselves what they know and don't know?  B. What technology support will be provided for progress monitoring?</p>	<p>A. Throughout the program there are many opportunities for self-reflection, peer reflection and editing, as well as teachers to reflect with students. Students will be responsible for reading appropriately leveled books during an individualized daily reading block. This is a core component to the program. B. Continued use of technologies already in place throughout the district that support literacy development will partner with this strong core literacy program for progress monitoring.</p>

## Program, Textbook, or Materials Evaluation

<p>3. To what extent does the program offer a comprehensive approach? (i.e., providing many perspectives to understand students' progress?)</p>	<p>The program is based on individual student literacy development. All assessments, programs, and activities meet each and every student at his/her level to provide the support the student needs to continue their progress. i.e. teacher observations, conferences, assessment of own authentic writing.</p>
<p><b>Summary</b></p>	
<p>1. What is the overall program structure for the understanding of this core subject?</p> <p>A. Self contained lesson after lesson</p> <p>B. Widening spiral of topics</p> <p>C. In-depth exploration of topics over time</p> <p>D. themes or big questions</p> <p>E. Other</p>	<p>This overall structure of this program is a widening spiral of the skills throughout the grade levels. In Making Meaning there is a strong core of comprehension strategies that are revisited not only throughout the year, but from grade level to grade level. With the implementation of this program, there will be a consistency from grades Kindergarten through 8th grade which is vital in the process of reading and writing.</p>
<p>2. A. To what extent does this program offer a complete or comprehensive education for our students?</p> <p>B. To what extent has research shown that the adoption of this program results in higher student achievement in this subject area?</p>	<p>A. This program is centered around the idea that students will develop socially as well academically through authentic literacy opportunities. For example the students listen to a teacher read-aloud/think-aloud and are then given the opportunity to share with a peer what they heard, saw, or learned. The writing is also put in place to help students develop as writers and as caring, collaborative people. This program helps to develop students as whole people-academically, socially, and ethically. B. The creators of Making Meaning, Being a Writer and Vocabulary drew on 20 years of research by people who described the strategies that proficient readers naturally use and the conditions that foster those strategies in children. This program has time and resources built in for differentiated instruction, the five components of literacy, 6+1 writing traits and is scientifically research based.</p>
<p>3. To what extent does this program prepare elementary students for continued learning in secondary education?</p>	<p>With the implementation of this program from Kindergarten to 8th grade, students will have a solid foundation to continue learning into secondary education. This will also help our secondary teachers know what has been taught and how.</p>

## Program, Textbook, or Materials Evaluation

<p>4. How would our students' subject area education be different as a consequence of adopting this program?</p>	<p>The implementation of Making Meaning, Being a Writer and Vocabulary will strengthen our student's education by having the consistency from grades Kindergarten through 8th grade. This strong research based instructional tool hits all the key components of a well rounded literacy program, as well as offers teachers the flexibility to meet each and every student at his/her level.</p>
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## Program, Textbook, or Materials Evaluation

<p>Material being evaluated: <b>Making Meaning/Vocabulary and Making Meaning/Being a Writer</b></p>	<p>Name/Building/Teaching Assignment: <b>Montgomery (4) and Timmerman (5) @ Washington</b></p>
<p>Date: 3/31/2011</p>	
<p><b>General Learning Issues</b></p>	
<p>1.A. How does the program set high expectations for students? B. Is this program research-based and considered "best practice?"</p>	<p>1A: The program offers explicit instruction in comprehension, vocabulary, and writing with a strong focus on social and ethical development. 1B: Yes; see studies</p>
<p>2. A. How does the program help students learn through a variety of strategies and approaches? B. Are all learning styles addressed? C. Does the program provide a teacher's guide for differentiated instruction?</p>	<p>2A: Lessons focus on teacher read-alouds, independent reading, small guided groups, and shared reading. <span style="float: right;">2B:</span> Yes 2C: Yes if the alternative texts are purchased in addition.</p>
<p>3. A. How does the program foster learning that is based on inquiry? B. Problem solving? C. Application of key issues and concepts?</p>	<p>3A: Encourages students to discuss and inquire with one another both in the whole group and the small group setting. This guided practice will allow students to apply this inquiry in their everyday reading. <span style="float: right;">3B: All components are focused on problem solving situations using authentic text.</span> 3C: All nine comprehension strategies are taught explicitly, introduced in grade levels that are developmentally appropriate. Skills are taught informally in lower grades and are given levels for mastery in upper grades ensuring that all skills are taught .</p>
<p>4. How does the program point to connections between topics within this core subject and across the disciplines to other subjects?</p>	<p>4: Key comprehension strategies are being taught directly at multiple grade levels. The teacher read-alouds in comprehension and writing are a good mix of fiction and non-fiction in many subject areas. Vocabulary words are taught using the same text from the comprehension read alouds.</p>
<p>5. A. How does this program support all learners at all levels? B. Interventions processes and ideas? C. Extension activity directed toward students who have demonstrated mastery?</p>	<p>5A: The program allows much flexibility for differentiating instruction within the program. Time is allowed to implement applications to their guided reading and individual reading time. <span style="float: right;">5B:</span> Alternative texts allow for reteaching as well as intervention support. Some intervention are included, however, we feel that more support may be needed for students as well as support from a trained interventionist. 5C: Students will develop a love for reading due to the focus on individual reading time with authentic texts.</p>

## Program, Textbook, or Materials Evaluation

<p>6. In which ways does the program foster core thinking through technology? (calculators, computers, software, on-line projects, etc.)</p>	<p>6: Students will be able to use computers to research and share their writing with one another.</p>
<p>7. A. To what extent is student discussion and interaction fostered in the classroom?  B. Is discussion essential to learning or is it an added activity?</p>	<p>7: A: The whole program is focused on student interaction and discussion through teacher-read alouds and skill building. Skills are demonstrated to students and they are given time to practice those strategies. (Think-Pair-Share) 7B: Discussion is an essential component of this program.</p>
<p>8. What kinds of teacher communication and student-teacher interaction are fostered in the classroom?</p>	<p>8: Read-alouds with teacher modeling of strategies, reading and writing teacher/student conferences take place, teachers are modeling their own writing and sharing with students are an "aloud" model.</p>
<p>9. To what extent is writing about the core subject fostered?</p>	<p>9: Greatly! Writing is a core component of this program that teaches the writing craft, skills, and conventions of being a lifelong writer.</p>
<b>Implementation</b>	
<p>1. How does this program assist the teacher to understand and manage all of its components?</p>	<p>1: A very easy program to manage! Three component that contain authentic read alouds, rich vocabulary, and mentor writing texts. All three components are easily incorporated into the Daily Five management model.</p>
<p>2. What information is sent home to parents about children's learning?</p>	<p>2: Parent letters in English and Spanish are sent home after each Unit containing suggestions for how to support their child at home.</p>
<p>3. A. How does the program foster students' application of the core subject learning at home?  B. On their own?  C. with their parents?</p>	<p>3A: Letters are sent home after each instructional Unit and include the most recent comprehension strategy and social skills the child has learned. Each letter also includes ways to support their child's home reading life. 3B: This program will develop a love for reading at home. Students are encouraged to use the strategies they learn in the classroom in their own personal reading and discuss it with their parents. 3C: Parents will see the importance of reading at home and put more of an emphasis on it.</p>

## Program, Textbook, or Materials Evaluation

4. What transitions from current practice will our staff need to make to teach this program?	4: We will need professional development on Daily Five management as well as help implementing the Developmental Studies program from both the company and schools and teachers currently using the program.
5. What kinds of in-service plan would this program require to insure successful implementation?	5: Professional development will need to be a consistent focus on implementing this new program and ensuring all teachers are comfortable and confident in their delivery. We need this focus to last beyond the first year of implementation so that new teachers as well as returning teachers will continue to be successful.
6. A. How should the program be introduced?  B. Which grades?  C. In which order?	6A: The program should be a comprehensive researched based literacy program designed to meet individual needs of all students. 6B/C: K-5 all introduced in the fall of 2011
7. What communication to parents is available to explain this program?	7: Introductory parent letter explaining the program. Also it will be important to visit with parents at meet your teacher night and conference times about the change in programs and how they can support that at home. Each month parent letters are sent home as well.
<b>Assessment</b>	
1. A. What assessment practices are used?  B. Are they consistent with instructional practices?  C. Should formative assessment be provided? If so, are they useable?  D. What is the assessment pacing?	1A: Class comprehension, individual comprehension, and social skills assessments. Assessments are done weekly and at the end of each Unit. Independent reading conferences are done informally to assess students as well as informal portfolio and social skills. B: Yes C: Yes, but it will have to be teacher created D: Weekly and end of each Unit.
2. A. To what extent does the program help students to understand for themselves what they know and don't know?  B. What technology support will be provided for progress monitoring?	2A: The teacher is encouraged to use informal checklists to check students for understanding. 2B: None is provided for technology

## Program, Textbook, or Materials Evaluation

<p>3. To what extent does the program offer a comprehensive approach? (i.e., providing many perspectives to understand students' progress?)</p>	<p>3: There is consistent monitoring of student progress with teacher/student interactions in all components of this program.</p>
<p><b>Summary</b></p>	
<p>1. What is the overall program structure for the understanding of this core subject?</p> <p>A. Self contained lesson after lesson</p> <p>B. Widening spiral of topics</p> <p>C. In-depth exploration of topics over time</p> <p>D. themes or big questions</p> <p>E. Other</p>	<p>1: B: Skills are introduced and constantly being put into practice as new skills are also being taught. Also, skills are taught sequentially in various grade levels in developmentally appropriate ways.</p>
<p>2. A. To what extent does this program offer a complete or comprehensive education for our students?</p> <p>B. To what extent has research shown that the adoption of this program results in higher student achievement in this subject area?</p>	<p>2A: Making Meaning is a complete program that includes reading comprehension, vocabulary development, social and ethical development and writing instruction.</p> <p>2B: The creators of the Making Meaning, Being a Writer, and Vocabulary drew on 20 years of research that identified strategies that proficient readers use and experiences that foster those strategies. This program has resources and differentiated instruction, the five components of literacy and the 6+1 writing traits and is scientifically research based.</p>
<p>3. To what extent does this program prepare elementary students for continued learning in secondary education?</p>	<p>3: This program will develop students that have a deeper understanding and greater experiences in the field of writing. The amount of direct instruction in social and ethical development will help students be more successful in social and classroom settings. The Making Meaning program will foster a greater love for reading when students have mastered reading strategies that allow them to be successful.</p>
<p>4. How would our students' subject area education be different as a consequence of adopting this program?</p>	<p>4: With the adoption of this program K-8, students will have a more consistent experience with literacy as a whole. Students will receive a comprehensive education in reading, writing, and word work through vocabulary development. The use of authentic text with the program will stimulate a deeper love for reading and writing in many different genres.</p>

## Program, Textbook, or Materials Evaluation

<b>Material being evaluated:</b> Scholastic Bookroom	Name/Building/Teaching Assignment:Angie Montgomery, Rebecca Sterbick, Sue Timmerman,Tracy Vannausdle, Mary Carlson, Vicki Sickels, Kay Soden/WIS,IPS/2-8th
	Date:4-1-11
<b>General Learning Issues</b>	
1.A. How does the program set high expectations for students? B. Is this program research-based and considered "best practice?"	It contains a full and rich range of books for all students at all levels that are appropriate to their needs. <span style="float: right;">Yes,</span> the teaching guides were coauthored by Fountas and Pinnell (two leading experts in the area of guided reading). Extensive research has been done about the importance of authentic literature and leveled text.
2. A. How does the program help students learn through a variety of strategies and approaches? B. Are all learning styles addressed? C. Does the program provide a teacher's guide for differentiated instruction?	2A)Teaching guides are provided with each book that supports the teacher in explicit instruction of necessary comprehension, vocabulary, phonics, identifying text features, and fluency skills The guide also gives ideas to extend meaning through reading and writing. <span style="float: right;">2B) Through the</span> different activities provided, all learning styles ae addressed. Tips for ELL are also provided. <span style="float: right;">2C) Yes (see 2A above)</span> Texts are leveled so students read at their independent level
3. A. How does the program foster learning that is based on inquiry? B. Problem solving? C. Application of key issues and concepts?	3A) Books are high interest and authentic text. <span style="float: right;">3B)</span> There are prompts within the implementation guide for teacher modeling of problem-solving strategies. Graphic aids help the students problem solve. <span style="float: right;">3C) Students will</span> use text specifically for them to practice skills learned in class and in small groups.
4. How does the program point to connections between topics within this core subject and across the disciplines to other subjects?	The scholastic libraries offer books in a variety of genres and in both fiction and nonfiction. Within the nonfiction texts, there are also science topics, social studies topics, and other core content areas.
5. A. How does this program support all learners at all levels? B. Interventions processes and ideas? C. Extension activity directed toward students who have demonstrated mastery?	Please refer to questions 2A, 2B, and 2C for this discussion. <span style="float: right;">B.</span> These books will be used for guided reading, which is a tier 2 intervention. The teacher will match each student with their reading level text that supports the strategy or reading skill the student needs to work on. <span style="float: right;">C.</span> Students needing enrichment will be able to access the quality literature at their pace and their level.



## Program, Textbook, or Materials Evaluation

<p>6. In which ways does the program foster core thinking through technology? (calculators, computers, software, on-line projects, etc.)</p>	<p>There is a teacher resource that offers ideas and websites for students based on the topic discussed in the book.</p>
<p>7. A. To what extent is student discussion and interaction fostered in the classroom?  B. Is discussion essential to learning or is it an added activity?</p>	<p>A. Each teacher guide includes opportunities for interaction and discussion. There are projects that are suggested that students would work cooperatively on. Through guided reading groups, students have the opportunity to learn from each other and work with their peers.  B. Yes, discussion is essential to learning.</p>
<p>8. What kinds of teacher communication and student-teacher interaction are fostered in the classroom?</p>	<p>A. Teacher-student interaction is essential in the guided reading process. Teachers do read alouds, think alouds, and talk alouds and monitor the students as they practice the skills in small groups.</p>
<p>9. To what extent is writing about the core subject fostered?</p>	<p>The teacher guides offer extension ideas for the reading-writing connection.</p>
<p><b>Implementation</b></p>	
<p>1. How does this program assist the teacher to understand and manage all of its components?</p>	<p>Skills and strategy charts serve as a guide for organization of literacy centers by genre, skill, standards, content area, and levels of reading. The teacher guide helps simplify and manage the components.</p>
<p>2. What information is sent home to parents about children's learning?</p>	<p>A home-school letter is provided to give parents suggestions for helping their children before, during, and after reading. It also gives parents an overview of what is going on with guided reading in the classroom.</p>
<p>3. A. How does the program foster students' application of the core subject learning at home?  B. On their own?  C. with their parents?</p>	<p>A. The letter shows the parents how to apply the process at home with any book. B. Because of the authentic, high interest texts, students will develop a life long love for reading. Students will apply strategies learned in the classroom to their home reading.</p>

## Program, Textbook, or Materials Evaluation

<p>4. What transitions from current practice will our staff need to make to teach this program?</p>	<p>K-3 This will fit with the current model.          4-5 The school will need a room or place to store the book room as well as supplies to organize the room.          A change in schedule will be needed - more time will be needed for literacy.          6-8 Middle school will need an additional shelving and baskets to store the supplies.</p>
<p>5. What kinds of in-service plan would this program require to insure successful implementation?</p>	<p>Literacy coach will provide training in guided reading.</p>
<p>6. A. How should the program be introduced?           B. Which grades?           C. In which order?</p>	<p>This should be introduced K-8.</p>
<p>7. What communication to parents is available to explain this program?</p>	<p>Please refer to question 2.</p>
<p><b>Assessment</b></p>	
<p>1. A. What assessment practices are used?           B. Are they consistent with instructional practices?           C. Should formative assessment be provided? If so, are they useable?           D. What is the assessment pacing?</p>	<p>A. Running records with benchmark books are provided to dictate each student's reading level and determine placement into groups. This assesses their fluency, comprehension, and decoding skills which will help the teacher decide what interventions need to take place. <span style="float: right;">B. Yes</span>          C. Running records are provided. See 1A. <span style="float: right;">D.</span>          Ongoing and consistent.</p>
<p>2. A. To what extent does the program help students to understand for themselves what they know and don't know?           B. What technology support will be provided for progress monitoring?</p>	<p>A. The ongoing and consistent assessments help the student and teacher communicate about learning goals and targets. Students are also encouraged to discuss their thought processes while reading. <span style="float: right;">B.</span>          Scholastic offers Reading Counts on the computer. This monitors students' progress after reading an individual book on their level. This will also fit with the current Essential Skills computer program used for reading comprehension assessment in K-3.</p>

## Program, Textbook, or Materials Evaluation

<p>3. To what extent does the program offer a comprehensive approach? (i.e., providing many perspectives to understand students' progress?)</p>	<p>Information about each student is gathered through observation in guided reading groups, running records, benchmarking tests, Reading Counts and performance evaluations (projects and writings).</p>
<p><b>Summary</b></p>	
<p>1. What is the overall program structure for the understanding of this core subject?</p> <p>A. Self contained lesson after lesson</p> <p>B. Widening spiral of topics</p> <p>C. In-depth exploration of topics over time</p> <p>D. themes or big questions</p> <p>E. Other</p>	<p>This program is research -based and provides quality, authentic literature for students to read and learn at their level. Learning in specific core subjects will be enhanced through this program. C.</p> <p>Yes, the program provides literature for in-depth exploration of topics.</p> <p>D. Literature is genre based, fiction and non-fiction.</p>
<p>2. A. To what extent does this program offer a complete or comprehensive education for our students?</p> <p>B. To what extent has research shown that the adoption of this program results in higher student achievement in this subject area?</p>	<p>Please refer to question 1A and 1B for this discussion.</p>
<p>3. To what extent does this program prepare elementary students for continued learning in secondary education?</p>	<p>The resources in this program support the development of strong and skillful readers with a love of learning and reading.</p>
<p>4. How would our students' subject area education be different as a consequence of adopting this program?</p>	<p>This program and it's resources will enhance learning for our students, set high expectations for reading, vocabulary development, writing, and inquiry.</p>

## Program, Textbook, or Materials Evaluation

<p>Material being evaluated: <u>Scholastic News Magazine</u> for Kids</p>	<p>Name/Building: Teaching Assignment : Rebecca Sterbick : Second Grade Inman, Also representing K-8</p>
<p>DATE: April 1, 2011</p>	
<p><b>General Learning Issues</b></p>	
<p>1.A. How does the program set high expectations for students? B. Is this program research-based and considered "best practice?"</p>	<p><u>Scholastic News Magazine</u> enhances core instruction for students integrating explicit instruction and practice in literacy comprehension strategies, academic vocabulary development, rigorous and relevant science concepts and intense vocabulary, current events and social studies concepts, including geography and map skills, mathematics graphing skill practice, Teachers automatically have access to Digital Teaching resources with their subscription. Issues are available in English and Spanish versions.</p>
<p>2. A. How does the program help students learn through a variety of strategies and approaches? B. Are all learning styles addressed? C. Does the program provide a teacher's guide for differentiated instruction?</p>	<p>Scholastic News Magazine Digital resource helps teachers instruct to individual student needs. The "text talk" feature offers two levels (speeds) of reading. Teachers can also pre-teach vocabulary easily using the digital resources. Reading and fluency is modeled also. Visual learners will love the paper version of the magazine and the digital. Text structure is emphasized as a comprehension strategy to help young readers be more skillful readers and learners. The Digital Teacher resource also provides a video to enhance listening and viewing and enhance learning on the topic. A teacher's guide is provided for differentiated instruction with each issue. Activity sheets (masters) are also provided for guided practice of comprehension and vocabulary skills , graph or map skills, The digital resources are all Whiteboard friendly! Home/School Technology connection: The Digital version is also available to families to access from home! The teacher gives the student the "Magic Word" and they can access digital version at home.</p>
<p>3. A. How does the program foster learning that is based on inquiry?  B. Problem solving?  C. Application of key issues and concepts?</p>	<p>Scholastic News Magazine creates many opportunities for students to research topics through quality non-fiction literature, websites that are listed on each issue : "For Further Inquiry", through videos on the digital version, and through the home/school technology connection offering the digital version to families for further research and reading, vocabulary, and skill practice. For Example: Grade Two: January 2011 Edition 2 Issue: Dr. King Was Peaceful: Via Digital students watched and discussed a video: "A Man that Changed America". The students discussed concepts of "peaceful", "leadership", "hero", "segregate" "speeches", and students listened to Dr. King's ,... "I Have A Dream Speech" with authentic video of the actual event at the March on Washington D.C. The "More to Explore" interactive resources suggested further inquiry with a link to a resource collection about Dr. Martin Luther King's life, more Map Skill activities about the March on Washington, Dr. King's birthplace and life history, and also an Activity for Students to design their own banner about their own dreams. Students buddy read the paper edition of the magazine and highlighted the main idea and details, important information and vocabulary. Students then extended their learning via quality non-fiction biographies from our classroom library and media center on Dr. Martin Luther King, Jr., Rosa Parks, Jackie Robinson, Students then wrote about their learning in their writing journals to deepen learning and understanding of the Civil Rights Act and what it means to us now.</p>

## Program, Textbook, or Materials Evaluation

<p>4. How does the program point to connections between topics within this core subject and across the disciplines to other subjects?</p>	<p>Please see the example discussed in 3A.B. and C. Scholastic News Magazine does an excellent job, in my opinion, of integrating core concepts in an interesting and relevant manner! This is rigorous and relevant instruction for our students with intensive vocabulary instruction. My students keep some of their issues in their student portfolios so they can go back for further learning.</p>
<p>5. A. How does this program support all learners at all levels?</p> <p>B. Interventions processes and ideas?</p> <p>C. Extension activity directed toward students who have demonstrated mastery?</p>	<p>Please refer to this discussion in 2A,B, and C, as well as 3A.B. and C. The audio read aloud on digital is available for interventions with fluency and decoding in two speeds for meeting student needs.</p>
<p>6. In which ways does the program foster core thinking through technology? (calculators, computers, software, on-line projects, etc.)</p>	<p><a href="http://teacher.scholastic.com/products/classmags/scholasticnews_demo/">http://teacher.scholastic.com/products/classmags/scholasticnews_demo/</a>  <u>The Digital Resources are very strong and effective ways to enhance student learning and thinking in all core subject areas in Grades K-10th. For approximately \$4.00 per student per year, this digital technology is available to teachers and all families in the class.</u></p>
<p>7. A. To what extent is student discussion and interaction fostered in the classroom?</p> <p>B. Is discussion essential to learning or is it an added activity?</p>	<p>Please refer to this discussion in 3A,B, and C. In my opinion, discussion is directly tied to enhancing learning and understanding of core areas and student thinking, inquiry, and problem-solving.</p>
<p>8. What kinds of teacher communication and student-teacher interaction are fostered in the classroom?</p>	<p>Please refer to the example discussed in 3A,B, and C. For examples of student and teacher communication and interaction among students and teachers.</p>
<p>9. To what extent is writing about the core subject fostered?</p>	<p>In 3A,B, and C. the reading/listening/viewing connection is made in a very strong and effective way. After reading, research, viewing, and listening, the students are expected to write about their learning and share ideas and their thinking about the concepts being taught.</p>
<p><b>Implementation</b></p>	

## Program, Textbook, or Materials Evaluation

<p>1. How does this program assist the teacher to understand and manage all of its components?</p>	<p>Scholastic News provides TEACHER GUIDES with all issues with explicit lessons including all aspects of literacy instruction. For example: Specific Comprehension strategies are discussed and focused on such as Main idea and Details, or Cause and Effect, etc. Prior Knowledge is activated, reading skills for fluency, comprehension, vocabulary, and phonics are all addressed (research-based effective literacy instruction) across subject areas of science and social studies, mathematics, history, writing, reading, viewing, listening, and inquiry.</p>
<p>2. What information is sent home to parents about children's learning?</p>	<p>Issues and activities that are completed may be sent home for parents and students to read and discuss together. Some issues are kept at school to be placed in a student portfolio for further learning. The Digital (on-line) version of the Magazine is available to families of students also. Student writing may also be sent home related to the subject area.</p>
<p>3. A. How does the program foster students' application of the core subject learning at home?  B. On their own?  C. with their parents?</p>	<p>Please see discussion above in Implementation 2. Students may access the digital (on-line) version at home with parental support. Students may be continuously learning with their own magazine at home or at school. This Magazine is available in Spanish also, so that Spanish speaking parents and families can read and learn right along with the students. The Digital version (on-line) is available in Spanish and English.</p>
<p>4. What transitions from current practice will our staff need to make to teach this program?</p>	<p>Current practice would just be enhanced with the addition of this teaching and learning resource. This magazine enhances instruction and learning to an already strong core!</p>
<p>5. What kinds of in-service plan would this program require to insure successful implementation?</p>	<p>All that would be required is a fifteen minute or half-hour demonstration. Teachers could access the on-line information on their own and watch a demo and be off and running! <a href="http://teacher.scholastic.com/products/classmags/scholasticnews_demo/">http://teacher.scholastic.com/products/classmags/scholasticnews_demo/</a></p>
<p>6. A. How should the program be introduced?  B. Which grades?  C. In which order?</p>	<p>This teaching and learning resource should be available to all teachers who wish to utilize it in grades K-8. (The magazine is available for K-10). As we grow in our digital instructional practices, our students' confidence in using digital (on-line) resources will also grow. The quality of the digital resources is second to none, in my opinion. At a cost of \$4.00 per student per year, we open up the wonderful world of digital learning in an integrated and exciting way!</p>

## Program, Textbook, or Materials Evaluation

<p>7. What communication to parents is available to explain this program?</p>	<p>Scholastic sends teachers a parent notice along with your first issues that explains the digital resources available to them.</p>
<p><b>Assessment</b></p>	
<p>1. A. What assessment practices are used?  B. Are they consistent with instructional practices?  C. Should formative assessment be provided? If so, are they useable?  D. What is the assessment pacing?</p>	<p>There are activities available with each issue that will assess student understanding. The reading/writing connection is an authentic assessment of student thinking and understanding, which is in concert with the proposed literacy program: Developmental Studies: Making Meaning, Being a Writer, and Vocabulary. These resources also are in concert with inquiry based, inductive learning represented through the Picture Word Inductive Model. Teacher could use the writing piece to assess understanding.</p>
<p>2. A. To what extent does the program help students to understand for themselves what they know and don't know?  B. What technology support will be provided for progress monitoring?</p>	<p>Please refer to 3A.B. and C for this discussion.</p>
<p>3. To what extent does the program offer a comprehensive approach? (i.e., providing many perspectives to understand students' progress?)</p>	<p>Please refer to 3A,B.C. for this discussion.</p>
<p><b>Summary</b></p>	

## Program, Textbook, or Materials Evaluation

<p>1. What is the overall program structure for the understanding of this core subject?</p> <p>A. Self contained lesson after lesson</p> <p>B. Widening spiral of topics</p> <p>C. In-depth exploration of topics over time</p> <p>D. themes or big questions</p> <p>E. Other</p>	<p>Please refer to 3A.B.C. for this discussion. Scholastic News Magazine comes monthly - 4 issues per month on a variety of relevant topics directly aligned with standards for teaching holidays, important and famous people, science concepts, map skills, geography, graphing practice. Yes, there is a variety of topics and reading strategies used within this resource and in-depth exploration of topics. Lessons can be taught over a week or even two weeks. (the example discussed about about Dr. Martin Luther King, Jr. went over a two week span, as we talked about segregation and the Civil Rights Act.)</p>
<p>2. A. To what extent does this program offer a complete or comprehensive education for our students?</p> <p>B. To what extent has research shown that the adoption of this program results in higher student achievement in this subject area?</p>	<p>Please refer to 3A.B.C. for this discussion. Research supports instruction on cross curricular subjects on a variety of relevant topics directly aligned with standards for research-based literacy, writing, viewing, science, social studies, math skills (graphing), and geography skills. The reading/writing connection raises the bar for deepening student understanding of core concepts.</p>
<p>3. To what extent does this program prepare elementary students for continued learning in secondary education?</p>	<p>The sky is the limit for our students as long as we continue to expose them to broad topics in interesting ways through technology, quality literature (fiction and non-fiction). It is vital that our instruction is varied, interesting, inspiring, and helps build, not only academic skills, but also confidence using technology as 21 st century students and life-long learners!</p>
<p>4. How would our students' subject area education be different as a consequence of adopting this program?</p>	<p>Students get excited about learning with this resource! Students are able to connect with areas and topics that INTEREST THEM! Our core programs need to be strong, and this is just a supplemental tool for making instruction varied, stronger, exciting, and technology based. This resource is affordable (\$4.00 per student per year) and powerful for sparking learning and strengthening vocabulary and deepening understanding in a cooperative learning setting.</p>



## Program, Textbook, or Materials Evaluation

<p>Material being evaluated: Developmental Studies Center - Making Meaning, Vocabulary for Making Meaning, Being a Writer</p>	<p>Name/Building/Teaching Assignment: Vicki Sickels, Mary Carlson and Kay Soden, ROMS, 6-8 Reading and Language Arts</p>
	<p>Date: 3-31-11</p>
<p><b>General Learning Issues</b></p>	
<p>1.A. How does the program set high expectations for students? B. Is this program research-based and considered "best practice?"</p>	<p>A - Requires students to think deeply and critically B - Yes - teaching comprehension strategies, using authentic literature, improving comprehension through cooperative learning</p>
<p>2. A. How does the program help students learn through a variety of strategies and approaches? B. Are all learning styles addressed? C. Does the program provide a teacher's guide for differentiated instruction?</p>	<p>A - Read alouds, cooperative learning, student discussions, Think, Pair, Share B - C - ELL support. Extension activities. Reteaching lessons.</p>
<p>3. A. How does the program foster learning that is based on inquiry? B. Problem solving? C. Application of key issues and concepts?</p>	<p>students think on their own, express their ideas, and are charge of their own learning. Making connections, visualizing, wondering/questioning, making inferences, determining important ideas, understanding text structure, summarizing, synthesizing</p>
<p>4. How does the program point to connections between topics within this core subject and across the disciplines to other subjects?</p>	<p>The content area material that middle school students encounter is complicated and not understood by just "reading the words" The program teaches specific thinking processes that enable students to approach content area text and understand what is important. Genre study includes textbook format.</p>
<p>5. A. How does this program support all learners at all levels? B. Interventions processes and ideas? C. Extension activity directed toward students who have demonstrated mastery?</p>	<p>Students read books at their own reading level, using appropriate comprehension strategies to manipulate their thinkg and understand the text. They share their ideas with reading partners, which reinforces their own capacity to read and comprehend. additional instruction to support strgglng students. Extend important ideas using strategies in independent reding.</p>

## Program, Textbook, or Materials Evaluation

<p>6. In which ways does the program foster core thinking through technology? (calculators, computers, software, on-line projects, etc.)</p>	<p>Writing component requires computer use. Online training</p>
<p>7. A. To what extent is student discussion and interaction fostered in the classroom?  B. Is discussion essential to learning or is it an added activity?</p>	<p>Students listen to and discuss literature in pairs, in groups of four, and as a class. Each week's lessons provides activities, questions, and cooperative structures targeting social development objectives.</p>
<p>8. What kinds of teacher communication and student-teacher interaction are fostered in the classroom?</p>	<p>Teacher modeling of targeted strategies. Individual conferences to focus on assessing student's comprehension, supporting struggling readers, and encouraging self-monitoring strategies.</p>
<p>9. To what extent is writing about the core subject fostered?</p>	<p>Written responses about literature.</p>
<p><b>Implementation</b></p>	
<p>1. How does this program assist the teacher to understand and manage all of its components?</p>	<p>Ongoing Professional Development</p>
<p>2. What information is sent home to parents about children's learning?</p>	<p>Students compile a portfolio of samples of work and individual conferences.</p>
<p>3. A. How does the program foster students' application of the core subject learning at home?  B. On their own?  C. with their parents?</p>	<p>teaches the comprehension strategies that good readers use and develops students' ability to communicate clearly</p>

## Program, Textbook, or Materials Evaluation

4. What transitions from current practice will our staff need to make to teach this program?	Allow more independent reading time in the classroom. Change the delivery of spelling and grammar as separate subjects and immerse within writing process.
5. What kinds of in-service plan would this program require to insure successful implementation?	Free ongoing professional development throughout the year starting before school starts continuing on a year to year basis. Attending workshops.
6. A. How should the program be introduced?  B. Which grades?  C. In which order?	Best used K - 8.
7. What communication to parents is available to explain this program?	Parent letter describing program components.
<b>Assessment</b>	
1. A. What assessment practices are used?  B. Are they consistent with instructional practices?  C. Should formative assessment be provided? If so, are they useable?  D. What is the assessment pacing?	Class comprehension assessment, individual comprehension assessment, social skills assessment. <span style="float: right;">6 + 1 traits weekly,</span> writing assessment <span style="float: right;">end of each unit, three times a year.</span>
2. A. To what extent does the program help students to understand for themselves what they know and don't know?  B. What technology support will be provided for progress monitoring?	The program makes students responsible for understanding what they have read. It helps students monitor their own comprehension. Students become conscious of the thinking taking place inside their heads.

## Program, Textbook, or Materials Evaluation

<p>3. To what extent does the program offer a comprehensive approach? (i.e., providing many perspectives to understand students' progress?)</p>	<p>Student work includes writing activities such as "Stop and Ask Questions", "Think, Pair, Write" and a "Reading Log" to add to the three types of assessments.</p>
<p><b>Summary</b></p>	
<p>1. What is the overall program structure for the understanding of this core subject?</p> <p>A. Self contained lesson after lesson</p> <p>B. Widening spiral of topics</p> <p>C. In-depth exploration of topics over time</p> <p>D. themes or big questions</p> <p>E. Other</p>	<p>in-depth exploration of strategies over time revisited for reinforcement</p>
<p>2. A. To what extent does this program offer a complete or comprehensive education for our students?</p> <p>B. To what extent has research shown that the adoption of this program results in higher student achievement in this subject area?</p>	<p>Teaches the specific strategies students need to become effective readers. Based on twenty years of research, draws on portraits from many classrooms where reading comprehension is successfully taught, pilot tested to assure that it is effective.</p>
<p>3. To what extent does this program prepare elementary students for continued learning in secondary education?</p>	<p>K-8 reading, K-6 vocabulary and writing. Skills and language build upon previous years' instruction</p>
<p>4. How would our students' subject area education be different as a consequence of adopting this program?</p>	<p>students will see a consistent, comprehensive approach to learning comprehension and writing strategies.</p>

## Program, Textbook, or Materials Evaluation

<p>Material being evaluated: Scholastic - Trait Crate Grades 7 &amp; 8</p>	<p>Name/Building/Teaching Assignment: Vicki Sickels, Mary Carlson and Kay Soden, ROMS, 6-8 Reading and Language Arts</p>
	<p>Date: 3-31-11</p>
<p><b>General Learning Issues</b></p>	
<p>1.A. How does the program set high expectations for students? B. Is this program research-based and considered "best practice?"</p>	<p>6 + 1 writing traits focus. Authentic literature for mentor texts. Rubric based assessment.</p>
<p>2. A. How does the program help students learn through a variety of strategies and approaches? B. Are all learning styles addressed? C. Does the program provide a teacher's guide for differentiated instruction?</p>	<p>Writing done at each student's ability level. Mentor texts, teacher modeling, guided practice, independent practice.</p>
<p>3. A. How does the program foster learning that is based on inquiry? B. Problem solving? C. Application of key issues and concepts?</p>	<p>lessons for each trait - voice, ideas, organization, word choice, sentence fluency, conventions, presentation</p>
<p>4. How does the program point to connections between topics within this core subject and across the disciplines to other subjects?</p>	<p>mentor texts from both fiction and nonfiction</p>
<p>5. A. How does this program support all learners at all levels? B. Interventions processes and ideas? C. Extension activity directed toward students who have demonstrated mastery?</p>	<p>multiple lessons on each trait to reteach for students who have not mastered the concept. Extension activities included. Supporting teaching materials for in depth instruction.</p>

## Program, Textbook, or Materials Evaluation

<p>6. In which ways does the program foster core thinking through technology? (calculators, computers, software, on-line projects, etc.)</p>	<p>interactive whiteboard activities, computer word processing and publication applications</p>
<p>7. A. To what extent is student discussion and interaction fostered in the classroom?</p> <p>B. Is discussion essential to learning or is it an added activity?</p>	<p>essential - peer conferencing throughout the writing process</p>
<p>8. What kinds of teacher communication and student-teacher interaction are fostered in the classroom?</p>	<p>Teacher modeling of targeted strategies. Direct instruction of essential writing skills. Individual conferences to focus on assessing student's mastery.</p>
<p>9. To what extent is writing about the core subject fostered?</p>	<p>writing is the core subject</p>
<p><b>Implementation</b></p>	
<p>1. How does this program assist the teacher to understand and manage all of its components?</p>	<p>Unsure of what support Scholastic would provide. Developmental Studies support for 6th grade instruction will help tie in the 7 - 8 program.</p>
<p>2. What information is sent home to parents about children's learning?</p>	<p>Students compile a portfolio of samples of work and individual conferences.</p>
<p>3. A. How does the program foster students' application of the core subject learning at home?</p> <p>B. On their own?</p> <p>C. with their parents?</p>	<p>teaches the writing strategies that good writers use and develops students' ability to communicate clearly</p>

## Program, Textbook, or Materials Evaluation

4. What transitions from current practice will our staff need to make to teach this program?	Change the delivery of spelling and grammar as separate subjects and immerse within writing process.
5. What kinds of in-service plan would this program require to insure successful implementation?	Ongoing professional development throughout the year starting before school starts continuing on a year to year basis. Attending workshops.
6. A. How should the program be introduced?  B. Which grades?  C. In which order?	As an extension of the program being used K - 6
7. What communication to parents is available to explain this program?	unknown
<b>Assessment</b>	
1. A. What assessment practices are used?  B. Are they consistent with instructional practices?  C. Should formative assessment be provided? If so, are they useable?  D. What is the assessment pacing?	6 + 1 traits Rubric for writing assessment Additional teacher materials available for assessing
2. A. To what extent does the program help students to understand for themselves what they know and don't know?  B. What technology support will be provided for progress monitoring?	Using mentor texts helps students see good examples of concepts being taught. Rubric assessments give clear expectations for mastery of the concept.

## Program, Textbook, or Materials Evaluation

<p>3. To what extent does the program offer a comprehensive approach? (i.e., providing many perspectives to understand students' progress?)</p>	<p>Multiple assessments available, repeat lessons to meet needs of struggling students</p>
<p><b>Summary</b></p>	
<p>1. What is the overall program structure for the understanding of this core subject?</p> <p>A. Self contained lesson after lesson</p> <p>B. Widening spiral of topics</p> <p>C. In-depth exploration of topics over time</p> <p>D. themes or big questions</p> <p>E. Other</p>	<p>in-depth exploration of each trait over time revisited for reinforcement</p>
<p>2. A. To what extent does this program offer a complete or comprehensive education for our students?</p> <p>B. To what extent has research shown that the adoption of this program results in higher student achievement in this subject area?</p>	<p>Teaches the specific traits students need to become effective writers</p>
<p>3. To what extent does this program prepare elementary students for continued learning in secondary education?</p>	<p>Skills and language expand upon previous years' instruction</p>
<p>4. How would our students' subject area education be different as a consequence of adopting this program?</p>	<p>students will see a consistent, comprehensive approach to learning writing strategies.</p>



# Digital Literacy and Citizenship Curriculum Overview

## Curriculum in a Nutshell

Digital media and technology are evolving at a dizzying pace, bringing with them extraordinary opportunities as well as real risks for young people. Young people are using the immense power of the Internet and mobile technologies to explore, connect, create, and learn in ways never before imagined. But issues that emerge with this 24/7 “connected culture” – from identity theft, to cyberbullying, to uncertainty about which information to trust online – are surfacing both in schools and at home.

Common Sense Media offers this **FREE Digital Literacy and Citizenship Curriculum** to help educators empower their students and their school communities to be safe, responsible, and savvy as they navigate this fast-paced digital world. The curriculum:

- Introduces reliable, research-based information to students about digital media and their impact
- Helps students explore the complex issues of our connected culture
- Empowers students to think critically about the ways they use digital technologies as they build digital literacy skills for life
- Satisfies all criteria for E-Rate compliance and is aligned to national standards for ISTE (International Society for Technology in Education), AASL (American Association of School Librarians), and the English Language Arts (ELA) Common Core.

This curriculum, uniquely designed for elementary and middle school students, has been implemented by classroom teachers, subject area teachers, librarians and technology educators, health educators, and guidance counselors. Lesson activities range from low-tech options, such as discussion and paper-based worksheets, to media-rich videos and Internet-based activities. These materials can also be used in informal learning environments, such as after-school programs and community centers, libraries, and museums. Also included are end-of-lesson questions and guidelines that offer authentic assessment opportunities to monitor your students’ progress.

## Approach

This research-based curriculum offers a balanced approach to digital literacy education. We celebrate the power of the Internet and other digital media while teaching students to avoid the potential perils of digital life. Based on the work of Howard Gardner and the GoodPlay Project at the Harvard Graduate School of Education, the curriculum emphasizes skill building, critical thinking, ethical discussion, and decision making – using case studies and real-life scenarios. During our foundational research, students told us they wanted to grapple with real-life issues that would require them to think deeply. The activities in this curriculum, which include role-playing, reading comprehension and writing, videos, and interactive online tutorials, allow them to do just that. Common Sense Media also takes a whole-community approach to digital literacy and citizenship, providing parents with educational resources and engaging them in discussion. There are unit- and lesson-level parent tip sheets and videos, as well as a handful of student and parent homework activities. You can also find a wealth of parent material and advice on Common Sense Media’s website at [www.commonsensemedia.org](http://www.commonsensemedia.org).

# Digital Literacy and Citizenship Curriculum Overview

## Just Use Common Sense!

Many of the other curricula that address students' use of media focus only on keeping children safe. Our curriculum addresses safety and security concerns, but it consciously expands beyond them to address an array of issues, including ethics and behavior as well as Internet research skills. Lessons are designed to be developmentally and culturally appropriate, are geared toward diverse learning styles, and will engage students whether they attend a school with one laptop per child or a school with no laptops at all. Simply put: using Common Sense Media's **Digital Literacy and Citizenship Curriculum** is just common sense!

## The Strands

The curriculum is divided into three major topical strands, each with its own units and lessons. Educators may choose to teach all the lessons in each of the three strands, or may decide to teach individual lessons. Scope and sequence charts as well as implementation guides are available to help you get started.

Here is a brief outline of the strands and units in our curriculum.

**Safety and Security Strand:** Students learn concrete skills to stay safe and secure online.

**Safety Unit:** Students explore the benefits and risks of online talk. They learn about the rewards of communicating online, but also how to recognize inappropriate contact. Students learn how to apply commonsense tips to online talk, and to stay safe when they connect with others.

**Security Unit:** Students learn strategies for managing their information online to keep it secure. They learn how to guard against identity theft; keep their data safe from hacking, malware, and spam; and to protect themselves from phishing.

**Digital Citizenship Strand:** Students reflect on how to behave ethically online.

**Digital Life Unit:** Students explore the positive and negative impact of digital media on their lives and communities, and define what it means to be a responsible digital citizen.

**Privacy and Digital Footprints Unit (middle school only):** Students learn that the Internet is a very public space, and therefore they must carefully manage their information and respect the privacy of others online.

**Self-Expression and Identity Unit (middle school only):** Students identify and explore different ways they can present themselves online while also learning to recognize when playing with identity crosses the line into deception.

**Connected Culture Unit:** Students explore the ethics of online communities – both the negative behaviors to avoid, such as cyberbullying and hurtful behavior, and positive behaviors that support collaboration and constructive relationships. They also learn about how to clearly communicate by email.

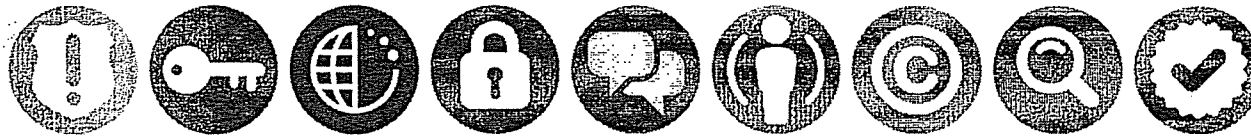
**Respecting Creative Work Unit:** Students learn about the value and responsibility of being a 21st-century creator: receiving credit for your own online work and giving others respect by properly citing their work.

# Digital Literacy and Citizenship Curriculum Overview

**Research and Information Literacy Strand:** Students think critically about finding and evaluating information online.

**Searching Unit:** Students are introduced to different search options and effective strategies for finding information. They make informed choices about which search sites to use, and how to use search tools and precise keywords to yield the best results.

**Research and Evaluation Unit:** Students become critical thinkers about the information they encounter online. They learn to evaluate the quality and credibility of websites. They also explore how some websites are designed to be “sticky” – attracting viewers and enticing them to keep coming back.



## DIGITAL LITERACY AND CITIZENSHIP IN A CONNECTED CULTURE

Scope and Sequence for Grades 6-8

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## SAFETY AND SECURITY



### UNIT: Safety

Students explore the benefits and risks of online talk, learn to recognize inappropriate talk and the patterns of online predators, and apply strategies for safe online communication.

Students will:

- Describe positive aspects of online talking and messaging
- Identify situations in which online talk may be risky
- Learn to recognize the warning signs of online predators and feel empowered to deal with them

Lessons	Overview and Objectives	Activities	Components
<b>Safe Online Talk</b>  <b>(6-8)</b>	<b>Students will</b> <ul style="list-style-type: none"> <li>• Understand that online flirting and sexual talk is risky</li> <li>• Learn how to identify and avoid unwanted online contact</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize warning signs for potential online predators</li> <li>• Analyze case studies about online interaction with strangers</li> </ul> <p><b>Extension:</b> Write a “Do” and “Don’t” list of appropriate behaviors for using social networks and blogs.</p> <p><b>Homework:</b> Create “Stay Safe Online!” posters and put on display in the school</p>	<b>For Students</b> <ul style="list-style-type: none"> <li>• Warning Signs Student Handout</li> <li>• Internet Traffic Light Student Handout</li> </ul> <b>For Parents</b> <ul style="list-style-type: none"> <li>• Safe Online Talk Parent Tip Sheet</li> </ul>





## UNIT: Security

Students learn to think critically about the information they share online. They learn to manage personal information, create strong passwords, and examine website privacy policies to understand how to keep their information safe and secure.

Students will:

- Learn the benefits and risks of sharing information online
- Create a strong password to protect and secure their information
- Understand the concept of online privacy, why companies collect information, and the purpose of privacy policies
- Feel empowered to keep their information safe and secure by applying critical-thinking strategies to identity protection

Lessons	Overview and Objectives	Activities	Components
<b>Strong Passwords</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Learn Do's and Don'ts for creating strong passwords and keeping them private</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze examples of passwords and suggest improvements</li> <li>• Create password tip posters for family and friends</li> </ul> <p><b>Extension:</b> Practice designing strong and weak passwords by creating one of each for a historical figure</p> <p><b>Homework:</b> Create a "random password" using arbitrary combinations of letters, numbers, and symbols; research random password generators online</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• Password Tips Student Handout</li> <li>• Password Challenge Student Handout</li> </ul> <p><b>For Parents</b></p> <ul style="list-style-type: none"> <li>• Security Parent Tip Sheet</li> <li>• Internet Safety for Middle Schoolers Parent Tip Sheet</li> <li>• <i>Internet Safety Tips for Middle School Video</i></li> </ul>
<b>Private and Personal Information</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Distinguish between different types of information that are safe or unsafe to share online</li> <li>• Recognize what type of identity information is safe or unsafe to share online</li> </ul>	<ul style="list-style-type: none"> <li>• Match the correct identify information to the kind of personal information or private information</li> <li>• Write a list of personal information that would be okay to share in a public online profile</li> </ul> <p><b>Extension:</b> Find websites that request information and classify it as either personally identifying or personal information</p> <p><b>Homework:</b> Teach family members about personal and private information, reflecting on how they keep their information secure</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• Protect Yourself Student Handout</li> <li>• All About Me Student Handout</li> </ul> <p><b>For Parents</b></p> <ul style="list-style-type: none"> <li>• Protecting and Respecting Privacy Parent Tip Sheet</li> </ul>
<b>What's the Big Deal About Internet Privacy?</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Learn and use online privacy terms</li> <li>• Understand how and why companies collect information about visitors to their websites</li> </ul>	<ul style="list-style-type: none"> <li>• Examine privacy policies on popular, kid-oriented websites</li> <li>• Design a privacy policy for a hypothetical website</li> </ul> <p><b>Extension:</b> Research and define the term "aggregate data" and then explain its significant for online advertising</p> <p><b>Homework:</b> Read and discuss the privacy policy of a favorite website with a family member</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• What's Private? Student Handout</li> </ul>



# DIGITAL CITIZENSHIP



## UNIT: Digital Life

In this introductory unit, students explore the role of digital media in their lives, their communities, and their culture, and learn how good digital citizens harness these tools responsibly.

Students will:

- Gain basic vocabulary and knowledge for discussing digital media, the Internet, and online life
- Explore the role digital media play in their lives by examining their own media habits and online activities
- Evaluate the perils and possibilities of digital life for themselves and their communities
- Learn that using digital media safely, responsibly, and respectfully is an important part of being a good digital citizen

Lessons	Overview and Objectives	Activities	Components
<b>Digital Life 101</b> (6-8)	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Learn about the 24/7, social nature of digital media</li> <li>• Explore their digital lives</li> <li>• Learn that it is important to act responsibly when carrying out relationships over digital media</li> </ul>	<ul style="list-style-type: none"> <li>• View <i>Intro Video – Digital Life 101</i></li> <li>• Create Similes about digital life</li> </ul> <p><b>Extension:</b> Turn similes into songs</p> <p><b>Homework:</b> Challenge parents in Got Media Smarts? quiz</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Intro Video – Digital Life</i></li> <li>• My Media Life Is Like...Handout</li> <li>• Got Media Smarts? Quiz Handout</li> </ul> <p><b>For Parents</b></p> <ul style="list-style-type: none"> <li>• <i>Digital Life Intro Video</i></li> <li>• Digital Life Parent Tip Sheet</li> </ul>
<b>My Media</b> (6-8)	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Assess how much time they spend with media activities</li> <li>• Record and compare the time they spend with different forms of digital media and in different activities</li> <li>• Formulate a viewpoint on the role that digital media play in their lives</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss My Media Logs</li> <li>• Make My Media Bar Graphs</li> </ul>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• My Media Log Handout</li> <li>• My Media Bar Graph Handout</li> </ul> <p><b>For Parents</b></p> <ul style="list-style-type: none"> <li>• Healthy Media Diet Parent Tip Sheet</li> </ul>
<b>The Ups and Downs of Digital Life</b> (6-8)	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Articulate some of the positive and negative aspects of digital life</li> <li>• Determine different ways that media impact them, their friends and families, and society</li> <li>• Reflect on their use of digital media, especially those areas of digital life that can be most ethically charged</li> </ul>	<ul style="list-style-type: none"> <li>• Watch <i>Digital Life Video Vignettes – The Upsides and Downsides</i></li> <li>• Discuss ups and downs of our digital culture</li> </ul> <p><b>Extension:</b> Create podcast about digital media's impact set in 2020</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Digital Life Video Vignettes – The Upsides and Downsides</i></li> <li>• The Ups and Downs of Digital Life Discussion Guide</li> </ul>
<b>With Power Comes Responsibility</b> (6-8)	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Consider their responsibilities to their offline communities</li> <li>• Reflect on their responsibilities to their online communities</li> <li>• Learn that good digital citizens navigate the digital world responsibly and respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss Rings of Responsibility</li> <li>• Complete Rings of Responsibility Handout</li> <li>• Create a Word Web about digital citizenship</li> </ul> <p><b>Extension:</b> Create comic strip about digital citizenship</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• Rings of Responsibility Handout</li> </ul>





## UNIT: Privacy and Digital Footprints

Students learn that the Internet is a public space, and then develop skills to protect their privacy and respect the privacy of others.

Students will:

- Become aware of the “digital footprint” they leave online and reflect on the kind of personal information to share about themselves
- Celebrate a “culture of sharing” through digital media while considering some possible harmful effects of over-sharing
- Learn to respect the privacy of others online
- Develop privacy management skills and personal and community privacy codes of conduct

Lessons	Overview and Objectives	Activities	Components
<b>Trillion Dollar Footprint</b> (6-8)	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Learn that they have a digital footprint and that information from it can be searched; copied and passed on; seen by a large, invisible audience, and can be persistent</li> <li>• Recognize that people’s online information can be helpful or harmful to their reputation</li> <li>• Consider their own digital footprints and what they want those footprints to be like in the future</li> </ul>	<ul style="list-style-type: none"> <li>• View <i>Privacy Intro Video – The Digital Footprint</i></li> <li>• Examine online profiles of two applicants to a fictional TV show and choose a host based on their digital footprints</li> </ul> <p><b>Extension:</b> Design future digital footprints for themselves by writing online search results</p> <p><b>Homework:</b> Analyze Candidate Profiles with parents</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Intro Video – The Digital Footprint</i></li> <li>• Choose a Candidate Handout</li> </ul> <p><b>For Parents</b></p> <ul style="list-style-type: none"> <li>• <i>Privacy Intro Video</i></li> <li>• Protecting and Respecting Privacy Parent Tip Sheet</li> </ul>
<b>Oops! I Broadcast It on the Internet</b> (6-8)	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Identify some of the benefits of sharing information online</li> <li>• Reflect on the risks of sharing inappropriate information (over-sharing) online</li> <li>• Think critically about how they will minimize over-sharing online</li> </ul>	<ul style="list-style-type: none"> <li>• View <i>Video Vignettes – Eva and Brittney’s Stories</i></li> <li>• Role-play and discuss case studies about over-sharing</li> </ul> <p><b>Extension:</b> Make video vignettes of privacy dilemmas</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Privacy Student Video Vignettes – Eva and Brittney’s Stories</i></li> <li>• Privacy Student Discussion Guide</li> </ul>
<b>Secret Sharer</b> (6-8)	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Learn that it is the responsibility of digital media users to respect the privacy of others online</li> <li>• Understand how putting information about others online could compromise their own safety, reputation, or relationships</li> <li>• Generate ideas about how to respect the privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze case studies about compromising other people’s privacy</li> <li>• Debate thornier issues of case studies</li> </ul> <p><b>Extension:</b> Analyze the Bloggers’ Code of Ethics</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• Privacy of Others Handout</li> </ul>
<b>Top Secret</b> (6-8)	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Judge when sharing online crosses the line to over-sharing</li> <li>• Explore the responsibility one has to keep information private</li> <li>• Discuss what role parents and teachers should have in students’ online lives</li> </ul>	<ul style="list-style-type: none"> <li>• Play online interactive</li> <li>• Discuss major privacy issues that arise in interactive</li> </ul>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Top Secret</i> online interactive</li> <li>• Story Transcript Handout</li> </ul>







## UNIT: Connected Culture

Students explore the ethics of online relationships – both the negative behaviors to avoid, such as cyberbullying and hate speech, and the positive behaviors that support collaboration and community.

Students will:

- Recognize that different audiences require different types of communication and online etiquette
- Learn to identify, respond to, and limit the negative impact of cyberbullying and other unethical or harmful online behaviors
- Consider ways to create positive online communities rooted in trust and respect

Lessons	Overview and Objectives	Activities	Components
<b>Chart It</b> (6-8)	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Be able to imagine the motivations, feelings, and intentions of others online</li> <li>• Debate the level of harm and intentionality involved in online exchanges</li> <li>• Propose constructive solutions to online inter-personal dilemmas that exemplify ethical behavior</li> </ul>	<ul style="list-style-type: none"> <li>• View <i>Intro Video – Our Connected Culture</i></li> <li>• Participate in life-sized Ethics Chart</li> </ul> <p><b>Extension:</b> Invent Chart It scenarios <b>Homework:</b> Plot Chart It scenarios with parents</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Intro Video – Our Connected Culture</i></li> <li>• You Chart It Handout</li> </ul> <p><b>For Parents</b></p> <ul style="list-style-type: none"> <li>• <i>Connected Culture Intro Video</i></li> <li>• Connected Culture Parent Tip Sheet</li> </ul>
<b>What's Cyberbullying?</b> (6-8)	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Empathize with the targets of cyberbullying</li> <li>• Recognize key similarities and differences between bullying and cyberbullying</li> <li>• Identify strategies for dealing with cyberbullying responsibly</li> </ul>	<ul style="list-style-type: none"> <li>• Make chart comparing bullying with cyberbullying</li> <li>• Read cyberbullying story and identify players and feelings</li> </ul> <p><b>Extension:</b> Write email advice to cyberbullied student</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• That's Cyberbullying Handout</li> </ul> <p><b>For Parents</b></p> <ul style="list-style-type: none"> <li>• Cyberbullying Parent Tip Sheet</li> </ul>
<b>Cyberbullying: Crossing the Line</b> (6-8)	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Analyze offensive online behavior that could be considered to "cross the line"</li> <li>• Learn about the various ways that students can be cyberbullied, including "flaming," deceiving, and harassing</li> <li>• Adopt the point of view of teens who have been cyberbullied, and offer solutions</li> </ul>	<ul style="list-style-type: none"> <li>• View <i>Video Vignette – Stacey's Story</i></li> <li>• Discuss video vignettes and related case studies</li> </ul> <p><b>Extension:</b> Brainstorm ideas for cyberbullying reporting system</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Video Vignette – Stacy's Story</i></li> <li>• Student Discussion Guide</li> </ul>
<b>Cyberbullying: Be Upstanding</b> (6-8)	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Reflect on what it means to be brave and stand up for others offline and online</li> <li>• Show empathy for those who have been cyberbullied</li> <li>• Generate multiple solutions for helping others when cyberbullying occurs</li> </ul>	<ul style="list-style-type: none"> <li>• Turn cyberbullying bystander stories into upstander stories</li> <li>• Create diagram of cyberbullying players</li> </ul> <p><b>Extension:</b> Create Cyberbullying Survival Guide</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• Why Care? Handout</li> </ul>



Lessons	Overview and Objectives	Activities	Components
<b>Build Your Ideal Community</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Identify core principles of healthy online communities</li> <li>• Analyze the positive individual and community practices for building community online</li> <li>• Establish guidelines and norms for building ethical online communities</li> </ul>	<ul style="list-style-type: none"> <li>• Read about Whyville best practices and policies</li> <li>• Create an online community charter</li> </ul> <b>Extension:</b> Make Word Cloud about online community	<b>For Students</b> <ul style="list-style-type: none"> <li>• You Build It Handout</li> </ul>
<b>Forms and Norms</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Learn how to effectively analyze online communications (form, audience, and purpose)</li> <li>• Recognize that not understanding the forms and norms of online communication can lead to misunderstandings and even ill will</li> <li>• Be able to modify their forms and norms of communication depending on the audience</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play norms of communication</li> <li>• Analyze forms and norms transcripts</li> <li>• Adapt transcripts for a new audience</li> </ul> <b>Extension:</b> Translate common “text speak” for adults	<b>For Students</b> <ul style="list-style-type: none"> <li>• Mystery Transcript Handout</li> </ul>





## UNIT: Self-Expression and Identity

Students explore their online versus their offline-identity.  
Students learn how they present themselves online can affect their relationships, sense of self, and reputations.

Students will:

- Understand how anonymity impacts the way people explore and express different aspects of their personality online
- Consider the motivations, benefits, and potential harms to oneself and others of assuming an online identity that's different than one's offline self

Lessons	Overview and Objectives	Activities	Components
<b>Your Online Self</b> (6-8)	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Identify the unique characteristics that make up who they are, both online and offline</li> <li>• Recognize that they have choices about how they present themselves to others on the Internet</li> </ul>	<ul style="list-style-type: none"> <li>• View <i>Intro Video – Self-Expression and Identity</i></li> <li>• Diagram the differences between their online and offline personas</li> </ul> <p><b>Extension:</b> Design an online profile for a partner on a piece of paper</p> <p><b>Homework:</b> Design a personal profile on a paper “website”</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Intro Video –Reputation and Self-Expression Intro Video</i></li> <li>• Offline/Online Me Student Handout</li> </ul> <p><b>For Parents</b></p> <ul style="list-style-type: none"> <li>• <i>Reputation and Self-Expression Parent/Teacher Intro Video</i></li> <li>• Self-Expression &amp; Identity Parent Tip Sheet</li> </ul>
<b>Which Me Should I Be?</b> (6-8)	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Identify the motivations, benefits, and risks associated with presenting their identities in different ways online.</li> </ul>	<ul style="list-style-type: none"> <li>• View <i>Video Vignette: Henry's Story</i></li> <li>• Analyze ethical dilemmas about online self-presentation</li> </ul> <p><b>Extension:</b> Write case studies to extend the Take a Stand class activity</p> <p><b>Homework:</b> Design a personal profile on a paper “website”</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Video Vignette—Henry's Story</i></li> <li>• Take a Stand Student Handout</li> </ul>





## UNIT: Respecting Creative Work

Students learn about their rights and responsibilities as 21st-century creative artists, and the ethics of using creative work from others. They explore topics ranging from copyright to fair use.

Students will:

- Learn about the importance of copyright law, fair use and the public domain, and their rights as owners and users
- Consider the differences between sharing creative works ethically and legally, and pirating, plagiarizing, illegal downloading, and digital cheating
- Explore different models for getting attribution for their own creative work
- Learn that giving other people credit for their contribution is a sign of respect

Lessons	Overview and Objectives	Activities	Components
<b>A Creator's Rights (6-8)</b>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Understand the meaning of copyright, fair use, and the rights they have as creators</li> </ul>	<ul style="list-style-type: none"> <li>• View <i>Intro Video – Credit for Creative Work</i></li> <li>• Explore copyright history of “Happy Birthday”</li> <li>• Create an original happy birthday song</li> </ul> <p><b>Extension:</b> Become copyright detectives and explore Creative Commons licensing</p> <p><b>Homework:</b> Apply knowledge of copyright to a movie</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Intro Video – Respecting Creative Work</i></li> <li>• 411 Creators Student Handout</li> <li>• The Truth About “Happy Birthday” Student Handout</li> <li>• Copyright Detectives Student Handout</li> </ul> <p><b>For Parents</b></p> <ul style="list-style-type: none"> <li>• <i>Respecting Creative Work Intro Video</i></li> <li>• Respecting Creative Work Parent Tip Sheet</li> </ul>
<b>A Creator's Responsibilities (6-8)</b>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Reflect on their responsibilities as creators and users of creative work</li> </ul>	<ul style="list-style-type: none"> <li>• View <i>Video Vignette: Nicole's Story</i></li> <li>• Read case studies and discuss ethical challenges</li> <li>• Use Ask, Acknowledge, Add Value model</li> </ul> <p><b>Extension:</b> Role play ethical dilemmas about respecting creative work</p> <p><b>Homework:</b> Interview family members using student discussion guide</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Video Vignette—Nicole's Story</i></li> <li>• Respecting Creative Work Student Discussion Guides</li> </ul>
<b>Rework, Reuse, Remix (6-8)</b>	<p><b>Students will</b></p> <ul style="list-style-type: none"> <li>• Expand their understanding of fair use and apply their knowledge to case studies</li> <li>• Create an original work of fair use</li> </ul>	<ul style="list-style-type: none"> <li>• View <i>Video Vignette: Henry's Story</i></li> <li>• Fill out Four Points of Fair Use Student Handout</li> <li>• Apply the four points of fair use to two case studies</li> <li>• Create an original work of fair use</li> </ul> <p><b>Homework:</b> Show collage or video remix to family members and point out examples of fair use</p>	<p><b>For Students</b></p> <ul style="list-style-type: none"> <li>• <i>Video Vignette—Henry's Story</i></li> <li>• Four Points of Fair Use Student Handout</li> </ul>



## RESEARCH AND INFORMATION LITERACY



### UNIT: Searching

Students learn that different genres of search sites have different attributes and capabilities. They will also develop strategies to increase the accuracy of their keyword searches.

Students will:

- Understand the differences between search engines, directories, and meta-search engines
- Refine their online searches by using multiple words, synonyms, and alternative words and phrases

Lessons	Overview and Objectives	Activities	Components
<b>Crawling the Web</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Understand the differences between search engines, directories, and meta-search engines</li> <li>• Assess when it is beneficial to use one search site genre over another</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how search engines, directories, and meta-search engines function</li> <li>• Test out the differences between search engines, directories, and meta-search engines online</li> </ul> <p><b>Extension:</b> Step into the shoes of a directory editor and examine search results</p> <p><b>Homework:</b> Draw a three-part diagram that shows how search engines work</p>	<b>For Students</b> <ul style="list-style-type: none"> <li>• Three-Way Search Student Handout</li> <li>• Compare Your Hits Student Handout</li> </ul> <b>For Parents</b> <ul style="list-style-type: none"> <li>• Smart Searching Online Parent Tip Sheet</li> </ul>
<b>The Key to Keywords</b> (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Devise online search strategies to find information, using multiple keywords, synonyms, and alternative words and phrases.</li> <li>• Experiment with different keyword searches and compare their results</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about keyword searching using a “command and fetch” metaphor</li> <li>• Answer trivia questions by searching the Web with different keywords</li> </ul> <p><b>Extension:</b> Find songs online using bits and pieces of lyrics and smart keyword searching</p> <p><b>Homework:</b> Evaluate the ease of finding information online without using precise keywords</p>	<b>For Students</b> <ul style="list-style-type: none"> <li>• Fetch! Student Handout</li> <li>• Doggy Data Student Handout</li> </ul>





## UNIT: Research and Evaluation

Students learn they must navigate websites with a critical eye for quality and “stickiness.” Equipped with evaluation strategies, students will also learn how to correctly cite online sources.

Students will:

- Learn and apply evaluation strategies to a site to determine how trustworthy and useful it is
- Learn how to correctly cite multiple types of online sources
- Consider ulterior marketing motives integrated into engaging websites

Lessons	Overview and Objectives	Activities	Components
<b>Identifying High-Quality Sites</b>  (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Understand that not all sites are trustworthy sources of information</li> <li>• Learn how to assess the quality of websites</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the quality of sites using the Website Test</li> </ul> <b>Extension:</b> Find quality sites for a Math Homework Help project  <b>Homework:</b> Write a short research paper; compare and contrast the quality of Web sources used	<b>For Students</b> <ul style="list-style-type: none"> <li>• Test Before You Trust Student Handout</li> </ul> <b>For Parents</b> <ul style="list-style-type: none"> <li>• <i>Wikipedia Tips Parent Video</i></li> <li>• Research and Evaluation Parent Tip Sheet</li> </ul>
<b>How to Cite a Site</b>  (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Learn the correct format for a correct bibliographical online citation</li> <li>• Create bibliography citations for three types of online sources</li> </ul>	<ul style="list-style-type: none"> <li>• Form accurate citations for online newspaper and magazine articles, professional sites, and reference sites</li> </ul> <b>Extension:</b> Collaboratively make a bibliography on any theme  <b>Homework:</b> Create citations for books and compare with citations for online sources	<b>For Students</b> <ul style="list-style-type: none"> <li>• Citing Online Sources Student Handout</li> <li>• Cite Your Site Student vHandout</li> </ul>
<b>Sticky Sites</b>  (6-8)	<b>Students will</b> <ul style="list-style-type: none"> <li>• Understand the meaning of a “sticky” site</li> <li>• Recognize marketing intentions of sticky sites</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze sticky sites using the “Three C’s” recipe model</li> </ul> <b>Extension:</b> Choose a product and out-line a sticky site home page that would try to sell it  <b>Homework:</b> Step into the shoes of an advertiser and design a sticky site that would attract a friend	<b>For Students</b> <ul style="list-style-type: none"> <li>• Recipe for a Sticky Site Student Handout</li> </ul>



## Program, Textbook, or Materials Evaluation

<p>Material being evaluated: EMC Mirrors &amp; Windows Connecting with Literature</p>	<p>Name/Building/Teaching Assignment: Laura Horn, Kim Reeve, and Sami Jo Moyers/High School/American Literature, Language 9, British Literature, and Language 10</p> <hr/> <p>Date: April 13, 2011</p>
<p><b>General Learning Issues</b></p>	
<p>1.A. How does the program set high expectations for students? B. Is this program research-based and considered "best practice?"</p>	<p>1.A. They include sections that analyze the literature, extend beyond the text, and connect the text to other pieces of writing. 1.B. The program includes "Big Questions/Ideas" that was recently addressed with the District-wide PD with Lynn Erickson and is aligned with Common Core State Standards.</p>
<p>2. A. How does the program help students learn through a variety of strategies and approaches? B. Are all learning styles addressed? C. Does the program provide a teacher's guide for differentiated instruction?</p>	<p>2.A. Differentiated instruction is included to reach ELL students, Developing Readers, and Advanced Students. There are three levels of reading support, from guided to directed to independent. 2.B. The student book is also available online for kinesthetic and visual learners; there is an mp3 online file for every selection to assist auditory learners. 2.C. Yes</p>
<p>3. A. How does the program foster learning that is based on inquiry? B. Problem solving? C. Application of key issues and concepts?</p>	<p>3.A. It connects the material to various subject matters, such as history. Connects material to the students' lives and makes them think about their own learning process in "Mirrors and Windows" questions at the end of each selection. 3.B. Some of the "Mirrors and Windows" questions at the end of the selection asks the student to apply problem solving skills. Questions at the end of each selection make the students find meaning, use information, analyze information, and bring concepts together. 3.C. Issues are covered in the "Big Questions/Ideas" and concepts are covered in the "Before Reading" section.</p>
<p>4. How does the program point to connections between topics within this core subject and across the disciplines to other subjects?</p>	<p>4. Throughout the units, there are "points of interest" which connect the literature to other subject areas, the students' lives, or study skills.</p>

## Program, Textbook, or Materials Evaluation

<p>5. A. How does this program support all learners at all levels?</p> <p>B. Interventions processes and ideas?</p> <p>C. Extension activity directed toward students who have demonstrated mastery?</p>	<p>5.A. Differentiated instruction is included to reach ELL students, Developing Readers, and Advanced Students. There are three levels of reading support, from guided to directed to independent. The student book is also available online for kinesthetic and visual learners; there is an mp3 online file for every selection to assist auditory learners.</p> <p>5.B. Website included with the books has an online writing evaluation tool in which students receive feedback almost immediately. Differentiated instruction materials would help with this as well. 5.C. There is an Exceeding the Standards: Extension Activities supplement available.</p>
<p>6. In which ways does the program foster core thinking through technology? (calculators, computers, software, on-line projects, etc.)</p>	<p>6. Media Literacy activities are incorporated throughout the program in post-reading activities and in expanded lessons found in the Exceeding the Standards: Extension Activities supplement. There is also an Exceeding the Standards: Special Topics supplement available that offers lessons on computer skills and personal career development to help students develop 21st century skills.</p>
<p>7. A. To what extent is student discussion and interaction fostered in the classroom?</p> <p>B. Is discussion essential to learning or is it an added activity?</p>	<p>7.A. There is a "Speaking and Listening Workshop" section. The "Big Questions/Ideas" will also foster discussions.</p> <p>7.B. It could be both, depending on the selection and the essential outcome.</p>
<p>8. What kinds of teacher communication and student-teacher interaction are fostered in the classroom?</p>	<p>8. This will depend on the selection and the essential outcomes.</p>
<p>9. To what extent is writing about the core subject fostered?</p>	<p>9. At the end of each selection, there are writing activities that connect back to the selection. There is a "Writing Workshop" section at the end of each unit. There is also an online writing evaluation tool.</p>
<p><b>Implementation</b></p>	
<p>1. How does this program assist the teacher to understand and manage all of its components?</p>	<p>1. There is a Program Planning Guide to assist the teacher.</p>



## Program, Textbook, or Materials Evaluation

2. What information is sent home to parents about children's learning?	2. The program doesn't have anything.
3. A. How does the program foster students' application of the core subject learning at home?  B. On their own?  C. with their parents?	3.A. Online textbook, online writing evaluation tool, online supplemental reading selections, online enrichment activities 3.B. The same as above 3.C. The same as above
4. What transitions from current practice will our staff need to make to teach this program?	4. Practice with the online writing evaluation tool, read selections that have not been previously taught
5. What kinds of in-service plan would this program require to insure successful implementation?	5. None needed
6. A. How should the program be introduced?  B. Which grades?  C. In which order?	6.A. Explanation of online tools provided by the teacher 6.B. Whatever grade is being taught by the teacher 6.C. Simultaneously
7. What communication to parents is available to explain this program?	7. When the teacher explains the online tools to the students, a handout is sent home to parents
<b>Assessment</b>	

## Program, Textbook, or Materials Evaluation

<p>1. A. What assessment practices are used?</p> <p>B. Are they consistent with instructional practices?</p> <p>C. Should formative assessment be provided? If so, are they useable?</p> <p>D. What is the assessment pacing?</p>	<p>1.A. Formative and summative</p> <p>1.B. Yes</p> <p>1.C. Yes, it is available</p> <p>1.D. Flexible with classroom instruction</p>
<p>2. A. To what extent does the program help students to understand for themselves what they know and don't know?</p> <p>B. What technology support will be provided for progress monitoring?</p>	<p>2.A. Online writing assessment tool provides immediate feedback to students. Extension activities include an "evaluate your work" section.</p> <p>2.B. Online writing assessment tool provides immediate feedback to students. Extension activities include an "evaluate your work" section.</p>
<p>3. To what extent does the program offer a comprehensive approach? (i.e., providing many perspectives to understand students' progress?)</p>	<p>3. There are writing, speaking and listening, language, and media and technology components to assessments.</p>
<p><b>Summary</b></p>	
<p>1. What is the overall program structure for the understanding of this core subject?</p> <p>A. Self contained lesson after lesson</p> <p>B. Widening spiral of topics</p> <p>C. In-depth exploration of topics over time</p> <p>D. themes or big questions</p> <p>E. Other</p>	<p>1. C and D</p>

## Program, Textbook, or Materials Evaluation

<p>2. A. To what extent does this program offer a complete or comprehensive education for our students? B. To what extent has research shown that the adoption of this program results in higher student achievement in this subject area?</p>	<p>2.A. It incorporates 21st Century Skills with real-life connections. 2.B. It aligns itself with Common Core State Standards.</p>
<p>3. To what extent does this program prepare elementary students for continued learning in secondary education?</p>	<p>3. Not applicable</p>
<p>4. How would our students' subject area education be different as a consequence of adopting this program?</p>	<p>4. This adds nonfiction, which will provide opportunities to practice reading nonfiction prior to ITEDs.</p>

## Program, Textbook, or Materials Evaluation

<p>Material being evaluated: Glencoe Literature</p>	<p>Name/Building/Teaching Assignment: Kim Reeve, High School/ World Literature</p>
<p>Date: April 13, 2011</p>	
<p><b>General Learning Issues</b></p>	
<p>1.A. How does the program set high expectations for students? B. Is this program research-based and considered "best practice?"</p>	<p>A. The program includes sections that analyze the literature, extend beyond the text, and connect the text to other pieces of writing. B. This series has the "Big Questions/Ideas" that were addressed in our recent PD with Lynn Erickson. The text is also aligned with the Common Core Standards.</p>
<p>2. A. How does the program help students learn through a variety of strategies and approaches? B. Are all learning styles addressed? C. Does the program provide a teacher's guide for differentiated instruction?</p>	<p>A. Differentiated instruction is included to reach ELL students, developing readers, and advanced students. It also includes three levels of reading support from guided to directed to independent. B. The student book is available online to assist visual and kinesthetic learners. There MP3 componet online file for every selection to assist auditory learners. C. Yes.</p>
<p>3. A. How does the program foster learning that is based on inquiry?  B. Problem solving?  C. Application of key issues and concepts?</p>	<p>A. It connects the matierial to various subject matter such as history. It also connects material the students' lives and makes them think about their own learning process in questions at the end of each selection. B. Some of the questions at the end of selections ask the student to apply problem solving skills. Questions at the end of each selection make the students find meaning, use information, analyze information, and bring concepts together. C. Issues are covered in the "Big Questions/Ideas", and concepts are covered in the Before Reading Section.</p>
<p>4. How does the program point to connections between topics within this core subject and across the disciplines to other subjects?</p>	<p>After each selection is a Connect section that connects various topics to core subjects and other disciplines. It also includes articles from Time magazine that bring out key points of the stories.</p>

## Program, Textbook, or Materials Evaluation

<p>5. A. How does this program support all learners at all levels?</p> <p>B. Interventions processes and ideas?</p> <p>C. Extension activity directed toward students who have demonstrated mastery?</p>	<p>A. Differentiated instruction is included to reach ELL students, developing readers, and advanced students. It also includes three levels of reading support from guided to directed to independent. The student book is available online to assist visual and kinesthetic learners. There MP3 componet online file for every selection to assist auditory learners.</p> <p>B. Website included with the books has an online writing evaluation tool in which students receive feedback almost immediately. Differentiated instruction materials would help with this as well.</p> <p>C. There is an exceeding the standards extension activites supplement available.</p>
<p>6. In which ways does the program foster core thinking through technology? (calculators, computers, software, on-line projects, etc.)</p>	<p>Media Literacy activities are incorporated throughout the program in post-reading activities and in expanded lessons found in online extension activities.</p>
<p>7. A. To what extent is student discussion and interaction fostered in the classroom?</p> <p>B. Is discussion essential to learning or is it an added activity?</p>	<p>A. Speaking and listening workshops are located throughout the text. The "Big Questions/Idea" questions will also foster discussions.</p> <p>B. It could be both depending on the selection and the essential outcome.</p>
<p>8. What kinds of teacher communication and student-teacher interaction are fostered in the classroom?</p>	<p>This will depend on the selection and essential outcomes.</p>
<p>9. To what extent is writing about the core subject fostered?</p>	<p>At the end of each selection there are writing activities that connect back to the selection. There is a writing workshop section at the end of each unit. There is also an online writing evaluation tool.</p>
<p><b>Implementation</b></p>	
<p>1. How does this program assist the teacher to understand and manage all of its components?</p>	<p>There is a lesson planner to assist the teacher.</p>

## Program, Textbook, or Materials Evaluation

2. What information is sent home to parents about children's learning?	The program does not have this component.
3. A. How does the program foster students' application of the core subject learning at home?  B. On their own?  C. with their parents?	A. The program has an online textbook, online writing evaluation tool, online reading selection, and online enrichment activities.  B. The same as above.  C. The same as above.
4. What transitions from current practice will our staff need to make to teach this program?	Practice with the online evaluation tool. Reading new selections that have not been previously taught.
5. What kinds of in-service plan would this program require to insure successful implementation?	None needed.
6. A. How should the program be introduced?  B. Which grades?  C. In which order?	A. An Explanations of online tools provided by the teacher. Juniors and senior will be able to take this course. Simultaneously.  B.  C.
7. What communication to parents is available to explain this program?	When the teacher explains the online tools to the students, a handout is sent home to the parents.
<b>Assessment</b>	

## Program, Textbook, or Materials Evaluation

<p>1. A. What assessment practices are used?</p> <p>B. Are they consistent with instructional practices?</p> <p>C. Should formative assessment be provided? If so, are they useable?</p> <p>D. What is the assessment pacing?</p>	<p>A. Formative and summative assessments will be used.</p> <p>B. Yes</p> <p>C. Yes. Yes.</p> <p>D. The pacing is flexible with classroom instruction.</p>
<p>2. A. To what extent does the program help students to understand for themselves what they know and don't know?</p> <p>B. What technology support will be provided for progress monitoring?</p>	<p>A. Online writing evaluation tool provides immediate feedback to students. Extension activities include an evaluate your work section. B. The online writing evaluation tool and the evaluate your work sections provide feedback to the teacher and the students.</p>
<p>3. To what extent does the program offer a comprehensive approach? (i.e., providing many perspectives to understand students' progress?)</p>	<p>There are writing, speaking, listening, language, media, and technology component to assessment.</p>
<p> </p>	
<p><b>Summary</b></p>	
<p>1. What is the overall program structure for the understanding of this core subject?</p> <p>A. Self contained lesson after lesson</p> <p>B. Widening spiral of topics</p> <p>C. In-depth exploration of topics over time</p> <p>D. themes or big questions</p> <p>E. Other</p>	<p>A. C and D</p>

## Program, Textbook, or Materials Evaluation

<p>2. A. To what extent does this program offer a complete or comprehensive education for our students? B. To what extent has research shown that the adoption of this program results in higher student achievement in this subject area?</p>	<p>A. It incorporates 21st Century Skills with real life connections. , aligns itself with Common Core Standards.</p> <p>B. It</p>
<p>3. To what extent does this program prepare elementary students for continued learning in secondary education?</p>	<p>Not applicable, we are secondary education.</p>
<p>4. How would our students' subject area education be different as a consequence of adopting this program?</p>	<p>This adds nonfiction which provide opportunities practice nonfiction prior to ITEDS.</p>