



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, February 14, 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
 - ★ Welcome to Ms. Kelsey Myers and Ms. Sarah Hayes
 - ★ Welcome to Mr. Doug Rieken, Red Oak Rotary President and Other Rotarians
 - 4.3 Correspondence
- 5.0 Consent Agenda
 - 5.1 Review and Approval of Minutes from January 24, 2011
 - 5.2 Review and Approval of Monthly Business Reports
 - 5.3 Approval of an Education Services Agreement
 - 5.4 Final Reading: Code No. 905.1: Community Use of School Facilities: Conditions, Fees.
 - 5.5 Open Enrollment Request for the Current School Term
- 6.0 General Business for the Board of Directors
 - 6.1 Old Business

Red Oak Community School District Board of Directors
2.14.2011

6.1.1 One-to-One Computing – Review of the January 24 Learning Session and Timeline Discussion

6.2 New Business

6.2.1 Red Middle School Report: Schools in Need of Assistance and the Red Oak Middle School Action Team Update – Principal Nate Perrien, et al

6.2.2 Red Oak Curriculum Council Report and Recommendations
– Curriculum Director Barbara Sims

6.2.3 Personnel Report: Retirements, Resignations, Recruitment

7.0 Reports

7.1 Administrative

7.2 Future Conferences, Workshops, Seminars

7.3 Other Announcements

8.0 Next Board of Directors Meeting: Monday, February 28 – 6:00 pm
Sue Wagaman Board Room
Webster Building

9.0 Adjournment

Note: Following the regular board of directors meeting, there will be a short session to discuss contract negotiations topics concerning the Red Oak Support Staff Association and the Red Oak Education Association. This is a closed meeting of the Directors, Superintendent, and Business Manager.

Item 4.0 – continued

★ **From FFA Sponsor Brandi Merrick:**

Michelle Jordan and I took a group of 13 FFA members to the Sub-District Career Development Events (CDE's) held in Farragut. Our members performed exceptionally! For only being able to work with the students for a few weeks, here are our outstanding results:

Conduct of Meetings: Team of Drew Askey, Wyatt Bailey, Daniel Platt, Haley Woods, Remington Tranbarger, Andrew Palmquist and Jessica McFarland received 4th place, bronzeAg

Broadcasting - Lauren Dewitt: 4th place, bronzeAg

Sales - Katie Jordan: 4th place, silver

Job Interview - Casey Wenstrand: 4th place, silver

Arc Welding - Kyle Olson: 3rd place, gold - Alternate for District Competition

Creed Speaking - Grant Vrba: 3rd place, silver - Advance to District Competition

Oxy/Ace Welding - Danny Carlson: 1st place, gold - Advance to District Competition

In addition to the above results, I would like to share that Katie Jordan received first place gold on her proficiency award application for equine entrepreneurship at the district level and is going on to compete at state for the chance to win a scholarship and to compete at nationals!

★ **Red Oak High School Award**

Information received from Dean of Students Angie Spangenberg:

Red Oak will be honored as a Hall of Pride Challenge Award winner for our unique service project, "Theater Elves" and for hosting a Challenge game. Only a handful of schools are selected for the award from those that participated. A presentation will be made at the Boys State BB Tournament.

4.2 Visitors and Presentations

★ **Welcome to Ms. Kelsey Myers and Ms. Sarah Hayes**

Speech Coach Laura Horn may be present to introduce Kelsey and Sarah. From a recent message: *Red Oak's Ensemble "History of Television, Condensed" with Kelsey Myers and Sarah Hayes were nominated for All-State and will be non-performers on February 19 in Ames at the All-State Festival! I am so incredibly proud of these two – they have worked so hard this season and to be honored like this for their talent is such an amazing thing!*

This evening the Directors will hear the awarding piece from Kelsey and Sarah.

Item 4.0 – continued

★ **Welcome to Mr. Doug Rieken, Red Oak Rotary President and Other Rotarians**

This evening Rotary President Doug Rieken joins this meeting to present an update regarding the renovation of The Cage – part of the Red Oak Middle School campus. Please allow a few minutes for this presentation and time for your questions. Doug will introduce others from the Cage Renovation Committee. Red Oak Director Paul Griffen represents you at most of the CRC meetings.

4.3 Correspondence

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

Item 4.0 Communications

4.1 Good News and Affirmations from Red Oak Schools

Students from Red Oak have been recognized as follows:

★ **Dean of Students Angie Spangenberg reports:**

Brandon Farnum: **State Swim Qualifier** (50 and 100 Free Style, 3 relays)

Youth Art Show Honorees:

Leann Hamilton ceramic piece, "African Mask" was selected to be on exhibit at the Governor's Office in March.

The following students will have their artwork exhibited at the Iowa State Historical Building in March: Ellaine Walker, Alix Fink, Macenzi Clark and Sierra Goehring.

The following Students will have their artwork exhibited during the Iowa Cultural Coalition Advocacy Day (Feb. 15) at the State Capital: Macenzi Clark, Cameron Miller, and Rebecca Leininger.

*Previous info. sent on District Wrestling qualifiers (Seth Esaias, Cole Meek, and Geoff Sellers) and the excellent results of State Large Group Speech for Sat., Feb. 5. Please let me know if you did not receive that info.

★ **Speech contest winners:**

From Coach Laura Horn: There were 17 students in 6 groups who participated in the State meet. There are 3 judges, so each group gets 3 scores. Our results were:

Ensemble "History of Television, Condensed" - Kelsey Myers and Sarah Hayes - received straight 1s
Group Improv - Brittany Carlson, Andrea Miller, Stephanie Parris and Kristi Yargas - received two 1s and a 2
Group Improv - Laura Butz, Maggie Bennett, Angelica Cerda and Ellen Fellers - received two 1s and a 2
Group Improv - Allison Behrens, Caitlyn Soden and Casey Wenstrand - received a 1 and two 2s
Group Improv - Brad Black, Sarah Hayes, Kelsey Myers and Jasmine Rigby - received a 1 and two 2s
Musical Theatre "Godspell" - Katherine Jardon and Bevin Griffen - received straight 2s

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 January 24, 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 Approval of Educational Services Agreements

Enclosed for your review are two agreements with the Clarinda Community School District to provide educational services.

5.4 Final Reading: Code No. 905.1: Community Use of School Facilities: Conditions, Fees

At the January 24 meeting tentative approval was given to a 'language clean-up' to make policy 905.5 be in compliance with the new tobacco free campus policy. The Directors should take final action this evening.

5.5 Open Enrollment Request for the Current School Term

Due to a relocation of a student at Red Oak High School, a request has been received and approved by Terry Schmidt for open enrollment. Directors will find the request *not* in the study packet but on the table tonight for your review.

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

- Minutes from January 24, 2011
- Monthly business reports as presented

Item 5.0 – continued

- Approval of two educational services agreements with the Clarinda Community School District
- Final approval of Policy Code No. 905.1: Community Use of School Facilities: Conditions, Fees
- Approval of an open enrollment request

Red Oak Community School District

Regular Board of Directors Meeting

Meeting Location: Sue Wagaman Board Room, Webster Building, Red Oak, Iowa
Monday, January 24, 2011

This regular board 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, Paul Griffen, Warren Hayes,
Elizabeth Dilley, Terry Schmidt, Superintendent, & Shirley
Maxwell, Board Secretary

APPROVAL OF AGENDA

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

The Board of Directors welcomed staff members from the Van Meter Community School District, Van Meter, Iowa. The personnel from the Van Meter Community School District explained their one-to-one computer instructional initiative that is underway in their schools.

The Board entered into a 15 minute recess at this time following the Van Meter presentation.

CONSENT AGENDA

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

- Review and approval of minutes from January 10, 2011
- Review and approval of monthly business reports
- Approval of education service agreements with the Great Plain Area Education Agency

OLD BUSINESS

TECHNOLOGY BANDWIDTH EXPANSION CONCEPTS

Mr. Steve Bergeron, Vice-President for Business Development, Unite Private Networks, presented information regarding bandwidth expansion concepts. The Board affirmed having technology bandwidth expansion posted on the forthcoming Universal Service Fund (E-Rate) reporting program.

SCHOOLS IN NEED OF ASSISTANCE UPDATE

Principal Barbara Sims and Washington staff members updated the Board of Directors on steps taken at the Washington Intermediate School concerning initiatives required with the School in Need of Assistance Program.

ITBS AND ITED TESTS

Principal Barbara Sims gave the results of recent Iowa Test of Basic Skills and the Iowa Tests of Educational Development tests that were completed in November of 2010.

BOARD OF DIRECTORS CONTINUING EDUCATION

Red Oak High School staff will present information concerning block scheduling at the February 14th board meeting.

BOARD POLICY REVISION

Board Policy 905.1 Community Use of School Facilities: Conditions, Fees. Motion was made by Director Dilley, seconded by Director Hayes to change item #6 in this board policy to read: **Red Oak Community School District buildings and campus facilities are tobacco free. The use of tobacco products (in any form) is prohibited.** The motion carried unanimously.

MODIFIED ALLOWABLE GROWTH

An update was given by Business Manager Shirley Maxwell concerning the Modified Allowable Growth for Drop-Out Prevention Budget.

IOWA SCHOOL FINANCE INFORMATION SERVICES

Motion by Director Hayes, seconded by Director Griffen to approve participation in the Iowa School Finance Information Services for the 2010-2011 school year at a cost of \$1,569.75. The motion carried unanimously.

BUDGET REPORT

A comprehensive monthly budget report was presented by Business Manager Shirley Maxwell.

PERSONNEL CONSIDERATIONS

Director Dilley moved, seconded by Director Hayes to approve Jeanne Webb as a para professional for the remainder of the 2010-2011 school year. The motion carried unanimously.

Director Schmid moved, seconded by Director Dilley to accept the early retirement requests of Monica Crouch, Jeff Button and Susan Noonan for fiscal year 2012. The motion carried unanimously.

ADJOURNMENT

Director Schmid moved, and Director Dilley seconded to adjourn the meeting at 8:45 p.m. The next Board of Directors meeting will be held on Monday, February 14, 2011 at 6:00 p.m., in the Sue Wagaman Board Room at the Webster Building. The motion carried unanimously.

Lee Fellers, President

Shirley Maxwell, Secretary

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
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10 3230 1300 310 0000 320	WORKSHOP		40.00
			Vendor Total: 40.00
GREEN HILLS AEA	01142011-1	5,950.00	
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IOWA ASSOCIATION FOR HEALTH, PE, REC	2	120.00	
10 3230 2213 100 3376 320	REG FEES		120.00
			Vendor Total: 120.00
MEDICA COM	02012011	937.50	
10 0010 2236 000 0000 536	INTERNET		937.50
			Vendor Total: 937.50
RED OAK CHAMBER CHAMBER & INDUSTRY ASSOC	01012011	100.00	
10 0010 2110 490 8027 320	MEMBERSHIP PYMT		100.00
			Vendor Total: 100.00
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			Vendor Total: 1,171.93
SHOUTPOINT, INC	5525	67.80	
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			Vendor Total: 67.80
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10 0010 2236 000 0000 536	WEB SITE HOSTING		257.62
			Vendor Total: 257.62
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10 3230 2410 000 0000 531	UPS CHARGES		31.52
10 2020 2410 000 0000 531	UPS CHARGES		20.00
10 1902 2410 000 0000 531	UPS CHARGES		35.70
10 1901 2410 000 0000 531	UPS CHARGES		28.25
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10 0010 2236 000 0000 536	DOMAIN NAME		161.64

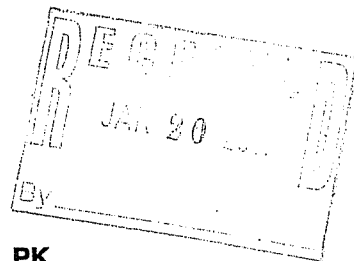
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			Checking Account Total: 10,491.71
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Checking Account: 2	Fund: 61 SCHOOL NUTRITION FUND		
REINHART FOOD SERVICE LLC	967366	250.00	
61 3230 3110 000 0000 570	DISHWASHER LEASE		250.00
			Vendor Total: 250.00
			Fund Total: 250.00
			Checking Account Total: 250.00
<u>Checking</u>	3		
Checking Account: 3	Fund: 21 STUDENT ACTIVITY FUND		
BAIER, FRITZ	02032011	55.00	
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			Vendor Total: 55.00
BLUM, TIM	02032011	95.00	
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			Vendor Total: 95.00
CORNING COMMUNITY SCHOOLS	01102011-1	10.00	
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			Vendor Total: 10.00
DONER, DANIEL	01242011	95.00	
21 0010 1400 920 6810 320	OFFICIAL		95.00
			Vendor Total: 95.00
ETHEN, CHRIS	01242011	95.00	
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			Vendor Total: 95.00
FRENCH, DUSTIN	01202011	75.00	
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FRENCH, DUSTIN	01252011	75.00	
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FRENCH, DUSTIN	02042011	65.00	
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			Vendor Total: 215.00
GEISLER, JIM	02032011	95.00	
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HENTON, CRAIG	01282011	95.00	
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<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Amount</u>	
<u>Account Number</u>	<u>Description</u>			
HEYWOOD, GARY	02072011	95.00		
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IA HIGH SCHOOL SPEECH ASSOC.	01242011	138.00		
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IOWA FFA ASSOCIATION	MEM11-375	14.50		
21 3230 1400 950 7407 320	MEMBERSHIPS		14.50	
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JACKSON, RON	01242011	95.00		
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JARRETT, DON	01272011	75.00		
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LANHAM, TROY	01242011	95.00		
21 0010 1400 920 6810 320	OFFICIAL		95.00	
LANHAM, TROY	02072011	95.00		
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			Vendor Total:	190.00
MCCREADY, BRIEN	02032011	95.00		
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			Vendor Total:	95.00
MITCHELL, FELIX	01242011	95.00		
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MITCHELL, FELIX	02042011	95.00		
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			Vendor Total:	190.00
NATIONAL FFA ORGANIZATION	OE-551248	527.00		
21 3230 1400 950 7407 618	FFA JACKETS		527.00	
			Vendor Total:	527.00
POWELL, ROGER	02042011	95.00		
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			Vendor Total:	95.00
RUSSELL, LARRY	01282011	95.00		
21 0010 1400 920 6710 320	OFFICIAL		95.00	
RUSSELL, LARRY	02072011	95.00		

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Amount</u>	
<u>Account Number</u>	<u>Description</u>			
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				Vendor Total: 95.00
WALLACE, MATT	01282011	95.00		
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WRIGHT, TOM	01272011	75.00		
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WRIGHTSELL, LATRELL	02042011	95.00		
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ZIMMER, NANCY	01282011	65.00		
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				Checking Account Total: 3,138.00

COPY

CLARINDA COMMUNITY SCHOOL DISTRICT
ADMINISTRATION OFFICES
423 EAST NODAWAY, P.O. BOX 59
CLARINDA, IOWA 51632
Inter-Agency Contract for Special Educational Services



Student: _____ DOB: _____ Grade: PK
Wt: 2.21 Program: _____
Start Date: 1/10/2011 End Date: _____

Parent/Guardian:
Address:
City/State/Zip:

This agreement is entered into by the Red Oak Community School District (sending agency) and the Clarinda Community School District (receiving agency) for the 2010-11 school year.

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 Clarinda Community School District shall provide instructional services and programs for the students referred for special education classes in accordance with the State of Iowa Department of Education Rules and Regulations and in accordance with state laws governing such services and the delivery thereof. The receiving agency shall retain the right to limit enrollment. The receiving district shall develop and/or implement an IEP in accordance with the rules of the Iowa Department of Education and with an opportunity for input from the sending district, however the sending district remains responsible for insuring the student is receiving a free appropriate public education. A representative of Clarinda will also attend and participate in IEP meetings, but Clarinda shall not be responsible as the local education agency or area education agency in any dispute relating to the provision of special education and related services. If a student is excluded or expelled, the resident local education agency and not Clarinda will be responsible for any continuing programs or services.

Condition II

The cost of the above services shall be paid by the undersigned sending agency and shall be the actual costs incurred in providing these services and programs. The district of residence agrees to pay the receiving district the actual cost of the program including salaries, benefits, supplies and materials, contracted services, capital outlay, debt service, indirect costs, administration, travel when applicable, plus other costs agreed upon.

- A. Estimated costs will be determined by multiplying the special education weighting appropriate for the program times the Clarinda Schools' current per pupil cost. The weighting for this student is 2.21 or Level 2. For students enrolling in programs for less than the full year, costs will be prorated.
- B. If a student is enrolled in the program before October 1st, the Clarinda School District will send a bill based upon one-half of the estimated annual cost for the student. The sending district will pay the estimated cost for the first one-half year before January 1st.
- C. After July 1, the Clarinda District will bill the sending district for the actual cost of services less any payments previously made.
- D. This Contract is for the regular 180 day school year only. Students will be contracted separately if an extended year is agreed upon by both the sending district and the receiving district. This agreement is for the 2010-11 school year.

Signed: Paul K. [Signature] 1/11/2011
Board President or Authorized Designee (Receiving Agency) Date

Signed: _____ Date
Board President or Authorized Designee (Sending Agency)

COPY

CLARINDA COMMUNITY SCHOOL DISTRICT
ADMINISTRATION OFFICES
423 EAST NODAWAY, P.O. BOX 59
CLARINDA, IOWA 51632
Inter-Agency Contract for Special Educational Services



Student: _____ DOB: _____ Grade: K
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Parent/Guardian:
Address:
City/State/Zip:

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- D. This Contract is for the regular 180 day school year only. Students will be contracted separately if an extended year is agreed upon by both the sending district and the receiving district. This agreement is for the 2010-11 school year.

Signed: Paul Howard _____ 1/11/2011
Board President or Authorized Designee (Receiving Agency) Date

Signed: _____ _____
Board President or Authorized Designee (Sending Agency) Date

COMMUNITY USE OF SCHOOL FACILITIES: CONDITIONS, FEES

The board promotes the concept of school facilities serving as a center for community activities. Therefore, groups or organizations in the community will be allowed to use school facilities when the following conditions are met:

1. The use in no way interferes with the district's educational and activity programs.
2. The use is consistent with state law and conforms to district regulations.
3. The group or organization is responsible and will exercise care in the use of the facilities.
4. The activity is supervised by an adequate number of adult sponsors.
5. No alcoholic beverages or controlled substances are available or used on school grounds.
6. ~~Smoking is restricted to district designated smoking areas.~~
Red Oak Community School District buildings and campus facilities are tobacco free. The use of tobacco products (in any form) is prohibited.
7. The activity is confined to the area designated, and no school equipment or supplies are used except as approved in advance.
8. Any decorations or materials to be applied to the walls or floors must be approved in advance by the building principal.
9. Candles or other flammable materials shall be prohibited.
10. The activity is not a commercial profit-making venture by a taxable entity.
11. The use is not for private purpose or for personal gain.
12. A written application and agreement is executed, and approval is received in advance. A valid certificate of insurance is required.
13. Fees are paid in advance, if requested.
14. The group or organization shall be responsible for paying for any damage or destruction to the school facilities.
15. The group or organization shall indemnify and hold the district harmless from any claims or charges arising from the actions or inactions of the group or organization.

Application and Arrangements. A written application must be filled out by the group or organization and approval received through the business office, or through the athletic director for athletic facilities. The district reserves the right to withdraw approval.

Item 6.1.1 One-to-One Computing

– Review of the January 24 Learning Session and Timeline Discussion

[Board Goals Reference: District Goal for Big Ideas in the Next 24 Months: Technology]

BACKGROUND INFORMATION: The Learning Session for One-to-One Computing provided most aptly by the Van Meter professionals brought a great amount of enthusiasm to the Directors and staff of ROCSD. This particular goal will be on the agenda for each meeting in the future in order to focus on the intent up until the time of “go – no go”.

What is needed

- ✓ Bandwidth expansion – Terry will update you this evening on explorations underway that include Mediacom, Unite Private Networks, and the E-Rate Program
- ✓ A debate/discussion is needed for the types of devices preferred to have a One-to-One Computing program: i.e. PC platform v Apple platform and devices like I Pads v notebook computers and other small hand-held devices. This discussion should get underway soon.
- ✓ A discussion should take place with technology users/leaders in the school district for the most appropriate place to begin a One-to-One Computing Program
- ✓ Professional development and staff awareness needs must be considered
- ✓ Parent and community awareness is needed – the how, where, when, and why needs to be addressed

What other questions or needed inquiry is needed from the Board of Directors?

Board of Directors and interested stakeholders are encouraged to look at these links – each will require a no-cost registration.

Laptops, Netbooks and Smartphones:
Creating a Safe and Productive Computing Environment for Student-Owned Devices

<http://www.1105info.com/t.do?id=7027801:20198663>

Item 6.1.1 – continued

View the following to gain insights that can help a school overcome budget hurdles to provide every student with a 21st century education.

<http://www.1105info.com/t.do?id=7027802:20198663>

SUGGESTED BOARD ACTION: (none at this time)

Item 6.2.1 Red Middle School Report:

Schools in Need of Assistance and the Red Oak Middle
School Action Team Update – Principal Nate Perrien, et al

[*Board Goals 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.*]

and

[*Board Goals Reference: District Goal for Teaching and Learning: Professional learning opportunities will be more clearly articulated and monitored to ensure that teachers can succeed.*]

BACKGROUND INFORMATION: This evening please welcome ROMS Principal Nate Perrien and Guidance Counselor Chris Zarkos to this periodic update about the Schools in Need of Assistance (SINA) Program now in place at ROMS.

Nate and Chris will bring to you an update for:

- **The Middle School Action Team** – who it is, what is it doing, where is the Action Team taking the school in terms of improvement, what training remains for the Action Team.
- **The SINA process at ROMS** – what has happened, what now looks different due to SINA, and what accountability steps are in place for the SINA process.
- **Fall Testing at ROMS** – what did the results show? what needs to be done? what will change in planning for the 2011 – 12 school year?
- **What is the program: Assessment Solutions?** What is this program doing to help the decision makers for instruction?

SUGGESTED BOARD ACTION: (to be determined)

Item 6.2.2 Red Oak Curriculum Council Report and Recommendations
– Curriculum Director Barbara Sims

[*Board Goals 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.*]

and

[*Board Goals Reference: District Goal for Teaching and Learning: Professional learning opportunities will be more clearly articulated and monitored to ensure that teachers can succeed.*]

BACKGROUND INFORMATION: The Red Oak Curriculum Council (ROCC) is a vital piece (new this year) to the teaching/learning/reporting process. Remember the mission/purpose of ROCC is to “encompass a broad sweep of initiatives in the school district that affect teaching and learning including but not limited to the Iowa Core Curriculum, the Common Core Standards, district curriculum revisions, instructional program changes, learning resources adoption (textbooks & other), and assessment programming”.

The Directors do have a representative on the ROCC – President Lee Fellers.

This evening ROCC Chair Barb Sims will cover the following topics and is prepared to make recommendations to the Directors:

- Human Sexuality
- Suicide Prevention (one of the screening tests is included for your review)
- Agriculture Curriculum

Enclosed are documents and summaries provided by Curriculum Director Barb Sims. Please allow a few minute for Barb’s overview and then be prepared to take official action or determine that one or more items should be delayed until the next meeting.

SUGGESTED BOARD ACTION: (to be provided)



Diagnostic Predictive Scales

DPS - 8 (YOUTH)

© Columbia University under exclusive license to Multi-Health Systems Inc.
In the U.S: PO Box 950, North Tonawanda, NY
In Canada: 3770 Victoria Park Ave., Toronto, Ontario M2H 3M6
Developed by: Christopher P. Lucas M.D., M.P.H.

This interview is designed to be used by qualified professional as an aid to diagnosis.
It is not a substitute for a thorough clinical evaluation.

Instructions:

This interview asks about what you have been doing, and how you have been feeling.
It will take about 15 minutes to complete.

The answers for each question can be found in the right-hand column of the page. Most are either 'YES' or 'NO.' Sometimes there is a list of responses that you can choose from.

Read each question, and then answer by either checking the correct box, or circling the appropriate answer for you.

Once you have answered a question move onto the next one.

For some questions there are special instructions that tell you which question to answer next (in the shaded boxes). Read these instructions carefully.

If you have any questions ask the person supervising, otherwise turn the page to start.

The first thing I will do is ask you some background information about yourself.

D1 Are you male or female?

M F

D2 How old are you?

yrs

D3 Are you Hispanic (Latino/a)?

YES NO

D4 Choose the category that best describes your race:
(Check the correct response)

- White
- Black /African American
- American Indian/Alaska Native
- Native Hawaiian/Other Pacific Islander
- Asian
- Mixed – more than one race
- Other

D5 What grade are you in?
(Check the correct response)

- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade
- 12th grade
- Not in School

D6 Who spent the most time taking care of you in the last 3 months?
(Check the correct response)

- Both parents
- Mother only
- Father only
- Grandparents (s)
- Sister / Brother
- Aunt / Uncle
- Foster parents
- Other Adult

Turn to the Next Page

The next sets of questions are about your physical health.
Some of the questions will be skipped depending upon your responses, so read the instructions carefully.

D7 In the last three months ... did you have trouble seeing the chalkboard? YES NO

If you answered 'YES' to D7 - then go to the next question (D7a).
If you answered 'NO' to D7 - then skip to question D8 below.

D7a Do you wear glasses? YES NO

If you answered 'YES' to D7a - skip to question D8 below.
If you answered 'NO' to D7a - go to the next question (D7b).

D7b Have you seen an eye doctor about this? YES NO

D8 In the last three months ... did you have trouble hearing? YES NO

If you answered 'YES' to D8 - then go to the next question (D8a).
If you answered 'NO' to D8 - then skip to question D9.

D8a Did you see an ear doctor about this? YES NO

D9 In the last three months ... did you have a toothache? YES NO

If you answered 'YES' to D9 - then go to the next question (D9a).
If you answered 'NO' to D9 - then skip to Q1 (Section A) on the next page.

D9a Have you seen a dentist about this? YES NO

Turn to the Next Page

The next sets of questions are about feelings that people sometimes have and things that may have happened to you.

Most of the questions are about the last three months. Some are about the last year.

Section A

- Q1 In the last three months ... Have you often felt very nervous or uncomfortable when you have been with a group of children or young people - say, like in the lunchroom at school or at a party? YES NO
- Q2 Have you often felt very nervous when you've had to do things in front of people? YES NO

Leave Space Blank
A:

Section B

- Q3 For this question, I want to know if you have ever had a sudden attack of feeling very afraid. In the kind of attack I mean, someone becomes very afraid even though there is nothing around them to frighten them. Sometimes they feel they can't breathe ... sometimes their hearts beats very fast. The attacks come on very suddenly and then go away, but they get afraid that the attacks might come back.

In the last three months ...

Have you had an attack when all of a sudden you felt you very afraid or strange?

YES NO

- Q4 Have you had a time when you suddenly felt that you were suffocating or you couldn't breathe?

YES NO

Leave Space Blank
B:

If you answered 'YES' to Q3 or Q4 go to the next question (Q5).
If you answered 'NO' to both Q3 and Q4 then skip to Q7 (Section C) on the next page.

- Q5 Do you have asthma? YES NO

If you answered 'YES' to Q5 go to the next question (Q6).
If you answered 'NO' to Q5 then skip to Q7 (Section C) on the next page.

- Q6 Is the only time you've felt afraid or like you couldn't breathe when you were having an asthma attack? YES NO

Turn to the Next Page →

Section C

- Q7 In the last three months ...
Have you often worried a lot before you were going to play a sport or game or do some other activity? YES NO
- Q8 Have you had a lot of headaches? YES NO
- Q9 In the last three months ...
Have you had a lot of other aches and pains? YES NO
- Q10 Are you the kind of person who is often very tense, or who finds it very hard to relax? YES NO

Leave Space Blank
C:

Section D

- Q11 Some young people have times when one thought or idea comes into their mind over and over again. When people have these thoughts they usually get upset, because the thoughts are strange. No matter how hard they try, the thoughts keep coming back.

Now I'm going to ask you if you have had thoughts like these in the last three months. Have you had to count things over and over again, or make yourself do things a certain number of times? YES NO
- Q12 In the last three months ...
Was there a time when you washed your hands or body over and over again or changed your clothes many times each day because you thought they were dirty? YES NO
- Q13 Have you often felt you should check on things over and over again?
For example, checking that the front door is locked ... or the stove is turned off ... or that something else was done even though you knew it had been done? YES NO
- Q14 In the last three months ...
Have you often worried over and over again that things you touch are dirty or have germs? YES NO
- Q15 Have you had any other thoughts that kept coming into your mind over and over again that you couldn't get rid of? YES NO

Leave Space Blank
D:

If you answered 'YES' to any of the questions in Section D (Q11, Q12, Q13, Q14 or Q15) then go Q16 on the next page.

If you answered 'NO' to all of the questions in Section D (Q11, Q12, Q13, Q14 and Q15) then skip to (Q20) Section E on the next page.

Turn to the Next Page

Remember!

Only answer the following set of questions
IF you answered 'YES' to any of the questions in Section D (Q11, Q12, Q13, Q14 or Q15).

If you did NOT then skip to Q20 Section E.

- Q16 In the last three months ...
Have you done things like counting, checking, washing, over and over again because you like to do these things? YES NO
- Q17 Have you done these things like counting, checking, washing, over and over again, only because you've been told by someone else to make sure that you've done them right? YES NO
- Q18 In the last three months ...
Have you wished you could stop yourself doing things like counting, checking or washing over and over again? YES NO
- Q19 Have you spent a lot of time each day doing things like counting, checking or washing over and over again ... say, for as long as an hour? YES NO

Section E

- Q20 In the last three months ...
Has there been a time when nothing was fun for you and you just weren't interested in anything? YES NO
- Q21 Has there been a time when you had less energy than you usually do? YES NO
- Q22 Has there been a time when you felt you couldn't do anything well or that you weren't as good-looking or as smart as other people? YES NO
- Q23 In the last three months ...
Has there been a time when you thought seriously about killing yourself? YES NO
- Q24 Have you tried to kill yourself in the last year? YES NO
- Q25 Has there been a time when doing even little things made you feel really tired? YES NO
- Q26 In the last three months ...
Has there been a time when you couldn't think as clearly or as fast as usual? YES NO

Leave Space Blank

E:

Turn to the Next Page

I have just asked you about the last three months.

Now, I want you to think about the last year.

Section F

Q27 The next questions are about your use of alcohol - beer, wine, wine coolers, or hard liquors like vodka, gin or whiskey. Each can or bottle of beer, glass of wine or wine cooler, shot of liquor, or mixed drink with liquor in it counts as one drink.

In the last year ...

Have you had six or more drinks?

YES NO

Q28 Did you get in trouble with the police when you were drunk or because you had been drinking?

YES NO

Q29 In the last year ...

Did you get into arguments with your family or friends because of drinking?

YES NO

Q30 Did you miss school to go drinking or because you were hung over?

YES NO

Leave Space Blank
F:

Section G

Q31 In the last year ...

Have you used marijuana six or more times?

YES NO

Q32 Did you miss school to use marijuana or because you were too high on marijuana to go to school?

YES NO

Q33 In the last year ...

Did you get into arguments with your family or friends because you were using marijuana?

YES NO

Leave Space Blank
G:

Turn to the Next Page



Section H

Q34 Have you used any opiates to get high. This includes things like codeine, Demerol, morphine, parcodan, methadone, Darvon, opium, Delaudid, Talwin and so on.

In the last year ...

Have you used any of these to get high?

YES NO

Q35 Have you used any kind of hallucinogen? This includes LSD or "acid", mescaline, peyote, DMT, psilocybin and so on. Have you used one of these?

YES NO

Q36 In the last year ...

Have you used stimulants or amphetamines ... like speed, diet pills, Benzedrine, methamphetamine or anything like that to get high?

YES NO

Q37 Have you used cocaine or "crack"?

YES NO

Q38 In the last year ...

Have you used heroin?

YES NO

Q39 Have you used PCP or "Angel Dust"?

YES NO

Q40 In the last year ...

Have you used Ecstasy or "E"?

YES NO

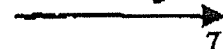
Q41 Have you used any inhalants ... like glue, cleaning fluid, gasoline or paint to get high?

YES NO

Leave Space Blank

H:

Turn to the Next Page



In the first part of this interview you were asked about how you have been feeling and acting in the last three months and in the last year. It included questions about the following areas:

Feeling anxious or worried Feeling sad or depressed Your behavior
Alcohol or drugs Other things you did

Now I'd like you to think about problems you may have been having, at home, at school or with other people your age because of the way you have been feeling or acting.

Q42 How often did your parents feel worried or concerned about the way you were feeling or acting?

- A lot of the time
- Some of the time
- Hardly ever
- Not at all

If you answered "A lot of the time" or "Some of the time" to Q42 then go to Q42a

If you answered "Hardly ever" or "Not at all" to Q42 then skip to Q43

Q42a Were they worried or concerned because of:
(Check ALL that Apply)

- You feeling anxious or worried
- You feeling sad or depressed
- Problems with your behavior
- Problems with alcohol or drugs
- Other things you did

Q43 How often did your parents get annoyed or upset with you because of the way you were feeling or acting?

- A lot of the time
- Some of the time
- Hardly ever
- Not at all

If you answered "A lot of the time" or "Some of the time" to Q43 then go to Q43a

If you answered "Hardly ever" or "Not at all" to Q43 then skip to Q44

Q43a Were they annoyed or upset because of:
(Check ALL that Apply)

- You feeling anxious or worried
- You feeling sad or depressed
- Problems with your behavior
- Problems with alcohol or drugs
- Other things you did

Turn to the Next Page

Q44 How often were you not able to do things or go places with your family because of the way you felt or acted?

- A lot of the time
- Some of the time
- Hardly ever
- Not at all

If you answered "A lot of the time" or "Some of the time" to Q44 then go to Q44a

If you answered "Hardly ever" or "Not at all" to Q44 then skip to Q45

Q44a Were you not able to do things or go places because of: (Check ALL that Apply)

- You feeling anxious or worried
- You feeling sad or depressed
- Problems with your behavior
- Problems with alcohol or drugs
- Other things you did

Q45 How often were you not able to do things or go places with other people your age because of the way you felt or acted?

- A lot of the time
- Some of the time
- Hardly ever
- Not at all

If you answered "A lot of the time" or "Some of the time" to Q45 then go to Q45a

If you answered "Hardly ever" or "Not at all" to Q45 then skip to Q46

Q45a Were you not able to do things or go places because of: (Check ALL that Apply)

- You feeling anxious or worried
- You feeling sad or depressed
- Problems with your behavior
- Problems with alcohol or drugs
- Other things you did

Turn to the Next Page

Q46 How often did the way you were feeling or acting make it difficult to do your schoolwork or cause problems with your grades?

- A lot of the time
- Some of the time
- Hardly ever
- Not at all

If you answered "A lot of the time" or "Some of the time" to Q46 then go to Q46a

If you answered "Hardly ever" or "Not at all" to Q46 then skip to Q47

Q46a Did you have problems with your schoolwork or grades because of:
(Check ALL that Apply)

- You feeling anxious or worried
- You feeling sad or depressed
- Problems with your behavior
- Problems with alcohol or drugs
- Other things you did

Q47 How often were your teachers annoyed or upset with you because of the way you were feeling or acting?

- A lot of the time
- Some of the time
- Hardly ever
- Not at all

If you answered "A lot of the time" or "Some of the time" to Q47 then go to Q47a

If you answered "Hardly ever" or "Not at all" to Q47 then skip to Q48

Q47a Were your teachers annoyed or upset because of:
(Circle ALL that Apply)

- You feeling anxious or worried
- You feeling sad or depressed
- Problems with your behavior
- Problems with alcohol or drugs
- Other things you did

Turn to the Next Page 

Q48 How often did the way you were feeling or acting make you feel bad or feel upset?

- A lot of the time
- Some of the time
- Hardly ever
- Not at all

If you answered "A lot of the time" or "Some of the time" to Q48 go to Q48a

If you answered "Hardly ever" or "Not at all" to Q48 then skip to Q49

Q48a Did you feel bad or upset because of:
(Check ALL that Apply)

- You feeling anxious or worried
- You feeling sad or depressed
- Problems with your behavior
- Problems with alcohol or drugs
- Other things you did

Q49 Have you been to see someone at a hospital, or at a clinic because of the way you were feeling or acting?

- YES
- NO

If you answered "YES" to Q49 then go to Q49a

If you answered "NO" to Q49 then skip to END

Q49a Did you go to see someone because of:
(Check ALL that Apply)

- You feeling anxious or worried
- You feeling sad or depressed
- Problems with your behavior
- Problems with alcohol or drugs
- Other things you did

END

Please inform the person supervising that you have now finished the interview.
Thank you for participating!

THE COLUMBIA UNIVERSITY TEENSCREEN PROGRAM

1. TODAY'S DATE _____ / _____ / _____

2. AGE
- | | | |
|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 11 | <input type="radio"/> 12 | <input type="radio"/> 13 |
| <input type="radio"/> 14 | <input type="radio"/> 15 | <input type="radio"/> 16 |
| <input type="radio"/> 17 | <input type="radio"/> 18 | <input type="radio"/> 19 |
| <input type="radio"/> 20 | <input type="radio"/> 21 | |

3. YOUR SEX Male Female

4. ARE YOU LATINO/A? Yes No

5. CHOOSE THE CATEGORY THAT
BEST DESCRIBES YOUR RACE

CHECK ONE

- White/Caucasian
- Black/African American
- American Indian/Alaska Native
- Native Hawaiian/Other Pacific Islander
- Asian
- Mixed - more than one race
- Other

6. YOUR GRADE

- | | | |
|----------------------------|----------------------------|-------------------------------------|
| <input type="radio"/> 5th | <input type="radio"/> 6th | <input type="radio"/> 7th |
| <input type="radio"/> 8th | <input type="radio"/> 9th | <input type="radio"/> 10th |
| <input type="radio"/> 11th | <input type="radio"/> 12th | <input type="radio"/> Not in School |

INSTRUCTIONS

Please check Yes or No for the following questions. Then, follow the arrow by your answer to go to the next question.

1 During the past 3 months,
have you had trouble seeing
(even with glasses)?

- YES ▶
 NO
▼

1a Have you seen a doctor about this?

- YES
 NO

2 During the past 3 months,
have you had trouble hearing?

- YES ▶
 NO
▼

2a Have you seen a doctor about this?

- YES
 NO

3 During the past 3 months,
have you had trouble with
your teeth or gums?

- YES ▶
 NO
▼

3a Have you seen a dentist about this?

- YES
 NO

GO ON
TO THE NEXT PAGE

INSTRUCTIONS

Please answer the following questions using the rating scale provided.
Check the circle that best describes your answer. Then, follow the arrow next to your answer to go to the next question.

4 During the past 3 months, how much of a problem have you had with feeling nervous or afraid?

1	NO PROBLEM	<input type="radio"/>
2	SLIGHT PROBLEM	<input type="radio"/>
3	MEDIUM PROBLEM	<input type="radio"/>
4	BAD PROBLEM	<input type="radio"/>
5	VERY BAD PROBLEM	<input type="radio"/>

▶ GO ON TO THE NEXT PAGE

Please answer questions 4a through 4c.

4a Are you so concerned about this that you think you should get help? YES
 NO

4b Have you seen a mental health professional like a counselor, social worker, psychologist, or psychiatrist for help with this problem during the past 3 months? YES
 NO

4c Do you have an appointment scheduled to see a professional about this? YES
 NO

GO ON
TO THE NEXT PAGE ▶

5 During the past 3 months, how much of a problem have you had with doing less with other people and withdrawing more and more into yourself?

1	NO PROBLEM	<input type="radio"/>
2	SLIGHT PROBLEM	<input type="radio"/>
3	MEDIUM PROBLEM	<input type="radio"/>
4	BAD PROBLEM	<input type="radio"/>
5	VERY BAD PROBLEM	<input type="radio"/>

▶ GO ON TO THE NEXT PAGE

Please answer questions 5a through 5c.

5a Are you so concerned about this that you think you should get help?

- YES
 NO

5b Have you seen a mental health professional like a counselor, social worker, psychologist, or psychiatrist for help with this problem during the past 3 months?

- YES
 NO

5c Do you have an appointment scheduled to see a professional about this?

- YES
 NO

GO ON
TO THE NEXT PAGE ▶

6 During the past 3 months, how much of a problem have you had with feeling unhappy or sad?

1	NO PROBLEM	<input type="radio"/>
2	SLIGHT PROBLEM	<input type="radio"/>
3	MEDIUM PROBLEM	<input type="radio"/>
4	BAD PROBLEM	<input type="radio"/>
5	VERY BAD PROBLEM	<input type="radio"/>

GO ON TO THE NEXT PAGE

Please answer questions 6a through 6c.

6a Are you so concerned about this that you think you should get help?

- YES
 NO

6b Have you seen a mental health professional like a counselor, social worker, psychologist, or psychiatrist for help with this problem during the past 3 months?

- YES
 NO

6c Do you have an appointment scheduled to see a professional about this?

- YES
 NO

GO ON
TO THE NEXT PAGE

7 During the past 3 months, how much of a problem have you had with losing your temper, being in a bad mood, or having little things make you mad or upset?

1	NO PROBLEM	<input type="radio"/>
2	SLIGHT PROBLEM	<input type="radio"/>
3	MEDIUM PROBLEM	<input type="radio"/>
4	BAD PROBLEM	<input type="radio"/>
5	VERY BAD PROBLEM	<input type="radio"/>

▶ GO ON TO THE NEXT PAGE

Please answer questions 7a through 7c.

7a Are you so concerned about this that you think you should get help?

YES
 NO

7b Have you seen a mental health professional like a counselor, social worker, psychologist, or psychiatrist for help with this problem during the past 3 months?

YES
 NO

7c Do you have an appointment scheduled to see a professional about this?

YES
 NO

GO ON
▶ TO THE NEXT PAGE

8 During the past 3 months, how much of a problem have you had with drugs or alcohol or both?

1	NO PROBLEM	<input type="radio"/>
2	SLIGHT PROBLEM	<input type="radio"/>
3	MEDIUM PROBLEM	<input type="radio"/>
4	BAD PROBLEM	<input type="radio"/>
5	VERY BAD PROBLEM	<input type="radio"/>

▶ GO ON TO THE NEXT PAGE

Please answer questions 8a through 8c.

8a Are you so concerned about this that you think you should get help?

- YES
 NO

8b Have you seen a mental health professional like a counselor, social worker, psychologist, or psychiatrist for help with this problem during the past 3 months?

- YES
 NO

8c Do you have an appointment scheduled to see a professional about this?

- YES
 NO

GO ON
▶
TO THE NEXT PAGE

9 During the past 3 months, how much of a problem have you had with getting along with your friends?

1	NO PROBLEM	<input type="radio"/>
2	SLIGHT PROBLEM	<input type="radio"/>
3	MEDIUM PROBLEM	<input type="radio"/>
4	BAD PROBLEM	<input type="radio"/>
5	VERY BAD PROBLEM	<input type="radio"/>

▶ GO ON TO THE NEXT PAGE

Please answer questions 9a through 9c.

9a Are you so concerned about this that you think you should get help?

YES

NO

9b Have you seen a mental health professional like a counselor, social worker, psychologist, or psychiatrist for help with this problem during the past 3 months?

YES

NO

9c Do you have an appointment scheduled to see a professional about this?

YES

NO

GO ON ▶
TO THE NEXT PAGE

INSTRUCTIONS

Please check *Yes* or *No* for the following questions. Then, follow the arrow next to your answer to go to the next question.

10 During the past 3 months, have you thought of killing yourself?

YES NO ► GO ON TO THE NEXT PAGE

Please answer questions 10a through 10g.

10a Are you still thinking of killing yourself?
 YES NO

10b Have you often thought of killing yourself?
 YES NO

10c Have you thought seriously about killing yourself?
 YES NO

10d Have you been thinking about killing yourself for a long time?
 YES NO

10e Are you so concerned about these thoughts that you think you should get help?
 YES NO

10f Have you seen a mental health professional like a counselor, social worker, psychologist, or psychiatrist for help with these thoughts during the past 3 months?
 YES NO

10g Do you have an appointment scheduled to see a professional for help with these thoughts?
 YES NO

GO ON
TO THE NEXT PAGE

11 Have you ever tried to kill yourself?

YES NO ► GO ON TO THE NEXT PAGE

Please answer questions 11a through 11d.

11a Have you tried to do this in the last 3 months?
 YES NO

11b Are you so concerned about this that you think you should get help?
 YES NO

11c Have you seen a mental health professional like a counselor, social worker, psychologist, or psychiatrist for help with this during the past 3 months?
 YES NO

11d Do you have an appointment scheduled to see a professional for help with this?
 YES NO

GO ON
TO THE NEXT PAGE ►

INSTRUCTIONS

Thank you for completing the Columbia Health Screen. Please tell us what you thought of the screen by answering the following questions. Check the circle that best describes your answer.

12 Do you think this questionnaire is too long, too short, or just about right?

1 TOO LONG <input type="radio"/>	2 JUST RIGHT <input type="radio"/>	3 TOO SHORT <input type="radio"/>
---	---	--

13 Do you think this questionnaire is interesting, boring, or neither one?

1 INTERESTING <input type="radio"/>	2 NEITHER <input type="radio"/>	3 BORING <input type="radio"/>
--	--	---------------------------------------

14 Now that you finished this questionnaire, do you feel more comfortable, more upset, or about the same as you did before you started this questionnaire?

1 MORE COMFORTABLE <input type="radio"/>	2 ABOUT THE SAME <input type="radio"/>	3 MORE UPSET <input type="radio"/>
---	---	---

STOP
YOU'RE DONE!



Section V: Clinical Interview & Referral

Date of Interview: ___/___/___

Reason For Clinical Interview:

- Positive CHS Screen
- Youth request
- Referred as a result of debriefing interview
- Other _____

Instructions for Clinician

- Assess depression and suicidality for every youth
- Follow-up screening results using Symptom Checklist(s) as guides to explore whether youth needs further evaluation and/or treatment

Depression: Ask about duration, persistence, and severity of symptoms

Low Mood:	Guilt / Worthlessness:
Irritability:	Hopelessness:
Lack of pleasure / Interest:	Fatigue / Loss of energy:
Sleep Disturbance:	Decreased concentration / Indecisiveness:
Appetite / Weight change:	Agitation / Retardation:

Suicidal Ideation

Thoughts of killing self:	Onset, frequency, recency:
Suicide plan / Methods associated with thoughts:	Strength of intent / Wish to die:
Precipitants/ Triggers of suicidal ideation:	Deterrents to suicidal actions:
Thoughts of death (e.g., Wish were dead, never wake up):	Onset, frequency, recency:



Screening Summary Form (CHS)

Section I: Youth Information

Youth ID: _____

Age: _____

Date: ____/____/____

Sex: Female Male

Grade: 6th 7th 8th 9th

10th 11th 12th Not in School

Section II: CHS Summary Report

<input type="checkbox"/> Vision problem / hasn't seen doctor	<input type="checkbox"/> Hearing problem / hasn't seen doctor	<input type="checkbox"/> Dental problem / hasn't seen dentist
--	---	---

Q. 4 Nervous <input type="checkbox"/> Bad Prob. <input type="checkbox"/> Very Bad Prob. <input type="checkbox"/> Want Help (a)	Q. 9 Friends <input type="checkbox"/> Want Help (a)
Q. 5 Social Withdrawal <input type="checkbox"/> Bad Prob. <input type="checkbox"/> Very Bad Prob. <input type="checkbox"/> Want Help (a)	
Q. 6 Unhappy <input type="checkbox"/> Bad Prob. <input type="checkbox"/> Very Bad Prob. <input type="checkbox"/> Want Help (a)	
Q. 7 Irritable <input type="checkbox"/> Bad Prob. <input type="checkbox"/> Very Bad Prob. <input type="checkbox"/> Want Help (a)	
Q. 8 Drugs / Alcohol <input type="checkbox"/> Bad Prob. <input type="checkbox"/> Very Bad Prob. <input type="checkbox"/> Want Help (a)	Q. 14 Reaction <input type="checkbox"/> More upset

Q. 10 Suicidal Ideation Yes No

Q. 11 Suicide Attempt ever Yes No

Section III: Screening Results & Next Steps

Positive screen if any one of these is checked:

- Q. 10 or Q. 11 = YES (Suicide Ideation or Attempt)
- Any Question Qs. 4a thru 9a = Want Help (a)
- 3 Qs. from Qs. 4 thru 8 = Bad or Very Bad
- Q. 14 = More Upset
- Youth requests / program staff recommends clinical interview
- Youth refuses to answer Q(s). _____

.....
Screen Results/Next Steps:

- Positive screen:
Requires clinical interview
 - Negative screen:
Does not require clinical interview
-

Suicidal Behavior

Number of attempts / self-injurious acts in Lifetime: _____

Most RECENT Suicide Attempt	Most SERIOUS Suicide Attempt
Date	Date
Method:	Method:
Planned / Impulsive:	Planned / Impulsive:
Certainty action would result in death (Intent):	Certainty action would result in death (Intent):
Disclosure / Discovery / Stopped self:	Disclosure / Discovery / Stopped self:
Lethality / Medical attention:	Lethality / Medical attention:
Stressors / Mood just prior to attempt:	Stressors / Mood just prior to attempt:
Substance use just prior to attempt:	Substance use just prior to attempt:

Summary of Suicide Risk Assessment: _____

Notes on Other Problem Areas: _____

Current Psychosocial Stressors: _____

Current Medical Conditions / Medications : _____

Psychiatric History / Significant Medical History: _____

Diagnostic Impressions: _____

Currently seeing a mental health professional? Yes No Future appt. scheduled? Yes No

If yes, for what? _____

Referral Recommended: Yes No

Emergency/Crisis: Yes No

Reasons for Referral or Non-Referral: _____

Youth's Response to Referral: Accepted Denied Undecided Already In Treatment N/A

Clinician's Printed Name: _____

Clinician's Signature: _____ Date: _____

Section VI: Case Management & Follow-up

Date of Initial Contact with Youth: ___/___/___ Date of Initial Contact with Parent: ___/___/___

Parent's Response to Referral: Accepted Denied Undecided Youth Already In Treatment

Initial Appointment Scheduled? Yes No Date Scheduled: ___/___/___

Youth Kept At Least One Appointment? Yes No Date First Seen: ___/___/___

Initial Treatment Provider: _____

Services Received *Check all that apply:*

- | | |
|---|--|
| <input type="checkbox"/> School-Based Services | <input type="checkbox"/> Community Mental Health Center (CMHC) Outpatient Services |
| <input type="checkbox"/> Private Outpatient Care | <input type="checkbox"/> Intensive Outpatient Program (IOP) |
| <input type="checkbox"/> Emergency Room | <input type="checkbox"/> Mobile Crisis |
| <input type="checkbox"/> Partial Hospital Program | <input type="checkbox"/> Hospital-Based Psychiatric Clinic (outpatient) |
| <input type="checkbox"/> Inpatient Unit | <input type="checkbox"/> Other - Specify: _____ |

Date Case Closed: ___/___/___ Date Closing Letter Sent to Parents: ___/___/___

Reason for Closure: _____

Additional Case Management Notes: _____

Case Manager's Printed Name: _____

Case Manager's Signature: _____ Date: _____

Human Sexuality Instruction

There is no recommendation concerning curriculum, because the curriculum is already in place through the health, counseling, and biology standards and benchmarks that have been approved.

The procedure recommended would be the teacher(s) follow the research based materials from ETR Publishing entitled Draw the Line, Respect the Line for 6th through 8th grades, and Reducing the Risk for high school students. These materials are also recognized by the Iowa Department of Education as being research based, age appropriate, and recognized as medically accurate and objective. The teacher(s) would be expected to use the parent permission letter format so parents have an opportunity to opt out if they so chose. The teacher(s) would make sure that if a guest speaker is invited to speak to the students, that speaker is well aware of the adopted curriculum and materials ahead of the visit. If the speaker planned to cover information that is not part of our adapted curriculum, the teacher has the responsibility to let the speaker know they will be asked to stop. Copies of these materials are located in the office of the Curriculum Director if parents or other patrons would want to view them.

Suicide Prevention –

The recommendation concerning suicide prevention is that we allow the High School and Middle School administration and counseling staff to use the screening tool entitled Teen Screen through Columbia University to identify students with suicidal tendencies and ultimately get those identified students and their families help. It is a research based program that has two components; one for mental illness, and one specifically for suicide risk.

We would start with the 9th and 10th grade this year, and work with 8th and 9th grade next year and 8th grade and new students in future years. It is a free program, and the permission documents that would need signed, ask for both parent or guardian approval and individual student agreement. In just this school year, the High School has had five students receive assistance for suicidal tendencies.

The ROCC feels this is a program that can help our student population and their families receive the help they need sooner. It is directly aligned with the PLC crucial question, “What do we do when students do not learn?”

Agriculture Curriculum at the HS:

It is the recommendation of the ROCC to adopt the changes that have been made thus far in the agriculture curriculum at the High School, with the hope that we have more students participating and the program would expand in the future. Currently, there are 15 to 20 students in each of the three classes. When compared to previous standards, benchmarks, and performance indicators for agricultural business, it is evident to the ROCC that Ms. Merrick has expanded the offerings in each class, provided the potential for deeper student knowledge. The following courses were presented to our committee:

Agricultural Education Curriculum Outline – Agricultural Industries

Course Description: This laboratory course is set-up into two distinct sections. Section one offers students experiences in the agricultural mechanics field of welding. Students will have the opportunity to learn about and practice proper Shielded Metal Arc Welding (SMAW) techniques under direct instructor supervision. Safety and technique will be emphasized and the unit will end with a student created project. The second section of this course will emphasize wildlife and natural resources conservation. The students will be given an introduction to natural resources and wildlife management. They will be asked to create various displays based on their particular area of interest within the wildlife/natural resource management field.

Section 1: Welding

Unit 1: Welding and shop safety

OBJECTIVE: To understand the dangers of welding and working in the agricultural mechanics laboratory and know the proper protection measures that must be followed while working in the agricultural mechanics laboratory.

LESSON 1: Shop Safety Reading and Scavenger Hunt

OBJECTIVES:

The student will be able to:

- 1.) Develop and practice safe work habits.
 - 2.) Recognize the color marking symbols used in shops.
 - 3.) Know and wear all protective equipment when in the shop.
 - 4.) Know the causes of fires and locate the fire extinguishers in the shop.
-

Unit 2: Introduction to Shielded Metal Arc Welding (SMAW)

OBJECTIVE: To gain a solid understanding of arc welding practices so that they may be applied in a laboratory setting (next unit).

LESSON 1: SMAW Components

OBJECTIVES:

The student will be able to:

- 1.) Know all the parts involved in a weld.
- 2.) Know what SMAW stands for.
- 3.) Understand and explain how those parts work together to create a weld.

- 4.) Identify the parts of a weld and describe them to someone else.

LESSON 2: Welding Process

OBJECTIVES:

The student will be able to:

- 1.) Know the steps, from start to finish, that will be taken every time we weld.
- 2.) Understand the importance of these steps in ensuring a safe environment.
- 3.) Outline the steps, from start to finish that will be taken every time we weld.

LESSON 3: Striking an arc

OBJECTIVES:

The student will be able to:

- 1.) Know what an arc is.
- 2.) Know the two methods of striking an arc.
- 3.) Understand what to do if the electrode sticks to the work surface while striking an arc.
- 4.) Know what arc length means and what it should be while working.
- 5.) Understand how to adjust arc length.
- 6.) Strike an arc and keep it at the right length.

LESSON 4: Running a bead

OBJECTIVES:

The students will be able to:

- 1.) Describe the methods/hand motions used to run a weld bead.
- 2.) Outline the various welding positions.
- 3.) List the various weld joints.
- 4.) Successfully run weld beads for all the above mentioned joints/positions.

Unit 3: SMAW Project

OBJECTIVE: To create a project using an arc welder and demonstrating all of the skills learned in the previous two welding units.

LESSON: Students will be working in the laboratory on their projects for two weeks. They must complete either one large project or multiple small projects.

Section 2: Wildlife/Natural Resource Conservation

Unit 1: Introduction to Natural Resources

OBJECTIVE: Students will explain the importance of natural resources, the demands on natural resources and identify the government's role in natural resource conservation.

LESSON 1: Renewable and Non-Renewable Natural Resources

OBJECTIVES:

The student will be able to:

- 1.) Define natural resources.
- 2.) Define renewable (inexhaustible) and non-renewable (exhaustible) natural resources.
- 3.) Identify natural resources that are renewable.
- 4.) Identify natural resources that are non-renewable.
- 5.) Explain the importance of conserving both types of resources.

LESSON 2: History and Importance of Natural Resources

OBJECTIVES:

The student will be able to:

- 1.) Explain the importance of natural resources to humans.
- 2.) Compare the availability of natural resources today with the past.
- 3.) Describe the rule of politics and economics in availability of natural resources.
- 4.) Explain the results of the depletion of natural resources.

LESSON 3: Demands on Natural Resources

OBJECTIVES:

The student will be able to:

- 1.) Describe the effect of human population on natural resources.
- 2.) Describe human reaction to the use of natural resources.
- 3.) Cite some examples of conflict between use and preservation of natural resources.
- 4.) List natural resources preservation activities.
- 5.) List natural resources conservation activities.

LESSON 4: Factors Which Affect Natural Resources

OBJECTIVES:

The student will be able to:

- 1.) List and describe natural factors which affect natural resources.
- 2.) List and describe the effect of urbanization on natural resources.

LESSON 5: Government Management of Natural Resources

OBJECTIVES:

The student will be able to:

- 1.) Identify government agencies involved in the management of natural resources.
 - 2.) Describe the role of government agencies in natural resource management.
 - 3.) List and describe specific government programs and regulations pertaining to natural resource management.
-

Unit 2: Wildlife Resource Management

OBJECTIVE: Students will define wildlife management and discuss its history, identify wildlife habitats and explain management techniques and damage control.

LESSON 1: Introduction to Wildlife Management

OBJECTIVES:

The student will be able to:

- 1.) Describe wildlife.
- 2.) Distinguish between game and non-game wildlife.
- 3.) Define wildlife management.
- 4.) Identify ecological benefits of wildlife.
- 5.) Discuss aesthetic value of wildlife.
- 6.) Discuss the economic importance of wildlife to the local and state economy.
- 7.) Discuss Rare, Threatened, and Endangered Animals in Iowa.

LESSON 2: Habitat Components

OBJECTIVES:

The student will be able to:

- 1.) Define habitats.
- 2.) Diagram the habitat triangle and identify the five basic components of a wildlife habitat.
- 3.) Define food as it relates to a wildlife habitat.
- 4.) Define cover as it relates to a wildlife habitat.
- 5.) Define space as it relates to a wildlife habitat.
- 6.) Define arrangement as it relates to a wildlife habitat.
- 7.) Explain the importance of and sources of water for wildlife.
- 8.) Define carrying capacity.
- 9.) Describe the concept of limiting factors.
- 10.) Describe the stages of plant succession and its importance to a wildlife habitat.

LESSON 3: Population Dynamics

OBJECTIVES:

The student will be able to:

- 1.) Define population dynamics.
- 2.) Describe the concept of Surplus Wildlife.
- 3.) Identify factors affecting carrying capacity.
- 4.) Identify factors related to birth & death rate of wildlife species.
- 5.) Define biotic potential and calculate growth potential for a given species.
- 6.) Define productivity.

LESSON 4: Wildlife Management Practices

OBJECTIVES:

The student will be able to:

- 1.) Define wildlife management.
- 2.) Identify economic land use practices that affect wildlife habitat and determine if those practices have a positive or negative impact on habitat availability.
- 3.) Identify land management practices which set back and/or promote plant succession.
- 4.) Explain the importance of habitat diversity.
- 5.) Discuss the benefits of fire breaks and prescribed fire to wildlife habitat.
- 6.) Identify habitat requirements for individual species.
- 7.) Measure quality of habitat for a specific wildlife species and take into account existing vegetation and human use and management.
- 8.) Develop a management plan with suggested practices for improving habitat characteristics.
- 9.) Discuss artificial feeding as a management practice.
- 10.)10. Discuss the pros and cons of stocking wildlife.
- 11.)Summarize the role of harvesting wildlife to manage populations.
- 12.)Describe the purpose of laws which regulate human activities that impact wildlife.
- 13.)Locate and name five wildlife management areas in Iowa.
- 14.)Explain why the state and federal government provide wildlife management areas.

LESSON 5: Upland Game Birds

OBJECTIVES:

The student will be able to:

- 1.) Identify and describe physical characteristics of bobwhite quail, wild turkeys, pheasants, and gray partridges.
- 2.) Describe biological and life cycle characteristics of bobwhite quail, wild turkeys, pheasants, and gray partridges.
- 3.) Identify food habitats and seasonal movements of upland game birds.
- 4.) Identify habitat requirements for individual species.
- 5.) Develop management plans to improve habitat for upland game birds.
- 6.) Identify and describe hunting rules and regulations of upland game birds.

LESSON 6: Waterfowl

OBJECTIVES:

The student will be able to:

- 1.) Identify species of waterfowl found in the North.
- 2.) Distinguish between diving ducks and puddle ducks.
- 3.) Identify the four major waterfowl flyways on a map of the United States.
- 4.) Describe habitat requirements of waterfowl.
- 5.) Describe practices for management waterfowl habitat.
- 6.) Describe laws and regulations regarding waterfowl habitat and populations.

LESSON 7: Game and Fur-bearing Mammals

OBJECTIVES:

The student will be able to:

- 1.) Identify common and economically important game and fur bearing animals in Iowa.
- 2.) Describe physical, biological, and behavioral characteristics of game and fur bearing mammals.
- 3.) Identify habitat requirements and preferred food habits of common game and fur bearing mammals.
- 4.) Identify game and fur bearing mammals from tracks and other physical evidence.
- 5.) Identify practices for managing habitat and populations of game and fur bearing mammals.
- 6.) Develop a management plan for a given species.
- 7.) Discuss Iowa Hunting Regulations for popular wildlife species.

LESSON 8: Reptiles and Amphibians

OBJECTIVES:

The student will be able to:

- 1.) Identify snakes of Iowa.
- 2.) Identify species of turtles found in Iowa.
- 3.) Describe habitat requirements for various reptiles and amphibians of Iowa.
- 4.) Discuss the ecological importance of reptiles and amphibians.
- 5.) Describe the life cycle of various reptiles and amphibians.
- 6.) Identify food habits of various species of reptiles and amphibians.

LESSON 9: Wildlife Damage Control

OBJECTIVES:

The student will be able to:

- 1.) Discuss how wildlife populations may sometimes conflict with human interest.
- 2.) Identify and describe methods of human wildlife conflict resolution.
- 3.) Identify the government's role in wildlife damage control.
- 4.) Distinguish between predator/wildlife degradation and non-wildlife depredation.

LESSON 10: Career Opportunities in Wildlife Management

OBJECTIVES:

The student will be able to:

- 1.) List career opportunities and related to wildlife management.
- 2.) Explain the duties and responsibilities of jobs related to wildlife management.
- 3.) Discuss employment locations available and education requirements for employment in fields related in wildlife management.

Agricultural Education Curriculum – Animal Science

Course Description: This laboratory course provides students with the skills and concepts involved with the care and management of small and large animals as companions, a career/income source, and for large scale production.

Unit 1: The Small Animal Industry

OBJECTIVES: Students will demonstrate an understanding of the industry involved in producing small animals

LESSON 1: The History of Animals

OBJECTIVES:

The students will be able to:

1. Describe the history of animal domestication
2. Explain the need of humans to have companion animals
3. Describe the ways in which humans may use of companion animals

LESSON 2: The Modern Small Animal Industry

OBJECTIVES:

The students will be able to:

1. Describe how small animals are produced
 2. Explain the uses of small animals for purposes other than for companion animals
 3. Discuss the importance of the small animal industry to the economy of the U.S.
 4. Discuss the career opportunities in small animal production
-

Unit 2: Small Animal Safety

OBJECTIVES: Students will demonstrate an understanding of the safety issues involved with managing small animals

LESSON 1: Zoonoses

OBJECTIVES:

The students will be able to:

1. List the different diseases that can be transmitted from animals to humans
2. Discuss the ways diseases are transmitted from animals to humans
3. Explain the safety precautions used to prevent disease transmission

LESSON 2: Handling Small Animals

OBJECTIVES:

The students will be able to:

1. Explain the reasons why animals scratch and bite humans
 2. Discuss the proper procedures for picking up small animals
 3. Explain how to treat bites and scratches by small animal
 4. Describe health problems that can result from small animal bites and scratches
-

Unit 3: Responsible Pet Ownership

OBJECTIVES: Students will be able to explain the responsibilities and factors involved in owning and caring for a pet.

LESSON 1: Choosing the Correct Pet

OBJECTIVES:

The students will be able to:

1. List the factors involved in choosing a pet
2. Explain the space requirements for different pets
3. Describe the different levels of activity required for owning different pets
4. Describe the benefits of pet ownership

LESSON 2: Responsibilities of Pet Ownership

OBJECTIVES:

The students will be able to:

1. Explain the feeding and water schedule for baby animals
 2. Describe the emotional needs of pets
 3. Explain the importance of proper pet health care
 4. Explain the concept and responsibility of euthanasia
-

Unit 4: Animal Rights and Animal Welfare

OBJECTIVES: Students will be able to distinguish between the concept of animals rights and the concept of animal welfare.

LESSON 1: Implications of the Animal Rights Movement

OBJECTIVES:

The students will be able to:

1. Define the term animal rights
2. Define the term animal welfare
3. Describe the causes of problems regarding animal welfare and small animals
4. Debate the issue regarding animal rights and welfare

LESSON 2: Dealing with the Issue of Animal Rights and Welfare

OBJECTIVES:

The students will be able to:

1. Defend the use of small animals as companion animals
 2. Deal objectively with criticisms
 3. Diplomatically answer charges made by animal rights and welfare advocates
 4. Deal humanely and compassionately with small animals
-

Unit 5: Digestive Systems and Nutrition

OBJECTIVES: Students will be able to describe the digestive system; how it operates; and describe the nutritional needs of companion animals.

LESSON 1: Digestive Systems

OBJECTIVES:

The students will be able to:

1. Explain what is meant by a simple stomach system
2. List the enzymes involved in digestion
3. Explain where enzymes are produced in the digestive system
4. Explain the function of the stomach
5. Explain the function of the small intestine
6. Explain the function of the large intestine

LESSON 2: Small Animal Nutrition

OBJECTIVES:

The students will be able to:

1. List the different classes of nutrients
 2. Describe how nutrients are used by the animal's body
 3. Explain the difference in nutritional needs of mammals and reptiles
 4. List six sources for energy feed
 5. List six sources for protein feed
 6. List sources for vitamins
 7. Balance a feed ration
 8. Plan a nutritional program for small animals
-

Unit 6: Animal Reproduction

OBJECTIVES: Students will demonstrate an understanding of the reproductive process of small mammals.

LESSON 1: The Reproductive Process

OBJECTIVES:

The students will be able to:

1. List and describe the major parts of the female reproductive tract
2. List and describe the major parts of the male reproductive tract
3. Describe the hormones that control the reproductive process
4. List the gestation periods for different animals
5. Describe the different stages of gestation
6. Explain the process of parturition

LESSON 2: Breeding Programs

OBJECTIVES:

The students will be able to:

1. Explain the proper age for breeding for both male and female animals
 2. Discuss the nutritional needs of gestating females
 3. Describe the management of the male animals
 4. Explain the importance of neutering non breeding animals
 5. Discuss the different types of breeding programs appropriate for different species of animals
-

UNIT 7: Beef Cattle

OBJECTIVES: Students will classify breeds of beef cattle and identify the required feeding and management practices.

LESSON 1: Breeds of Beef Cattle

OBJECTIVES:

The student will be able to:

1. Describe the various breeds of beef cattle, giving their origin and breed characteristics.
2. Identify various breeds of beef cattle by viewing pictures or live animals.
3. Classify breeds as British, Continental-European or Bos Indicus.

LESSON 2: Selection and Judging Beef Cattle

OBJECTIVES:

The student will be able to:

1. Describe the function of beef animals and the production system in which they are produced.
2. Describe economically important traits.
3. Interpret and utilize beef cattle performance records in selecting breeding animals.
4. Identify the procedure for evaluating beef animal conformation.
5. Name the parts of the beef animal.
6. Judge classes of market animals and breeding animals.
7. Understanding scenarios and using performances data in placing classes of livestock.

LESSON 3: Feeding and Management of the Cow-Calf Herd

OBJECTIVES:

The student will be able to:

1. List common roughages used in cattle rations.
 2. Plan a feeding program for the cow-calf herd.
 3. Demonstrate common management practices such as castration, dehorning, vaccination and identification of animals.
-

UNIT 8: Swine

OBJECTIVES: Students will identify breeds of swine and the selection, feeding and management practices required.

LESSON 1: Breeds of Swine

OBJECTIVES:

The student will be able to:

1. List the main characteristics of the swine enterprise.
2. Identify the major breeds of swine by body characteristics.
3. Record a brief summary of the origin and development of the common breeds of swine.

LESSON 2: Selection and Judging of Swine

OBJECTIVES:

The student will be able to:

1. Identify the parts of the live hog and wholesale cuts of the carcass.
 2. Select high quality breeding stock using generally accepted criteria.
 3. State reasons for placings of four market and four breeding hogs.
-

UNIT 9: Sheep and Goat Production

OBJECTIVE: Students will identify the common breeds of sheep and goats and their required feeding and management practices.

LESSON 1: Breeds of Sheep and Goat

OBJECTIVES:

The student will be able to:

1. Identify the common breeds of sheep and goats.

2. Research the origin and development of the common breeds of sheep and goats.

LESSON 2: Selection and Judging Sheep and Goats

OBJECTIVES:

The student will be able to:

1. Discuss the wool classification system.
2. Explain the procedure for evaluating sheep conformation and goat conformation.
3. Name the parts of the sheep and goat.
4. Classify market lambs and breeding animals.
5. Classify goats.

LESSON 3: Feeding and Management of Sheep

OBJECTIVES:

The student will be able to:

1. Describe four systems of raising sheep.
2. Plan feeding programs for sheep.
3. Discuss management practices for sheep including reproduction.
4. Describe housing and equipment needs for sheep.

UNIT 10: Horse Production

OBJECTIVES: Students will describe the characteristics of the horse industry and the common breeds of horses in the United States.

LESSON 1: Breeds of Horses

OBJECTIVES:

The student will be able to:

1. Describe the various breeds of horses.
2. Identify various breeds of horses by viewing pictures or live animals.
3. Classify breeds as draft, light horses, or ponies.
4. Demonstrate familiarity with horse terminology.

LESSON 2: Selection and Judging of Horses

OBJECTIVES:

The student will be able to:

1. List five general uses of horses.

2. Explain the various factors used in judging horses.
3. Name the parts of a horse.
4. Identify colors of horses.
5. Classify horses.

UNIT 11: Poultry Production

OBJECTIVES: Students will describe the poultry industry and identify the equipment required for this industry.

LESSON 1: Importance and Scope of Poultry Industry

OBJECTIVES:

The student will be able to:

1. Describe the scope and economic importance of the poultry industry.
3. Describe the impact of poultry enterprises on other agricultural enterprises.
4. Trace the history, origins, and development of the poultry industry.
5. Describe careers in the poultry industry in the county and state.
6. Define SAE opportunities in the poultry industry

LESSON 2: Selection and Evaluation of Poultry

OBJECTIVES:

The student will be able to:

1. Describe the nature of the poultry industry.
2. Identify common breeds of poultry.
3. Explain the selection of poultry for production.
4. Grade eggs and poultry carcasses.
5. Identify parts of the poultry carcass.

Agricultural Education Curriculum Outline – Plant Science

Course Description: This laboratory course will focus on plant reproduction, propagation and growing conditions for horticultural and agronomic crops. Students will apply this knowledge in the areas of landscape design through a class landscape project and agronomy through work on the Red Oak/Stanton/Villisca Test Plot Co-op.

UNIT 1: Reproduction in Plants

OBJECTIVE: Students will identify plant structures and functions

LESSON 1: Plant Life Cycles

OBJECTIVES:

The student will be able to:

1. Identify the three phases of a plant's life.
2. Describe the difference between annuals, biennials, and perennials.

LESSON 2: Vegetative Structures of Plants

OBJECTIVES:

The student will be able to:

1. Describe the functions of vegetative plant parts.
2. Discuss the differences between simple and compound leaves.
3. Explain the process of photosynthesis.
4. Describe the parts found on a plant stem.
5. Explain the structural differences between dicot and monocot stems.
6. Describe the differences between tap root and fibrous root systems.

LESSON 3: The Functions of Flower Parts

OBJECTIVES:

The student will be able to:

1. Identify the male and female parts of a flower.
2. Describe the functions of various flower parts.
3. Describe the process of pollination and fertilization.
4. Explain the process by which gametes are produced in both the male and female parts of the flower.
5. Distinguish between monoecious and dioecious plants.
6. Distinguish between complete and incomplete flowers.
7. Define cross-pollination and self-pollination.
8. Define key terms related to flower parts.

OBJECTIVE: Students will reproduce plants using various propagation techniques.

LESSON 1: Sexual Propagation

OBJECTIVES:

The student will be able to:

1. Discuss the importance of plant propagation.
2. Explain the difference between sexual and asexual propagation.
3. Describe how to successfully plant seed.
4. Describe the factors involved in planting seeds.

LESSON 2: Asexual Propagation

OBJECTIVES:

The student will be able to:

1. Discuss the various methods of stem cutting propagation and identify each method.
 2. Describe the various types of growing media used for cuttings.
 3. Describe grafting and identify three common methods.
 4. Explain the difference between separation and division in plant propagation.
 5. Discuss the importance of tissue culture and explain the tissue culture procedure.
-

UNIT 3: Media, Nutrients and Fertilizers

OBJECTIVE: Students will describe the role of media, nutrients and fertilizers in proper plant growth and development.

LESSON 1: Plant Growing Media

OBJECTIVES:

The student will be able to:

1. Describe growing media.
2. Describe soil materials and structure.

LESSON 2: Plant Nutrients

OBJECTIVES:

The student will be able to:

1. Name the nutrients needed for plant growth.
2. Identify common nutrient deficiency symptoms.
3. Describe pH modification.

LESSON 3: Fertilizers

OBJECTIVES:

The student will be able to:

1. Explain fertilization and fertilizers.
2. Describe the use of fertilizer.

UNIT 4: Plants and Their Environment

OBJECTIVE: Students will identify the kind of environments needed for proper plant growth.

LESSON 1: The Underground Environment

OBJECTIVES:

The student will be able to:

1. List the factors that affect the roots of plants.
2. Classify the types of soils.
3. Explain the techniques for improving soil drainage and improving moisture retention of the soil.

LESSON 2: The Aboveground Environment

OBJECTIVES:

The student will be able to:

1. Explain the atmospheric (aboveground) environment.
2. Identify aboveground factors affecting plant growth.

UNIT 5: Managing Landscape Soils & Fertility

OBJECTIVE: The students will identify and manage landscape soils and their fertility.

LESSON 1: Investigate Properties of Soils and Amendments

OBJECTIVES:

The student will be able to:

1. Describe the texture of a soil.
2. Explain the difference between organic and inorganic matter.
3. Distinguish between a sand, silt, clay and loam.
4. Discuss how differences in soil texture affect water retention and drainage.
5. Identify types of soil amendments.

LESSON 2: Sample & Analyze Soil

OBJECTIVES:

The student will be able to:

1. Explain the importance of testing soil.
2. Demonstrate how to take a soil sample.
3. Identify where to send soil sample.
4. Interpret soil test results.

LESSON 3: Prepare Planting Site

OBJECTIVES:

The student will be able to:

1. Explain the importance of preparing beds for planting.
 2. Describe methods of preparing beds.
 3. Measure planting site and calculate the square footage.
 4. Calculate the amount of fertilizer, lime, and/or other soil amendments needed for the planting site.
 5. Demonstrate preparation of the planting site.
 6. Discuss rotary tiller safety procedures.
-

UNIT 6: Cultural Practices

OBJECTIVE: Students will select the proper tillage, planting and harvesting equipment for production of agricultural crops.

LESSON 1: Physical Conditions

OBJECTIVES:

The student will be able to:

1. Explain the conditions needed for plant growth.
2. Explain the steps involved with land preparation and tillage.
3. Discuss the use of fertilizer and other soil amenities.
4. Analyze water management techniques.
5. Explain the proper use of irrigation.
6. Develop a pest control program.

LESSON 2: Tillage

OBJECTIVE:

The student will be able to:

1. Classify land preparation and tillage.
2. Illustrate primary and secondary tillage systems.
3. Demonstrate the use of various tillage implements.
4. Explain and identify the uses of conservation tillage methods.
5. Explain the importance of crop residue management.

LESSON 3: Planting

OBJECTIVES:

The student will be able to:

1. Explain planting methods based on crop type and conditions.
2. Estimate row spacing, plant spacing and planting depth for crops based on seed size and environmental conditions.

LESSON 4: Harvesting

OBJECTIVES:

The student will be able to:

1. Identify harvest techniques for various agricultural crops.
2. Select harvest equipment for various agricultural crops.
3. Analyze options available when timing harvest of agricultural crops.

Time: 3 hours

UNIT 7: Establishing a Hardscape

OBJECTIVE: Students will carry out steps in the construction of hardscapes.

LESSON 1: Identify Hardscape Features

OBJECTIVES:

The student will be able to:

1. Identify and list the purposes of hardscapes.
2. List the materials and equipment used in the construction of hardscapes.

LESSON 2: Grade and Site Preparation

OBJECTIVES:

The student will be able to:

1. Explain the importance of grading and site preparation before installing the hardscape.
2. Recognize the correct grade needed before installing the hardscape.
3. Demonstrate proper safety procedures with tools and equipment needed to grade and prepare the site.
4. Adjust the grade according to landscape plan specifications.
5. Prepare the site according to landscape plan specifications.

UNIT 8: Planting the Landscape

OBJECTIVE: Students will install a landscape.

LESSON 1: Interpret the Landscape

OBJECTIVES:

The student will be able to:

1. Explain the purposes of a landscape plan.
2. Identify the tools needed to interpret a landscape plan.
3. Demonstrate the use of tools needed to interpret landscape plan.
4. Interpret a landscape plan.

LESSON 2: Seed a Lawn

OBJECTIVES:

The student will be able to:

1. List the methods for seeding a lawn.
2. Identify factors that determine the best seed for lawn establishment.
3. Determine optimum planting dates for seeding a lawn.
4. Interpret a turf grass seed label.
5. Identify types of turf grass seed.
6. Explain the use of mulches in turf grass establishment.
7. Calculate the amount and cost of seed needed for lawn establishment.

LESSON 3: Install Plants

OBJECTIVES:

The student will be able to:

1. Identify tools and equipment needed to install plants.
2. Determine when different plants should be installed.
3. Identify the correct planting procedures.
4. Identify mulches used in plant installation.
5. Identify methods of staking trees and shrubs.
6. Demonstrate safety procedures in operating tools and equipment used to install plants.

7. Demonstrate how to properly install landscape plants.

LESSON 4: Maintain New Plantings in the Landscape

OBJECTIVES:

The student will be able to:

1. Determine a watering schedule.
2. Determine a fertilizing schedule.
3. Control weeds in plant beds.
4. Describe pruning techniques for maintaining shrubs.

LESSON 5: Pricing a Landscape Plan

OBJECTIVES:

The student will be able to:

1. Determine quantity and types of plant material from a landscape plan.
 2. Describe the landscape specification for the hardscape from a landscape plan.
 3. Calculate the cost of a landscape installation.
 4. Calculate the cost of a landscape annual maintenance job.
 5. Recognize landscape symbols for shrubs and landscape objects.
 6. Calculate linear feet of edging.
 7. Calculate the amount of mulch in volume.
 8. Calculate the volume of soil amendments.
 9. List stacking and guy wires needed for the plan.
 10. Estimate jobs and times required in preparing and finishing a landscape installation job.
 11. Calculate square feet of lawn area.
 12. Read and interpret soil analysis and calculate price of fertilizer, lime, etc.
-

UNIT 9: Designing the Landscape

OBJECTIVE: Students will carry out the steps of the landscape design process.

LESSON 1: Conduct a Landscape Needs Analysis for a Client

OBJECTIVES:

The student will be able to:

1. Develop effective communication skills for interacting with a client.
2. Define the landscape needs of a customer through appropriate questions and inventory.

LESSON 2: Conduct a Landscape Site Analysis

OBJECTIVES:

The student will be able to:

1. List features by which a landscape site can be evaluated.
2. Describe impact of various natural, man-made, and cultural factors on a site.
3. Prepare a site analysis sketch of a site.

LESSON 3: Developing a Plot Plan

OBJECTIVES:

The student will be able to:

1. Measure dimensions of a site.
2. Produce a scale drawing of a site.

LESSON 4: Completing a Landscape Plan

OBJECTIVES:

The student will be able to:

1. Select appropriate plant and hardscape materials for a landscape site.
2. Arrange plant and hardscape items in a landscape based on client needs, site analysis, and proper design principles.
3. Produce a complete landscape plan with appropriate labels and list of materials.

LESSON 5: Price a Landscape Plan

OBJECTIVES:

The student will be able to:

1. Calculate the cost of a landscape plan.
2. Identify different methods used to price landscape plans.
3. Use at least one method to calculate a price for a complete landscape plan.

LESSON 8: Present Landscape Plan

OBJECTIVES:

The student will be able to:

1. Identify components of an effective sale presentation.
2. Prepare a sales presentation for a landscape plan.
3. Conduct a sales presentation for a landscape plan.

Item 6.2.3 Personnel Report: Retirements, Resignations, Recruitment

[Board Goals Reference: District Goal for Fiscal Health: Build on and enhance steps to gain greater financial health in the school district.]

BACKGROUND INFORMATION: Personnel topics will continue on a frequent basis as the district continues to plan for budget priorities; for the replacement of essential positions; as the district examines realignment of roles/responsibilities; and considers early retirement requests.

This evening the following positions are being studied by district leaders:

- ⇒ Elementary art education
- ⇒ Middle level social studies
- ⇒ Special education leadership and coordination
- ⇒ Secondary mathematics – college level classes
- ⇒ Middle level language arts

Enclosed are resignation letters from:

Mr. David Swanson, ROHS mathematics instructor

Ms. Tracy Clausen, ROMS language arts instructor

Mr. Adam Hietbrink, ROMS girls' basketball coach

[At publication time, it was possible for another retirement request or two may occur. An update will be provided by Terry]

Enclosed is an internal announcement for open positions in the school district. Other recruiting announcements will be shared when time appropriate.

SUGGESTED BOARD ACTION: It is recommended the Directors accept letters of resignation from David Swanson, Tracy Clausen., and Adam Hietbrink.

January 24, 2011

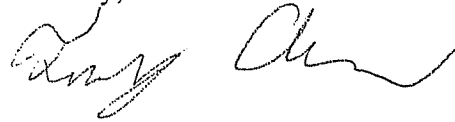
COPY

Nathan Perrien
Red Oak Middle School
308 East Corning St.
Red Oak, IA 51566

Dear Mr. Perrien:

With this letter I wish to inform you that I will be resigning from my position with Red Oak Middle School as the 7th and 8th grade language arts teacher for the school year of 2011-2012. I regret any inconvenience that this will cause, although I will do my best to help make the transition go as smoothly as possible. It has been a wonderful experience teaching at the Red Oak Middle School, and I am grateful for all the opportunities this district has given me.

Sincerely,

A handwritten signature in cursive script, appearing to read "Tracy Clausen".

Tracy Clausen

Dear Terry,

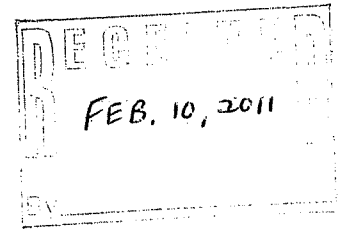
I want to inform you of my intention to depart from the staff here in Red Oak in order to pursue a teaching position with a 2 or 4 year college. I spoke with Jedd Sherman about this last September. He advised me to think it over and if it was my final decision to leave Red Oak that I should let you know by early February. This would allow you ample time to begin a search for my replacement. Therefore I am letting you know, officially, that I will hopefully be employed elsewhere when my current contract expires at the end of August of this year. You may begin seeking a suitable replacement.

After 20 years in secondary education, I've decided to spend the twilight years of my career at a higher level now that I have the credentials to do so. It is my hope that should I need a letter of recommendation, you would assist me in that matter. I have loved the 15 years I have been a teacher and coach for Red Oak schools. I just feel it's time to move on while I still have the chance to take on new challenges.

Sincerely,

David W. Swanson

COPY



Dear Mr. Schmidt:

Thank you for the opportunity to work as the 8th grade basketball coach. I have learned a lot during my time here working with John Walker. I truly appreciate his guidance and friendship during the basketball season.

However, the time has come for me to move on. This letter is to formally announce my resignation as 8th grade basketball coach.

I wish continued success to the girl's basketball program. Thank you again for letting me work with this fine group of athletes.

Regards,

Adam Hietbrink

2.11.2011

To: Rita Leinen
From: Terry Schmidt
Subject: Personnel vacancies

Red Oak Community School District Personnel Vacancies

Teacher and Leadership Vacancies in the Red Oak Community School District

Secondary Mathematics Instructor: An opening exists for a secondary mathematics instructor at Red Oak High School for the 2011 – 12 school year. Letters of application may be sent to Mrs. Rita Leinen, administrative assistant at the Webster Building. In-district letters of interest are accepted until Wednesday, 2.23.2011.

Middle Level Language Arts Instructor: An opening exists for a middle school language arts instructor at for the 2011 – 12 school year. Letters of application may be sent to Mrs. Rita Leinen, administrative assistant at the Webster Building. In-district letters of interest are accepted until Wednesday, 2.23.2011.

Elementary Art Education: An opening exists for an elementary art instructor at Inman Primary and Washington Intermediate for the 2011 – 12 school year. Letters of application may be sent to Mrs. Rita Leinen, administrative assistant at the Webster Building. In-district letters of interest are accepted until Wednesday, 2.23.2011

Middle Level Social Science Instructor: An opening exists for a middle school social studies instructor for the 2011 – 12 school year. Letters of application may be sent to Mrs. Rita Leinen, administrative assistant at the Webster Building. In-district letters of interest are accepted until Wednesday, 2.23.2011.

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Vacancies in the Red Oak Community School District

2.11.2011

Special Education Coordinator: An opening exists for a program coordinator in the 2011 – 12 school year. A limited amount of classroom instruction may be included. The successful applicant will preferably have an endorsement for PK-12 Special Education Supervisor and/or a current Evaluator endorsement. Letters of application may be sent to Mrs. Rita Leinen, administrative assistant at the Webster Building. In-district letters of interest are accepted until Wednesday, 2.23.2011.

Item 7.0 Reports

Each board meeting may have one or more reports from district staff; announcements of future meetings; or general announcements from organizations. Seldom will the information require formal board of director action. If formal action is needed on any item, a recommendation will be provided.

7.1 Administrative Reports

(At publication time, there were no new reports to share)

7.2 Future Conferences, Workshops, Seminars

Board Vice-President Charla Schmid will accompany seven Red Oak staff to the **2011 Professional Learning Communities Summit** in Phoenix on Feb. 23 to 25. She will provide an update to the governing body at the February 28 meeting.

The Red Oak School Improvement Advisory Council will meet on Tuesday, February 22 at 6:30 pm. Since Vice-President Schmid is traveling on that date, perhaps another director would like to attend with SIAC Rep Elizabeth Dilley?

March Dates for the Iowa Association of School Boards

8 IASB Lobby Day, Wallace Auditorium and State Capitol, 10 a.m.-2 p.m.

31 ABLE II Regional Workshop, Corning, 6:30-9 p.m. specific location TBA

7.3 Other Announcements – to be provided