

Red Oak Community School District

2011 N. 8th St.

Red Oak, Iowa 51566

(712) 623-6600

www.redoakschooldistrict.com

Regular Board of Directors Meeting

Meeting Location: Sue Wagaman Board Room
Red Oak CSD Administrative Center
The Technology Building – Red Oak High School Campus

Thursday, August 6, 2015 – 7:00 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 from Red Oak Schools
 - 4.2 Visitors and Presentations
 - 4.3 Affirmations and Commendations
 - 4.4 Correspondence
- 5.0 Consent Agenda 2
 - 5.1 Review and Approval of Minutes from July 23, 2015 3-4
 - 5.2 Review and Approval of Monthly Business Reports 5-6
 - 5.3 Review and Approval of an Open Enrollment Request – as needed
 - 5.4 Review and Approval of the Final Reading of Policy Code 604.1 Private Instruction and Policy Code 604.7 Dual Enrollment 7-8

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5.5 Review and approval of the Education Service Agreement with the Southwestern
Community College for FY 16 for Health Career Academy 9-13

6.0 General Business for the Board of Directors

6.1 Old Business

- 6.1.1 Review, Discuss and Possible Board Action on the 2016 IASB Legislative
Platform and Consideration of Priorities by the Red Oak School Board 14-29
- 6.1.2 Review, Discuss and Probable Action: Reduction of a Secretary Position at
the High School in Accordance with the FY 16 Budget Reduction Plan 30
- 6.1.3 Review, Discuss and Probable Action: Involuntary Transfer of a Secretary 30
from the High School to the Middle School

6.2 New Business

- 6.2.1 Review, Discussion and Probable Action to Approve the Contract Proposal
with Chemsearch H2O Solutions to provide Water Treatment for the High
School Boiler System 31-33
- 6.2.2 Review, Discussion and Probable Action to Approve the Replacement of the
Steam Return Line in the East Hallway at ROHS 34-35
- 6.2.3 Receive a Report and Probable Action Concerning the Professional Liability
Insurance Requirement for Boyd Jones Construction 36
- 6.2.4 Personnel Considerations: 37-44
- Recommendations to Approve the Employment of Maintenance
Department Personnel
 - Recommendations to Approve Home School Assistance Program
Instructor Contracts
 - Recommendation to Hire for Supplemental Contracts for Assistant
Speech and Debate Coach, MS Football Coach and High School
Assistant Fall Play Director
- 6.2.5 Consider and Act Upon a Support Staff Recommendation for Termination
of Employment. Possible Closed Session per Iowa Code sections 21.5(1)(i)
and 21.5(1)(a) "to discuss the individual's performance and consider
termination of employment and to discuss confidential personnel records." 45

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7.0 Reports 46

7.1 Administrative

7.2 Future Conferences, Workshops, Seminars

7.3 Other Announcements

4.0 Communications

4.1 Good News from Red Oak Schools

The Mentoring Program has received an \$8,000 grant from Boost4Families. Thank you to Peggy Craig and Sue Ann Crouse for applying for this grant.

4.2 Visitors and Presentations

Please welcome any guests that may be in attendance at tonight's meeting.

At the next board meeting there will be a short presentation on the TLC work.

4.3 Affirmations and Commendations

4.4 Correspondence

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

5.0 Consent Agenda

Background: Enclosed are reference pages for:

- The minutes from July 23, 2015 for review and approval
- The monthly business reports for review and approval. Shirley Maxwell can answer questions that you have over the business reports.
- Review and approval of open enrollment requests presented – as needed
- Review and approval of the final reading of board policies 604.1 and 604.7
- Review and approval of the contract agreement with Southwestern Community College for FY 16 Health Career Academy

Recommendation: Approve the consent agenda as presented.

Red Oak Community School District
Meeting of the Board of Directors
Meeting Location: Sue Wagaman Board Room, Red Oak CSD Administrative Center
Red Oak Technology Center, Red Oak High School Campus
July 23, 2015

This regular meeting of the Board of Directors of the Red Oak Community School District was called to order by President Lee Fellers at 6:00 p.m.

Present:

Directors: Lee Fellers, Bill Drey, Paul Griffen, Kathy Walker

Absent: Warren Hayes

Shirley Maxwell, Board Secretary, Tom Messinger, Superintendent

Approval of Agenda

Motion by Director Drey, second by Director Griffen to approve the agenda as presented with the order of agenda items at the discretion of the board president. Motion carried unanimously.

Consent Agenda

Motion by Director Drey, second by Director Griffen to approve the consent agenda as presented. Motion carried unanimously.

Items included in the consent agenda:

- Review and approval of the minutes from July 9, 2015.
- Review and approval of the monthly business reports
- Review and approval of an open enrollment request

Consideration and Approval of the Final Reading of Policy Code 414.1 Support Staff Employee Vacations – Holidays – Personal Leave

Motion by Director Drey, second by Director Walker to approve the second reading of Policy Code 414.1 Support Staff Employee Vacations – Holidays – Personal Leave. Motion carried unanimously.

Consideration and Approval of the Second Reading of Policy Code 604.1 Private Instruction and Policy Code 604.7 Dual Enrollment

Motion by Director Griffen, second by Director Drey to approve the second reading of Policy Code 604.1 Private Instruction and Policy Code 604.7 Dual Enrollment. Motion carried unanimously.

Discussion and Probable Action: Guidance Counselor Sharing Agreement with the Stanton Community School District – Presented by Supt. Messinger

Motion by Director Drey, second by Director Walker to approve the guidance counselor sharing agreement with the Stanton Community School District for the 2015-2016 school year. Motion carried unanimously.

Personnel Considerations: Hiring/Consideration of Employment Contracts for Two Full-time Food Service Positions Pending Background Completion

Motion by Director Drey, second by Director Griffen to approve the contracts for Stephane Meyer, cook/fresh fruit and vegetable prep and Kathy Bates, cook, for the 2015-2016 school year pending the background checks. Motion carried unanimously. Their starting pay rate will be \$8.80. Their starting date is August 17, 2015.

Discussion and Probable Action: Reduction of a Secretary Position at the High School in Accordance with the FY 16 Budget Reduction Plan

Motion by Director Drey, second by Director Griffen to approve the reduction of a secretary at the High School in accordance with the FY 2016 Budget Reduction Plan. Motion by Griffin, second by Walker to table this motion. Aye: Walker, Fellers Griffen, Nay: Drey. Motion carried.

Discussion and Probable Action: In-voluntary Transfer of a Secretary from the High School to the Middle School

President Fellers withdrew this topic from the agenda.

Discussion and Probable Action: Aesop Subfinder Program

Supt. Messinger presented information to the directors on the Aesop Substitute Placement & Absence Management System. This system saves time over manually calling substitutes, gets the most qualified subs in the classroom, tracks employee leave absences online, monitors absenteeism and other trends, creates custom reports and integrates with the payroll system. Motion by Director Drey, second by Director Griffen to approve the purchase of Aesop Substitute Placement & Absence Management. Motion carried unanimously.

Discussion and Probable Action: Red Oak Community School Geotechnical Addendum

Motion by Director Griffen, second by Director Drey to approve the proposal for geotechnical exploration by TD2 Engineering and Surveying. Motion carried unanimously. Daric O'Neal was present at the meeting to answer any questions for the directors concerning the proposal.

Adjournment

Motion by Director Drey, second by Director Griffen to adjourn the meeting at 6:45 p.m. Motion carried unanimously. The date of the next regular meeting will be August 6, 2015 at 7:00 p.m. in the Sue Wagaman Board Room, Red Oak CSD Administrative Center,

Lee Fellers, President

Shirley Maxwell, Board Secretary

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Checking Account ID 1	Fund Number 10	OPERATING FUND
CARRIE WESTON - CR GRAPHICS	04292015	270.00
10 1902 1920 100 1920 618	RED OAK READERS SHIRTS	270.00
Vendor Name CARRIE WESTON - CR GRAPHICS		<u>270.00</u>
CHAT MOBILITY	07152015	550.50
10 0010 2410 000 0000 532	DISTRICT CELL PHONE CHARGES	550.50
Vendor Name CHAT MOBILITY		<u>550.50</u>
FIRST BANKCARD	07132015	22.90
10 2020 1000 100 0000 612	GYMBOSS CLASSIC TIMER, COLOR BLACK/BLUE	22.90
FIRST BANKCARD	07142015	54.52
10 0010 2321 000 0000 532	CONFERENCING CALLS	54.52
FIRST BANKCARD	07142015-1	53.47
10 2020 1000 100 0000 612	BOOK	53.47
FIRST BANKCARD	07152015	138.90
10 3230 1000 100 0000 612	model #: HECSC7V	138.90
FIRST BANKCARD	07152015-1	22.95
10 3230 1000 100 0000 612	Samsung SE-208DB/TSBS 8x Slim DVD+/-RW S	22.95
FIRST BANKCARD	07172015	231.90
10 2020 1000 100 0000 612	AKILES ECOBIND-C MANUAL PLASTIC COMB PUN	167.00
10 2020 1000 100 0000 612	1/2" BLACK PLASTIC BINDING COMBS (100/BX)	25.96
10 2020 1000 100 0000 612	1/4" PLASTIC BINDING COMBS (100/BX) FOR	13.96
10 2020 1000 100 0000 612	3/4" BLACK PLASTIC BINDING COMBS (100/BX)	24.98
FIRST BANKCARD	07222015	17.93
10 0010 2321 000 0000 611	ELEC PENCIL SHARPENER	17.93
FIRST BANKCARD	07242015	140.00
10 0010 2321 000 0000 611	BOOKS	140.00
FIRST BANKCARD	07272015	99.00
10 0010 2310 000 0000 611	MEMBERSHIP	99.00
FIRST BANKCARD	07272015-1	2,561.90
10 0010 2213 100 3342 580	TRAVEL CHGS MEETING	2,561.90
FIRST BANKCARD	07282015	36.18
10 3230 2410 000 0000 618	desk planner refill	36.18
Vendor Name FIRST BANKCARD		<u>3,379.65</u>
MEDIACOM	07212015	1,351.00
10 0010 2236 000 0000 536	DISTRICT WIDE INTERNET	1,351.00
Vendor Name MEDIACOM		<u>1,351.00</u>
MIDAMERICAN ENERGY	06302015	20,660.79
10 0020 2600 000 0000 621	THERMS 69	47.62
10 3900 2600 000 0000 621	THERMS 212	147.56
10 3900 2600 000 0000 622	KWH 28800	2,750.43
10 2020 2600 000 0000 622	KWH 221	36.06
10 2020 2600 000 0000 622	KWH 22200	2,177.38
10 2020 2600 000 0000 622	KWH 1	3.46
10 2020 2600 000 0000 622	KWH 114900	8,948.36
10 1912 2600 000 0000 621	THERMS 6	13.27
10 1912 2600 000 0000 622	LWH 1803	228.03

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
10 1901 2600 000 0000 622	KWH 38100	3,839.95
10 1901 2600 000 0000 622	KWH 1	3.46
10 1902 2600 000 0000 622	KWH 18320	1,939.43
10 0020 2600 000 0000 622	KWH 1160	180.40
10 0020 2600 000 0000 622	KWH 1	19.67
10 0030 2600 000 0000 621	THERMS 6	13.27
10 0030 2600 000 0000 622	KWH 1200	151.50
10 0030 2600 000 0000 622	KWH 1280	160.94
Vendor Name MIDAMERICAN ENERGY		<u>20,660.79</u>
NISHNA PRODUCTIONS	07112014	992.52
10 0010 1200 214 3302 569	JOB COACHING	992.52
Vendor Name NISHNA PRODUCTIONS		<u>992.52</u>
STANTON COMMUNITY SCHOOL DIST.	06302015-1	12,544.50
10 0010 1200 217 3303 569	SP ED CHARGES	12,544.50
Vendor Name STANTON COMMUNITY SCHOOL DIST.		<u>12,544.50</u>
UNITED PARCEL SERVICE	0000537022305	183.73
	-1	
10 2020 2410 000 0000 531	UPS CHARGES	19.77
10 3230 2410 000 0000 531	UPS CHARGES	34.78
10 1901 2410 000 0000 531	UPS CHARGES	19.78
10 0010 2321 000 0000 531	UPS CHARGES	89.62
10 1902 2410 000 0000 531	UPS CHARGES	19.78
Vendor Name UNITED PARCEL SERVICE		<u>183.73</u>
Fund Number 10		<u>39,932.69</u>
Checking Account ID 1		39,932.69
Checking Account ID 2	Fund Number 61	SCHOOL NUTRITION FUND
FIRST BANKCARD	07232015	998.00
61 2020 3110 000 0000 618	WARMER CABINET	499.00
61 3230 3110 000 0000 618	WARMER CABINET	499.00
Vendor Name FIRST BANKCARD		<u>998.00</u>
Fund Number 61		<u>998.00</u>
Checking Account ID 2		998.00
Checking Account ID 3	Fund Number 21	STUDENT ACTIVITY FUND
LEWIS CENTRAL COMMUNITY SCHOOL	07212015	500.00
21 0010 1400 920 6600 320	HAWKEYE 10 CONFERENCE DUES	500.00
Vendor Name LEWIS CENTRAL COMMUNITY SCHOOL		<u>500.00</u>
Fund Number 21		<u>500.00</u>
Checking Account ID 3		500.00

DUAL ENROLLMENT

The parent, guardian, or custodian of a student receiving competent private instruction may also enroll the student in the school district in accordance with state law and policy. The student is considered under dual enrollment. The parent, guardian, or custodian requesting dual enrollment for the student should notify the board secretary no later than September 15 of the school year in which dual enrollment is sought on forms provided by the school district. On the form, they will indicate the extracurricular and academic activities in which the student is interested in participating. The forms are available at the central administration office.

A dual enrollment student is eligible to participate in the school district's extracurricular and academic activities in the same manner as other students enrolled in the school district. The policies and administrative rules of the school district will apply to the dual enrollment students in the same manner as the other students enrolled the school district. These policies and administrative rules will include, but not be limited to, athletic eligibility requirements, the good conduct rule, academic eligibility requirements, and payment of applicable fees.

A dual enrollment student whose parent, guardian, or custodian has chosen standardized testing as the form of the student's annual assessment will not be responsible for the cost of the test or the administration of the test.

After the student notifies the school district which activities in which they wish to participate, the school district will provide information regarding the specific programs.

The applicable legal requirements for dual enrollment including, but not limited to those related to reporting and eligibility, shall be followed. It is the responsibility of the superintendent to develop administrative regulations regarding this policy.

NOTE: This policy reflects Iowa's dual enrollment law.

Legal Reference: Iowa Code §§ 279.8, 299A
281 I.A.C. 31.

Cross Reference: 502 Student Rights and Responsibilities
503 Student Discipline
504 Student Activities
507 Student Health and Well-Being
604.1 Private Instruction
604.9 Home School Assistance Program

Approved _____

Reviewed July 23, 2015

Revised July 9, 2015

PRIVATE INSTRUCTION

The *Red Oak Community School District* recognizes that families with students of compulsory attendance age may select alternative forms of education outside the traditional school setting, including private instruction. The applicable legal requirements for private instruction, including, but not limited to those relating to reporting and evaluations for progress, shall be followed.

Except as otherwise exempted, in the event a child of compulsory attendance age as defined by law does not attend public school or an accredited nonpublic school, the child must receive private instruction. Private instruction means instruction using a plan and a course of study in a setting other than a public or organized accredited nonpublic school.

Private instruction can take the form of competent private instruction and independent private instruction. The Iowa Department of Education recognizes three options for delivery of this form of instruction: two options for delivery of competent private instruction and one option for independent private instruction.

Competent private instruction means private instruction provided on a daily basis for at least one hundred forty-eight days during a school year, to be met by attendance for at least thirty-seven days each school quarter, which results in the student making adequate progress. Competent private instruction is provided by or under the supervision of a licensed practitioner or by other individuals identified in law.

Independent private instruction means instruction that meets the following criteria: (i) is not accredited, (ii) enrolls not more than four unrelated students, (iii) does not charge tuition, fees, or other remuneration for instruction, (iv) provides private or religious-based instruction as its primary purpose, (v) provides enrolled students with instruction in mathematics, reading and language arts, science, and social studies, (vi) provides, upon written request from the superintendent of the school district in which the independent private instruction is provided, or from the director of the department of education, a report identifying the primary instructor, location, name of the authority responsible for the independent private instruction, and the names of the students enrolled, (vii) is not a nonpublic school and does not provide competent private instruction as defined herein, and (viii) is exempt from all state statutes and administrative rules applicable to a school, a school board, or a school district, except as otherwise provided by law.

It is the responsibility of the superintendent to develop administrative regulations regarding this policy.

NOTE: This policy reflects Iowa law on competent private instruction and independent private instruction. For additional information, including applicable forms, please visit the "Options for Educational Choice" section of the Iowa Department of Education's website, located at <https://www.educateiowa.gov/pk-12/options-educational-choice>.

Legal Reference: Iowa Code §§ 299, 299A.
281 I.A.C. 31.

Cross Reference: 501 Student Attendance
502 Student Rights and Responsibilities
504 Student Activities
507.1 Student Health and Immunization Certificates
604.7 Dual Enrollment
604.9 Home School Assistance Program

Approved _____ Reviewed July 23, 2015 Revised July 9, 2015

SOUTHWESTERN COMMUNITY COLLEGE EDUCATIONAL SERVICES CONTRACT

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

SECTION I PURPOSE

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

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

SECTION II CONTRACT AGENCIES

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

SECTION III TERM OF COMMITMENT

Beginning Date: August 26, 2015
Ending Date: May 6, 2016

SECTION IV UNDERSTANDING OF PROJECT AND MUTUAL AGREEMENT

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

SECTION V

FACILITIES, STUDENTS, PERSONNEL AND SERVICES TO BE PROVIDED

A. Facilities

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

B. Students and Personnel

1. By the Provider: The Provider shall provide administrative, instructional, and other necessary staff to carry out the purposes of this instructional project. The Provider shall make available to the Participant, staff members for consultative purposes from time to time as needed for activities related to this project. Students will be treated as young adults and appropriate and proper behavior will be expected when participating in lab activities the provider is not responsible. Students are responsible for any liability arising as a result of injuries associated with lab. Jointly agreed upon rules common to the participant schools and community college will be administered.
2. By the Participant School District: The Participant will provide, under the terms of this contract, properly screened and counseled students who are appropriately enrolled in courses offered under this project. All rules, regulations, and personnel policies of the Provider shall apply to project personnel, including students, while they are in the Provider's facilities. The Participant School District staff may serve the Provider's instructional staff for consultative

purposes from time to time and otherwise encourage a cooperative relationship with the Provider's personnel.

SECTION VI INSTRUCTIONAL EQUIPMENT AND MAINTENANCE

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

SECTION VII INSTRUCTIONAL RELATED SERVICES

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

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

SECTION VIII ADMINISTRATION AND COMMUNICATION

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

SECTION IX TUITION, FEES, BOOKS AND BILLING

- A. Red Oak Community School District is contracting for students in the Health Career Academy. The amount charged will be 90% of 2015-2016 tuition and fees rate per student enrolled. From the tuition dollars paid, the amount of \$8,500 will be applied to the costs of adjunct instructors' salary and benefits. (This number may need to be updated based on the ratio of Red Oak/Stanton students enrolled in the Health Science program.)

- B. Billings will be sent in September and February.
- C. Southwestern Community College is responsible for purchasing and distributing the required textbooks. Red Oak Community School District is responsible for collecting the textbooks at the completion of the course. Any textbooks not returned or damaged beyond use will be billed to the Red Oak Community School District.
- D. The provider shall reserve the right to control the maximum enrollment in each class.
- E. In any event, a program may be canceled if the total enrollment by all participating districts is insufficient.
- F. This contract must be signed and filed with Southwestern Community College, 1501 West Townline Street, Creston, IA 50801 by May 22, 2015.

SECTION X ESCAPE CLAUSES

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

SPECIAL ACCOMMODATIONS

Southwestern is committed to the regulations of the American with Disabilities Act in making reasonable accommodations for students, staff, or patrons of the College in accessing its facilities. Any student with a disability wanting to request accommodations should notify the College administration of his/her needs, and the College will do what is reasonable to effect changes and assist the individual in being successful in the College environment. Steps for obtaining such accommodations are listed in the Student handbook (Disability/Special needs at Southwestern). For further assistance regarding accommodations or to identify special needs, students should contact Deb Pantini, Director of Student Development, Administration Center, at 641.782.1458.

NONDISCRIMINATION

Southwestern Community College prohibits discrimination on the basis of race, color, national origin, sex, disability, age in employment, sexual orientation, gender identity, genetic information, creed, religion, veteran status, associational preference and actual or potential parental, family or marital status in its programs, activities or employment and personnel policies and practices. Southwestern also affirms its commitment to

providing equal opportunities and equal access to its facilities. Inquiries regarding compliance with the nondiscrimination policy and the appropriate grievance procedure may be directed to: Educational Equity Coordinator, Southwestern Community College, 1501 W. Townline St., Creston, IA 50801, 641.782.1456 or 800.247.4023, ext. 456.

AUTHORIZATION

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

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

PROVIDER, SOUTHWESTERN
COMMUNITY COLLEGE
(MERGED AREA XIV)

By: _____
Signature

By: _____
Signature

Date: _____

Date: _____

6.1.1 Review, Discuss and Possible Board Action on the 2016 IASB Legislative Platform and Consideration of Priorities by the Red Oak School Board

Background: At our July 9, 2015 board meeting we had the listing of the many legislative items IASB has listed as priorities. There was a consensus on our top priorities and have since found out that two items high on our list have passed. One of the items (“26. Supports the use of physical plant and equipment levy (PPEL) funds for the maintenance and repair of transportation equipment that can be purchased or financed with PPEL funds”) has been passed with a requirement that the repairs be \$2500 or more. This was not a priority that made our list but was determined to be a very important one. The other item which was on our list was item 8. (“8. Supports the inclusion of drop-out prevention and funding for at-risk students in the foundation formula and the inclusion of socio-economic status as a factor in determining a student’s at-risk funding. Supports allowing districts to apply the rules for “supplemental weighted dollars” to all drop-out prevention program dollars.”)

Recommendation: Revisit the list sent by IASB (included in the board packet) to select another priority.

2015 IASB Final Resolutions

STUDENT ACHIEVEMENT AND STUDENT EQUITY

1. Supports preserving the integrity of the statewide penny sales tax for school infrastructure, including the tax equity provisions of buying down the highest additional levy rates to the state average, and supports the extension of the statewide penny by the repeal of the Dec. 31, 2029 sunset.
2. Supports full state funding to encourage local initiatives to fully comply with current professional development program requirements.
3. Supports continued progress in the development of rigorous content standards and benchmarks consistent with the Iowa Core focused on improving student achievement, including the following state actions:
 - Provide and fund technical assistance to help school districts fully implement the Iowa Core.
 - Adopt high-quality summative and formative assessments, aligned to the skills students should know and be able to do to succeed globally and locally.
 - Include and fund all the components of successful standards systems: assessments aligned to high expectations, improved and aligned instruction and quality professional development.
 - Research based professional development that provides educators with training, support and time to work together so that they can successfully teach a rigorous curriculum to all students.
4. Supports adequate and on-time funding for English-language learner (ELL) students until the students reach proficiency.
5. Supports a funding mechanism for school districts' transportation costs that does not reduce funding for the educational program.
6. Supports an increase in funding to ensure all 4-year-olds have access to a high quality public school preschool program. The increase should include transportation and facility development costs. We should continue to allow 4-year-olds to be included in the enrollment count if those programs can demonstrate meeting the collaboration and quality standards requirements of the statewide voluntary preschool program.
7. Supports continuation of sufficient incentives and assistance to encourage sharing, reorganization or regional high schools to expand academic learning opportunities for students and to improve student achievement.
8. Supports the inclusion of drop-out prevention and funding for at-risk students in the foundation formula and the inclusion of socio-economic status as a factor in determining a student's at-risk status. Supports increased flexibility in the use of drop-out prevention and at-risk funding. Supports allowing districts to apply the rules for "supplemental

2015 IASB Final Resolutions

weighted dollars” to all drop-out prevention program dollars.

9. Supports revising the foundation formula to equalize per pupil funding regardless of the school district.
10. IASB supports Iowa law giving local school boards sole authority to establish charter and on-line schools. Charter and on-line schools should not be established by any entity other than public school boards and, after approval of a charter or on-line school by a local school district, charter or on-line school plans and waivers must be approved by the State Board of Education and subject to all state accountability and reporting standards.
11. Supports reform of Iowa’s K-12 education system that:
 - Is research-based;
 - Is focused on student achievement;
 - Includes assessments to measure the full range and rigor of the Iowa Core;
 - Maintains oversight and control by locally elected boards of directors;
 - Does not “repurpose” existing education funds; and
 - Does not impose new mandates unless they are fully funded.
12. Supports returning to three-year school board member terms with less than a majority of the school board elected in any one year.
13. Supports the development of and funding for research on best practices for early literacy strategies.

IASB supports funding for professional development and classroom intervention strategies focused on implementing best practices for early literacy in grades PK-3.

14. New Resolution - Support for the AEs

Supports adequate financial support of the Area Education Agencies to provide essential services in a cost effective manner to school districts including:

- special education;
- technology;
- professional development;
- curriculum assessment; and,
- student assessment data analysis.

15. New Resolution – Children’s Mental Health System

Supports increased statewide access to and funding for mental health services for children. Students are struggling in school and there are not adequate resources, financial and human, for necessary services. It is often unclear whose role it is to provide the services and to provide funds for programming. Neither the education nor children’s mental health delivery systems have the resources to meet current needs. The legislature also needs to clarify roles and secure full funding.

16. New Resolution - Broadband

Support legislative action to develop and deploy in urban, suburban, and rural communities affordable, robust, and reliable high-speed broadband internet access.

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FINANCE

17. Supports setting supplemental state aid (replaces the term allowable growth):
 - a) 400 days (or 14 months) prior to the certification of the school district's budget;
 - b) at the rate of 6 percent to encourage continuous school improvement and reflect the actual cost increases experienced by school districts and AEAs.

Our priority is to increase the state cost per pupil and the spending authority associated with it to build a strong base for future education resources.

18. Supports a school foundation formula that adequately, and in a timely manner, funds changes in demographics including socio-economic status, remedial programming, and declining and increasing enrollment challenges.
19. Supports greater flexibility in the use of the management levy for those services required by law such as inspections and publication costs and legal and auditing services, including internal auditing services and staff.
20. Supports greater flexibility in allowing school districts to charge fees for non-curricular related costs.
21. Supports the continuation of programs currently funded by the early intervention block grant program with flexibility to use those funds for other K-3 literacy programs if approved by the school board.

22. **New Resolution:** Supports adequate and on-time funding for comprehensive foreign language students curriculum in order to promote lifelong learners in our global community.

LOCAL CONTROL

23. Supports legislation that provides greater flexibility for school districts to meet changing needs, become more efficient, protect natural resources and save public funds, including adoption of Home Rule.
24. Supports the repeal of the mandatory school start date.
25. Supports offering incentives to school districts to provide extended days and/or innovative calendars. School districts receiving these incentives will evaluate and determine the impact on student learning.
26. Supports the use of physical plant and equipment levy (PPEL) funds for the maintenance and repair of transportation equipment that can be purchased or financed with PPEL funds.
27. Supports legislation allowing school bond issues to be passed by a simple majority vote and to permit the local school board to levy a combination of property taxes and income surtaxes to pay the indebtedness.

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28. Supports sufficient state revenues to adequately fund public education as Iowa's number one priority. IASB opposes erosion of the existing tax base. IASB supports a full accounting every two years by state government of the costs of all exemptions, credits or deductions for the income tax, sales tax or property tax. Any proposed or existing tax credit must undergo an independent cost benefit analysis.
 29. Supports Tax Increment Financing (TIF) transparency, limitation, reform, and regulation. Reforms should limit the duration of all TIF districts, and mandate inclusion of the affected taxing bodies including school districts in discussions prior to the imposition of a TIF. TIFs are to be used for the sole purpose of stimulating development that would otherwise not occur. Expenditures from TIF revenues should not be used to pay for property tax rebates or other direct subsidies to private developers. In addition, IASB opposes residential TIFs that are not directly tied to job creation unless the impacted school districts approve.
 30. Opposes a constitutional amendment or statewide voter referendum that would limit taxes, spending or local control impacting education.
 31. Supports efforts to minimize property tax disparities that occur between school districts because of the additional levy rate in the school foundation formula.
 32. Supports holding school districts harmless in property tax restructuring.
 33. Opposes the imposition of franchise fees on school corporations.
- PERSONNEL**
34. Supports giving school districts and AEAs the option to reduce staff to respond to reductions in funding or to comply with an arbitrator's award. School districts and AEAs should not be required to use the teacher contract termination procedures in Iowa Code section 279.13 for such staff reductions.
 35. Supports providing school districts with incentives and the flexibility to pay market competitive wages for shortage area positions, especially in the areas required to meet graduation and Iowa Core mandates.
 36. Opposes changes to labor and employment laws unless they:
 - Include adequate resources provided by the state without a shift from other education resources or significant burden on property taxpayers.
 - Balance the rights of the employees with the rights of management with scales tipped in favor of student achievement and student safety.
 37. Support a requirement that arbitrators, prior to any imposition of an award against a school district, AEA or community college, first consider local conditions and ability to pay. After the arbitrator determines the school district, AEA

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or community college has the ability to pay, the arbitrator should then consider comparability based upon similar size and geographic region.

38. Supports a change in state law that allows school districts to voluntarily enroll their employees in the state's health, dental and life/long-term disability insurance pools.

39. New Resolution

Supports the adoption of alternative teacher licensure upon completion of research-based pedagogy training in addition to content knowledge in a curricular area.

UNFUNDED MANDATES

40. Supports predictable and timely state funding to serve students receiving special education services at a level that reflects the actual cost, including educational programming and health care costs.
41. Supports the federal commitment to fund 40 percent of the cost of educating students receiving special education services, and requests that the federal government fulfill that commitment by increasing funding a minimum of 8 percent per year until the 40 percent figure is achieved.
42. Opposes any new mandate that does not provide sufficient and sustainable funding for successful implementation and supports the repeal of existing unfunded mandates.

2015 PRIORITIES

3. Iowa Core
5. Transportation funding
6. Preschool
14. *New Resolution* – Statewide Support of the AEAs
15. *New Resolution* – Children's Mental Health System
17. Supplemental State Aid

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2015 IASB PRIORITIES

3. Iowa Core: Supports continued progress in the development of rigorous content standards and benchmarks consistent with the Iowa Core focused on improving student achievement, including the following state actions:

- Provide and fund technical assistance to help school districts fully implement the Iowa Core.
- Adopt high-quality summative and formative assessments, aligned to the skills students should know and be able to do to succeed globally and locally.
- Include and fund all the components of successful standards systems: assessments aligned to high expectations, improved and aligned instruction and quality professional development.
- Research based professional development that provides educators with training, support and time to work together so that they can successfully teach a rigorous curriculum to all students.

5. Transportation Funding: Supports a funding mechanism for school districts' transportation costs that does not reduce funding for the educational program.

6. Preschool: Supports an increase in funding to ensure all 4-year-olds have access to a high quality public school preschool program. The increase should include transportation and facility development costs. We should continue to allow 4-year-olds to be included in the enrollment count if those programs can demonstrate meeting the collaboration and quality standards requirements of the statewide voluntary preschool program.

14. New Resolution-Statewide Support of the AEA's: Supports adequate financial support of the Area Education Agencies to provide essential services in a cost effective manner to school districts including:

- special education;
- technology;
- professional development;
- curriculum assessment; and,
- student assessment data analysis.

15. New Resolution-Children's Mental Health System: Supports increased statewide access to and funding for mental health services for children. Students are struggling in school and there are not adequate resources, financial and human, for necessary services. It is often unclear whose role it is to provide the services and to provide funds for programming. Neither the education nor children's mental health delivery systems have the resources to meet current needs. The legislature also needs to clarify roles and secure full funding.

17. Supplemental State Aid: Supports setting supplemental state aid (replaces the term allowable growth):

- a) 400 days (or 14 months) prior to the certification of the school district's budget;
- b) at the rate of 6 percent to encourage continuous school improvement and reflect the actual cost increases experienced by school districts and AEAs.

Our priority is to increase the state cost per pupil and the spending authority associated with it to build a strong base for future education resources.

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GOVERNANCE

Iowa has one of the finest public educational systems in the United States. The federal government, governor, General Assembly, Iowa Department of Education, school boards, professional educators and the public should strive to keep it strong.

School districts are governed by boards that, as elected representatives, must be responsive and responsible to the citizens of the school district. Citizen involvement is the key to our representative form of government.

Local boards are, within the guidelines established by state law, vested with the authority to make the final decision on matters pertaining to a school district, Area Education Agency (AEA) or community college. Local board members, who are closely connected to students, families and the communities, in which they live, are best capable of understanding student needs and identifying effective solutions. The statutory duties and responsibilities of the local board cannot be delegated to persons who are not elected by the voters of the school district.

Locally elected school boards must have control over the content and management of their educational program, including the calendar. A leadership team composed of the superintendent, principals and supervisory personnel working with the board is necessary for the efficient operation of the school district.

PUBLIC EDUCATION

Public education is the foundation of our democratic society and the key to successful futures for Iowa children. Quality public schools are the cornerstone of any sound economic development policy. The state must put public education first and provide adequate funding and support services. The state should provide full funding to public schools to meet the evolving needs of public school students before additional financial support of non-public schools is provided.

All schools that receive any public funds, including property taxes, state aid or federal monies, should be subject to the same governance and educational standards as public school districts.

SCHOOL CHOICE

Iowa law provides sufficient choice through public charter schools, open enrollment, home school assistance, post-secondary enrollment options and nonpublic school alternatives. Additional investments in or tax credits for nonpublic tuition or other options are not necessary to provide choice.

SCHOOL BOARD MEMBERS

Through original research and a close evaluation of highly effective board practices across the country, IASB recognizes the following five essential roles of effective school boards and encourages all Iowa board members to incorporate these principles in carrying out the mission of education in their communities:

- **Setting Clear, High Expectations:** The board sets a vision which expresses a commitment to high expectations, consistently communicates the expectations, sets clear and focused goals and focuses on improving instruction.
- **Creating the Conditions that Support Successful Teaching and Learning:** The board creates the conditions for success by showing commitment via board actions, resource allocations and system alignment; provides quality, research-based professional development for educators; builds commitment and focus throughout the system and stays the course, solving problems along the way so improvements have time to work.
- **Holding the System Accountable for Student Success:** The board uses data and monitoring to hold the system accountable and to make decisions at the board table; identifies clear,

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understandable indicators that the board will accept as evidence of progress and success; and supports and monitors progress regularly at the board table with staff leaders.

- **Building Collective Will:** Within the school staff and throughout the community, the board creates widespread awareness and urgency of the improvement required to meet students' needs, instills hope that it's possible to change, and connects with and engages the community in a frank and ongoing effort to encourage each facet to fulfill its responsibility.
- **Learning Together as a Board/Superintendent Team:** The board establishes board learning time around school improvement efforts, engages in deep conversations about the implications of learning, builds a trusting and supportive relationship with the superintendent, and leads thoughtful policy development.

ELECTIONS

Participation in the democratic process is integral to the success of schools. School districts have a responsibility for promoting more community involvement in the election process to foster better-informed citizens and greater ownership in public education. Student achievement should drive decisions that impact school elections.

In keeping with the principles of democracy, IASB is committed to the concept of each vote having equal value and a simple majority vote as sufficient to determine election or taxation decisions.

School board elections coincide with the opening of school. Due to boundary differences and to help maintain the nonpartisan status of school board elections, they should remain separate from any other election.

School board members should be elected and serve in a non-partisan manner in which decisions are based on the best interest of the school and students without regard to party affiliation.

IOWA ASSOCIATION OF SCHOOL BOARDS

IASB is committed to statewide leadership to ensure high achievement for all Iowa students. IASB recognizes that school boards are in a strategic position to bring about continuous improvement in public education through governance, public policies and advocacy.

We believe that IASB is the organization most appropriate to deliver training and board development to school board members about their role and responsibilities to contribute to high student achievement.

SCHOOL DISTRICT ORGANIZATION

School boards, and the residents of the school districts involved, have the primary responsibility to determine the makeup and boundaries of school districts and attendance centers.

The school board and the citizens of a school district assess the quality and extent of its educational program and determine whether the school district continues to operate within its present geographical boundaries.

In order to reduce costs and maintain or enrich quality education, IASB encourages school districts to share administrators, teachers, equipment, facilities and transportation, including the scheduling of joint classes and extracurricular activities. Sharing does not necessarily lead to eventual reorganization.

IASB believes school district reorganization, dissolution or sharing may be in the best interest of Iowa's public school students when:

- The best interest of students is the most important factor considered.

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- The reorganization or dissolution is voluntary—initiated and voted upon by the citizens of the school districts involved.
- The state offers sufficient incentives to make the reorganization or sharing financially attractive to the school districts involved.
- Geographical issues are considered, including minimizing the amount of travel time by students and allowing for continued community participation by the communities involved.

PUBLIC RECORDS AND OPEN MEETINGS

Every citizen has the right to examine and copy all public records. The news media may publish public records, unless the law expressly limits the right or requires public records to be kept confidential.

The schools belong to the people - the citizens and taxpayers of the school district. The public has the right to know what decisions are being made regarding the education of their young people and the expenditure of their tax dollars. School districts should have the ability to determine the method of public notice dissemination that maximizes public access to records at a minimal cost to the district.

Although it may not always be easy to publicly consider and discuss some of the tough issues confronting school boards, school boards should be responsive to the open meetings and public records policy established in state law. Compliance with the intent of the public records and open meetings law is best achieved through education, training and consistent enforcement.

SCHOOL FINANCE

IASB is committed to the principles of equity and adequacy as the foundation for school finance in Iowa.

School finance decisions, whether at the local, state or federal level, should put student achievement first in all decisions. Iowa's school funding system must provide all Iowa children equal opportunity to a quality education. The funding system must address the diverse needs of all students.

An adequate funding system provides equitable, adequate, predictable and timely funding, based on these foundational principles:

Equity: Iowa should retain the concept of funding education with a student-driven formula, ensuring Iowans that the education of each student is supported equitably. The formula must provide sufficient revenue to cover the actual cost of the educational program, including on-time funding for districts experiencing increasing enrollment. The state should allow school districts with declining enrollment to maintain adequate funding so the school district can adjust operations to meet student needs. The state should work to minimize the disparity for school district property taxpayers due to variances in property valuation per pupil.

Excellence and Opportunity: School finance must provide for improved classroom instruction and promote excellence. A critical attribute of increasing the achievement of all children is the skill level of teachers and administrators in the school. Therefore, the school funding system must provide for the professional training and development of teachers and administrators, and school improvement that will maintain Iowa as a national leader in education.

Stability: The school funding system must continue to be a fair balance between property taxes, which are a stable and reliable revenue source, and other revenue sources. Iowa school boards are grateful for categorical funds, but encourage the state to provide resources through the funding formula to maximize local flexibility and provide growth

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through an equity-based system. School districts should have spending authority for any reduction in state funding.

Efficiency: A diverse system of school finance helps schools control costs. To ensure well-managed and efficient schools, the school funding system must encourage cooperative ventures and the pooling of resources and services. The school funding system must incorporate increased costs due to inflation and other economic factors.

Local Control: State funding must support local control. Locally elected school boards should have the authority to utilize and allocate funding to best meet the needs of students. If the state decides to intervene in local education policy, any mandated changes, particularly those taking energy and focus away from real comprehensive school improvement and student achievement, must be fully funded by the state without a shift from other education resources.

SCHOOL INFRASTRUCTURE

The state has a role in funding school infrastructure to ensure Iowa students have equitable access to high-quality educational programs provided in safe, efficient, accessible, technology-ready facilities that promote student learning. Quality facilities are key to attracting and retaining a professional teaching and support staff, improving student achievement and growing Iowa's economy.

EDUCATION'S ROLE IN ECONOMIC DEVELOPMENT

Growth focused on economic stability, wealth creation, entrepreneurship and knowledge-based enterprises is a vital objective for the state of Iowa. Our public schools contribute to the growth of Iowa's economy through the education and development of our children and by providing good jobs. And, they are often the largest employer in many Iowa communities.

A quality education system is both a key factor contributing to Iowa's quality of life and is a critical attractor of business to Iowa.

While education contributes to Iowa's economy, it is also dependent upon economic growth for securing adequate financial resources to provide quality education services.

Public education and economic growth are interdependent. It is therefore imperative that Iowa invest in viable and sustainable economic development and foster partnerships between education and the private sector. The state should maximize the amount of private investment leveraged and efficiently and effectively manage resources to provide opportunities for growth throughout Iowa.

EDUCATIONAL STANDARDS AND ACCOUNTABILITY

It is the responsibility of local school boards to ensure that all students are educated for success in a 21st-century global society. Collaboration between K-12 and post-secondary institutions should be encouraged to help increase student opportunities.

School boards must ensure that their district operates from clear, measurable student learning standards and improvement goals; adequate resources are allocated to improve instruction; and there is public accountability for improved results for students.

It is appropriate for the state to establish high and rigorous educational standards for the accreditation of public and nonpublic schools. Standards should be designed to ensure that all students have the opportunity to receive the educational program that meets their needs. The students of Iowa who attend public and nonpublic schools should receive their education instruction from licensed teachers. All public school accreditation standards must also be applied to nonpublic schools.

Data collection and reporting is necessary to improve instruction and increase student

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achievement. Data collection and reporting is valuable when:

- It is possible to accurately determine student achievement gains, gaps between subgroups and level of attainment for all students;
- Purposes are clearly understood and worthy;
- Assessments are aligned with the intended purposes;
- Results are easily accessible to maximize school district use of the information to provide quality professional development and improve instruction; and,
- Results lend themselves to widespread understanding and evaluation by all school stakeholders.

The state or federal government must not use single-source data to issue sanctions, make generalizations about student performance or shift resources away from schools that require support to improve learning.

Iowa school districts should have the opportunity to comply with standards using various structures and mediums, including sharing and interactive telecommunications.

IASB supports assessment systems that measure student growth for all students, also known as value-added growth or gain, to improve student outcomes by driving professional development, teacher and administrator evaluation, and school improvement decisions.

EDUCATION TECHNOLOGY

Technology is an important tool in providing a quality education. School districts must have equitable access to technology. Access includes provision of hardware and software, technological support staff and access to services such as the Iowa Communications Network (ICN) and Internet. Administration of the ICN should continue to prioritize educational access above other users. The

state has a role in ensuring equitable access to technology and should provide adequate resources to purchase technology, support school technology plans and include professional development for educators on how to use technology to improve instruction and student outcomes.

EARLY CHILDHOOD

Exposure to education in the first years of life is critical, and young children have an innate desire to learn. That desire can be supported or undermined by early experiences. Research indicates that high-quality early childhood education promotes intellectual, language, mathematical, physical, social, emotional and creative development, cultivates a child's curiosity and desire to learn, and builds a strong foundation for later academic and social success. The state plays a critical role by defining and supporting quality early childhood education programs.

STUDENTS

All students can achieve at high levels when the state, local school boards and communities provide resources and support to ensure each child's success in school. School boards must be aware of the needs of every student and provide programs within their district or by cooperating with other school districts, the area education agency, the community college or other educational agencies.

School boards are community leaders who advocate for children and work in collaboration with agencies providing services, including juvenile justice, health and human service agencies, mental health service agencies and entities offering services such as day care, dropout prevention, counseling and temporary shelter.

Parents and communities have the responsibility for ensuring their children are appropriately educated. In order to meet this responsibility, parents and community members should take an interested and

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participatory role by working with the school district to meet students' needs.

Although in some instances state law may be appropriate to establish criteria, local school officials, in working with their communities, are best equipped and informed to make local decisions about maintaining safe schools. Schools must be safe for students, staff and visitors

TEACHER QUALITY

IASB believes, and research confirms, that teacher quality is the most important factor in determining a child's academic success.

It is the responsibility of the school board to ensure teachers in their district are qualified for the job they are hired to do. School boards have the authority to set high performance standards and expect demonstrated academic and instructional excellence from their teachers.

It is the responsibility of the school board and the state to ensure teachers obtain the knowledge and skills they need to teach so that all children can learn. Therefore, boards need to ensure teachers, as a part of their job, continuously and collaboratively study content, instruction and the effect on students based upon identified student needs.

It is a board responsibility to expect and confirm that the district is fully implementing the Iowa Professional Development Model for the purpose of improving instruction measured by improved student achievement.

Quality teaching is essential to high achievement. In order to recruit the best and the brightest teachers into Iowa and the profession, keep the best and the brightest teachers we now have, and increase respect for the profession that most impacts our children's future, IASB strongly advocates for the authority and ability to pay teachers in an alternative manner than step and lane including market competitive wages and link

increased teacher compensation to student learning.

IASB supports research-based professional development that provides educators with the training, support and time to work together so that they can successfully teach a rigorous curriculum to all students.

EDUCATOR PREPARATION AND LICENSURE

Preparation programs should be evaluated continually with the objective of providing training that reflects innovative and proven education methods designed to assess and maximize student achievement. Student needs must drive preparation programs.

Educators should be prepared to effectively teach the wide variety of students in Iowa classrooms. Requirements for approvals and endorsements should be based solely on the completion of state-approved education programs.

PERSONNEL EVALUATION

School employees must be accountable for raising student achievement. An objective evaluation of all employees, performed on a regular basis, benefits the employee and the community and assists students in obtaining a quality education.

IASB supports the right of school boards to exercise their authority to set standards of performance and establish rules of conduct for all employees. Administrators or their designees must have the authority and resources to evaluate personnel whom they supervise.

EMPLOYEE RELATIONS AND COLLECTIVE BARGAINING

Positive labor relations enhance the ability of employees and school boards to work together for improved student achievement. Ideally,

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collective bargaining should end in a voluntary settlement between parties.

School boards should be guaranteed sufficient management rights necessary to operate the school district efficiently and effectively.

The Legislature should not amend *Iowa Code* Chapter 20 in any way that undermines management authority, relative to employee rights.

The school board has the right to terminate a licensed employee's contract. The contract termination decision must be subject to review by the courts to ensure fair and impartial action, unless terminated for failure to meet licensure requirements. The school board and administration should continue to have the right to suspend an employee without pay as part of a disciplinary procedure.

Superintendents, assistant superintendents, principals, assistant principals and other school supervisory personnel, as well as confidential employees, should continue to be excluded from coverage under the Iowa Public Employment Relations Act.

A school district's ability to fund its collective bargaining proposal should be the arbitrator's primary consideration. Arbitrators should demonstrate knowledge of Iowa's educational funding formula.

The results of collective bargaining should be to:

- Advance excellence and equity in public education with the outcome of improved student achievement for all.
- Reflect sound research and proven best practices with a demonstrated positive impact on improving student achievement.
- Promote accountability by all for improved student outcomes.
- Include a regular evaluation of the impact of changes on student achievement.

- Preserve the constitutionally protected due process rights of school boards.

BENEFITS

It is important to establish employee benefits necessary to attract and retain qualified employees. Benefits paid and contribution rates should maintain the actuarial soundness and affordability of employee benefit programs.

Unemployment compensation benefits should be reserved for those who experience sudden and unexpected job loss. It should not be extended between academic terms to employees who have contracts for less than 12 months or who have reasonable assurance of continued employment. Substitute employees should not be eligible for unemployment compensation.

School district employees whose employment is terminated because of a reduction or realignment of staff, or for other reasons that would qualify them for unemployment compensation benefits, should be eligible to receive such benefits on the same basis as employees in private sector employment.

DEPARTMENT OF EDUCATION

A State Board of Education, made up of laypersons, determines and adopts necessary rules and regulations for the proper enforcement and execution of the provisions of school laws, and adopts and prescribes standards for carrying out the provisions of the school laws. The State Board of Education must seek advice and counsel from a broad range of citizens and educational organizations in the formulation of rules and policies.

The Department of Education (DE) plays a significant role in leading school improvement efforts and supporting school districts, AEAs and community colleges. The DE should cooperate with IASB, AEAs, community colleges, the federal government and state to

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streamline requests for information to avoid duplication.

The DE should consider other student achievement measures, such as value-added or growth measures, for all students, in defining and negotiating the Iowa plan for school district compliance with federal NCLB requirements.

By its very nature, the DE is a state regulatory agency; however, Congress and the General Assembly should carefully consider the number and size of the regulatory tasks assigned to the DE and financially support the tasks assigned, including the provision of adequate staff.

AREA EDUCATION AGENCIES

Area education agencies (AEAs) are established to provide school districts with specified services in special education, media and other educational areas. Apart from special education, the Legislature and the Department of Education must not require these agencies to perform services that are regulatory in nature.

School improvement is a key strategy to meeting economic, political and societal needs. AEA assistance to local schools in the areas of emerging technology, professional development and curriculum assessment is of vital importance to assist schools with the mandates of the federal No Child Left Behind Act.

AEAs must retain their primary function as support agencies for local school districts, including developing and delivering services and programs to support local school improvement plans.

The governance structure of AEAs must continue to be tied closely to K-12 public school districts with students who receive the benefits of AEA services. AEAs should not be merged with community colleges. Directors of K-12 schools boards should continue to elect AEA directors.

AEAs should be assured of equitable, consistent and timely funding and receive adequate funding for mandated programs and services.

COMMUNITY COLLEGES

The Iowa Association of School Boards acknowledges the Community Colleges legislative platform including:

- Supports funding state general aid at \$218.95 million, which reflects the calculation under the formula adopted by the State Board of Education on a base of \$201.3 million;
- Supports a state commitment for building capacity for skilled worker training through the Iowa Skilled Worker and Job Creation Fund, in the Workforce Training and Economic Development Fund, Gap Tuition Assistance, Work-based Learning Intermediaries, PACE Career Pathways, Adult Literacy Programs, and through the Workforce Development Fund programming;
- Supports a state commitment to workforce training infrastructure, including but not limited to Accelerated Career Education capital projects, for worker training program related infrastructure and other major and equipment maintenance needs.
- Supports the expansion of K12 general and career technical educational opportunities;
- Supports the 15 locally elected Community Colleges Board's ability to reduce the costs of renewing long time voter supported levies that maintain and expand educational and worker training programming; and
- Supports the 15 locally elected Community College Boards' local governance flexibility to access local tax support in its discretion to meet the needs of their local communities and local business worker training.

URBAN EDUCATION NETWORK

•Funding Adequacy 6% State Percent of Growth: In order to fulfill the goal of regaining Iowa's first in the nation education status and delivering world-class schools, the UEN supports the provision of adequate funding, which we know, spent wisely, will

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prepare our students for success. The UEN supports a goal to get Iowa's investment in education to the national average, currently \$1,657 per pupil above Iowa's level of expenditure, beginning with a commitment of no lower than 6 percent annually for a minimum of three years. Funding for the 2015-16 school year must be determined ASAP as the 2015 Session convenes. Funding for the 2016-17 school year must be set within 30 days of the governor's budget announcement in the 2015 Session, according to Iowa law.

•Student Mental Health Services: UEN acknowledges that mental health needs are increasing, yet the delivery systems of education for students with mental health challenges as well as services to meet mental health needs both in and out of school are experiencing funding and regulatory challenges. UEN supports access to mental health services for students and clarity of funding sources and funding responsibilities, particularly for students costly to educate, such as those in residential facilities. UEN encourages state support for mental health services through either the education system (weighting for students with mental health challenges without special education distinction or funding which parallels the process for state juvenile home educational expenses) and/or early childhood, human services/juvenile justice appropriations when appropriate.

•Extend State Penny Sales Tax with Repeal of the Sunset: UEN supports eliminating the sunset permanently, allowing districts and taxpayers to enable long-term planning and access to a full 20 years of sales tax capacity to avoid a resurgence of property tax bond issues. State penny expenditures must remain restricted as exists in current law (construction, repair, technology, equipment, buses, etc.) and as approved by voters in 99 counties, including property tax relief.

• Childhood Poverty / At-risk Student Weighting: UEN supports revisions to the foundation formula to support students from low-income families and students at-risk of dropping out. Funding should reflect student need and districts should have authority to identify students and flexibly administer funds.

Formula Equity: UEN supports promoting both student and taxpayer equity in the school foundation formula, including equalizing the district cost per pupil and providing tax equity to property poor districts within the formula and other property-tax supported levies.⁴

Associate Members: Cedar Falls/College/Fort Dodge/Linn-Mar/Marshalltown/Mason.

6.1.2 Review, Discuss and Probable Action: Reduction of a Secretary Position at the High School in Accordance with the FY 16 Budget Reduction Plan

6.1.3 Review, Discuss and Probable Action: Involuntary Transfer of a Secretary from the High School to the Middle School

Background: During discussions of budget reductions for FY16 a building secretary at ROHS would be a cost savings of \$28,213 during the first year and would be a recurring savings each year as long as the reduction stayed in effect. One of the duties performed by the position was to call and line up substitutes for teachers and paraprofessionals. There were also other duties in the position. The substitute duties will be filled by the use of the AESOP system approved by the ROCSD Board at the July 23, 2015 meeting. The high school administration will work with office staff to determine the best manner to cover all necessary duties.

According to the Master Agreement for support staff, the least senior person within a class is the one reduced if it cannot be accomplished through natural attrition. The position which would be cut has a person in it (Beth DeBolt). That person would not be without a job, however. She would be transferred to the Building Secretary position at ROMS. The position at ROMS was vacated with the resignation of Tammy VanMeter (acted on at the July 9, 2015 board meeting) and has not been filled. That position could be filled with Beth DeBolt who has been in the High School Building Secretary position.

I have spoken with Ms. DeBolt. I could not ask for a better attitude in the situation. She was very honest about her love for the position she has been in at ROHS. She said her desire would be to stay there. But she went on to add she understands the issue. She stated she would be willing to go to ROMS if the position at ROHS was reduced.

I am writing the summaries for both items together because they are closely related and the outcome of one impacts the outcome of the other.

Recommendation: These are two separate board agenda items and should be acted on independently.

Action 1: reduce the building secretary position at ROHS.

Action 2: Perform an involuntary transfer of Beth DeBolt to the Red Oak Middle School as the Master Agreement allows for.

6.2.1 Review, Discussion and Probable Action to Approve the Contract Proposal with Chemsearch H2O Solutions to provide Water Treatment for the High School Boiler System

Background: The High School has experienced some problems with its steam return pipes from the boiler room. There have been repairs made over the past decade that are comparable to the one on the agenda earlier for this board meeting.

Our current situation has the custodial staff adding the chemicals to the water and manually checking the water from the boiler. The current cost of the chemicals we add was approximately \$2900 last year. This is a recurring annual cost.

Carlos has talked with the gentleman from Rogers Plumbing and they have referred him on to the company H2O Solutions. He went on to add the reason for the needed repairs was the chemical issues with the water. The water treatment system is a way to avoid the frequency and the severity of the problems we have encountered.

The system would need to have a water softener installed at an approximate cost of \$2790. The water softener would be owned by us. The company would install the monitoring system which would be kept as a part of our system as long as we continued with the agreement. The agreement would run \$278 per month at an annual cost of \$3336.00.

Carlos will be here for the board meeting to answer questions on the system and the needs. He and I met with the Board Facilities committee (Lee and Paul) to discuss the system as well.

Recommendation: I would recommend you approve the Water Treatment Proposal for the upcoming school year with Chemsearch H2O Solutions.

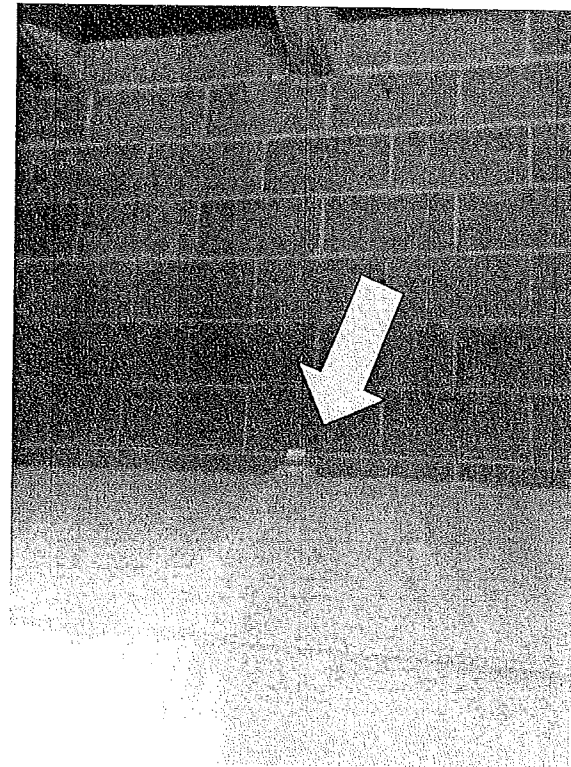
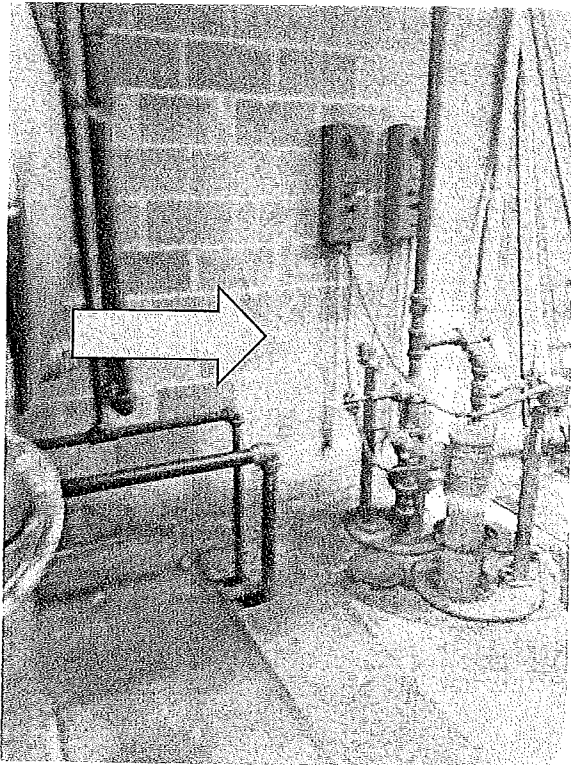
CHEMSEARCH



SOLUTIONS

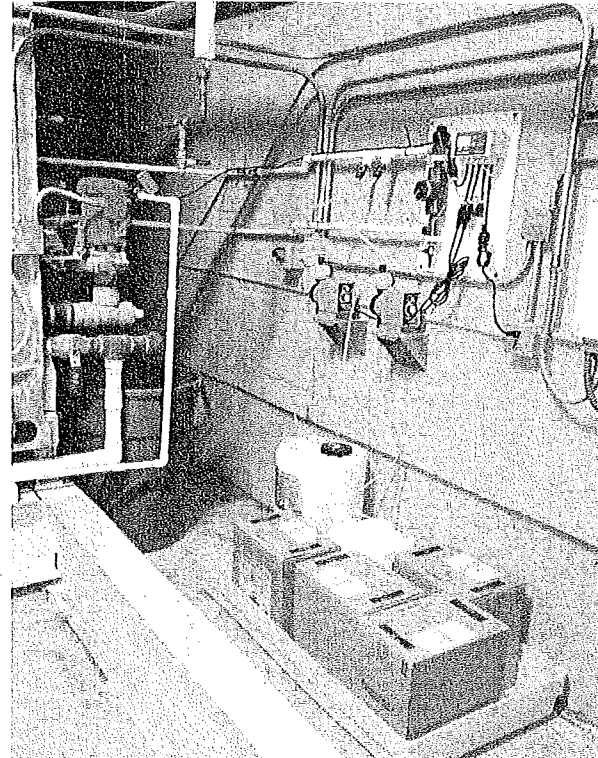
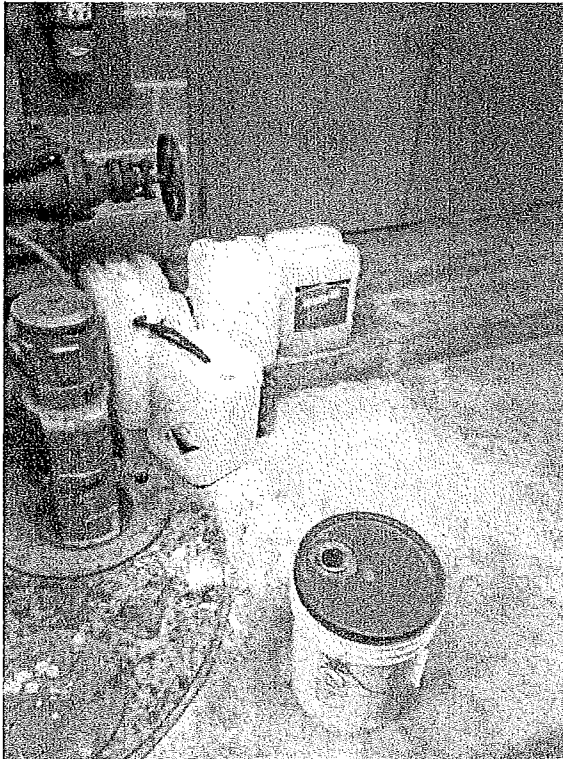


Proposed chemical setup location for the High School





Chemsearch Water Treatment Program Before & After Example



6.2.2 Review, Discussion and Probable Action to Approve the Replacement of the Steam Return Line in the East Hallway at ROHS

Background: There have been some issues with the steam return pipes at the high school. Carlos has spoken with Rogers Plumbing and Heating. To repair the pipe will cost \$5000 for heavy iron pipe or \$6000 for stainless steel pipe. These numbers include the cost of labor as well. Carlos will also be checking on the price to repair with pvc as well.

Recommendation: Approve the repair with a maximum at the \$6000 level. This would be enough to cover the cost of repair with the stainless steel.

Rogers Plumbing & Heating Corp

104 South Broadway
 Red Oak, IA 51566

Estimate

Date	Estimate #
7/23/2015	072315-1

Name / Address
RED OAK COMM SCHOOLS-39

Terms	Project
Net 15	

Item	Description	Qty	Total
MISC	ESTIMATE TO REPLACE STEAM RETURN LINE IN EAST HALLWAY AS WAS DONE IN 2010. INVOICE 16733 THIS IS AN ESTIMATE ONLY AS ACTUAL MATERIALS COULD BE SOMEWHAT DIFFERENT FROM THOSE USED PREVIOUSLY.		
MISC	ESTIMATE TO REPLACE WITH LIKE MATERIALS (EXTRA HEAVY IRON PIPE) AND LABOR.	1	5,000.00T
MISC	ESTIMATE TO REPLACE WITH SCH 40 304SS PIPE AND FITTINGS	1	6,000.00T

Subtotal	
Sales Tax (0.0%)	
Total	

6.2.3 Receive a Report and Probable Action Concerning the Professional Liability Insurance Requirement for Boyd Jones Construction

Background: Robert Volz from Boyd Jones Construction reported the following concerning the Professional Liability Insurance:

The final pricing for professional liability insurance is as follows:

- Option 1: Limits \$2M per claim/ \$2M aggregate – Annual premium: \$25,591
- Option 2: Limits \$1M per claim/ \$1M aggregate – Annual premium: \$17,040

The amendment to the contract allows a reduction of the coverage to limits of \$1M, but he wanted to present both options.

During a telephone conversation with Robert we were told that his company has begun the paperwork to obtain \$1,000,000 coverage for three years. Cost for each year would be \$17,040. They would then bill the school district for 1/2 of the premium. This cost would be \$8,520. Over the three year period the cost would be \$25,560.

Recommendation: To be determined

6.2.4 Personnel Considerations:

- Recommendations to Approve the Employment of Maintenance Department Personnel
- Recommendations to Approve Home School Assistance Program Instructor Contracts
- Recommendation to Hire for Supplemental Contracts for Assistant Speech and Debate Coach, MS Football Coach and High School Assistant Fall Play Director

Background:

Director of Operations and Transportation Carlos Guerra is recommending Steve Black and Andrew Parker for full time employment as night shift custodians at the high school. They will each be compensated at a rate of \$9.86 per hour plus an evening shift differential of \$.10 per hour per the Master Contract.

Tonight salary recommendations and contract renewals for Home School Coordinator/Consultant/Instructor Karen Dean and Bonnie Viner Home School Program Consultant/Instructor are being presented for FY 16. It is estimated the district will receive approximately \$36,286 from the state to fund the Home School Assistance Program for the 2015-2016 school year.

Estimated Line Item Budget for the Program:

Salary:	\$ 22,690
Benefits:	\$ 3,762
Instructional Supplies:	\$ 1,800
General Supplies:	\$ 500
Equipment:	<u>\$ 1,563</u>
TOTAL	\$36,286

Activities Director Barry Bower has the following supplemental contract recommendations for FY 16:

Kelsey Mangold, Assistant Speech and Debate Coach to be compensated at a rate of \$832.56 for Large Group Speech and \$832.56 for Individual.

Brandon Jansen, Middle School Football Coach to be compensated at a rate of \$2270.63.

Carrie Shalters, High School Assistant Fall Play Director to be compensated at a rate of \$1211.00.

Recommendations:

- Hire Steve Black as evening shift custodian to be compensated at a rate of \$9.86 per hour plus a shift differential of \$.10 per hour per the Master Contract.
- Hire Andrew Parker as evening shift custodian to be compensated at a rate of \$9.86 per hour plus a shift differential of \$.10 per hour per the Master Contract.
- It is recommended that Karen Dean and Bonnie Viner both receive a 3% increase from their 14-15 contract salary.

Item 6.2.4 Continued

Karen Dean	\$14,941
Bonnie Viner	<u>\$ 7,749</u>
Total	\$22,690

Item 6.2.4 Personnel Considerations Continued

- Approve the supplemental contracts for Kelsey Mangold, Assistant Speech and Debate Coach \$832.56 for Large Group and \$832.56 for Individual.
Approve Brandon Jansen, Middle School Football Coach \$2273.63.
Approve Carrie Shalters, High School Assistant Fall Play Director \$1211.00.

Carlos Guerra
Director of Transportation/Maintenance/ Operations
1011 N 3rd Street
Red Oak, IA 51566

July 31, 2015

Re: Letter of Recommendation

Board of Directors for Red Oak Community School District:

We are recommending that Gary Fink be moved from Middle School Lead to Washington Intermediate Lead. We would also like to move Steve Murcek from the High School night custodian to the Lead Custodian at Middle School. Our new hires we recommend pending back ground checks are Steve Black and Andrew Parker for night custodians at the High School. At this time we also recommend hiring Vicky Straight as a substitute custodian.

Thanks,

A handwritten signature in black ink, appearing to read 'Carlos Guerra', with a horizontal line underneath.

Carlos Guerra

Red Oak Community School District
Staff Selection Recommendation

Date: 7/31/15

Building: Admin HS MS WIS IPS ECC Trans
(Please Circle All That Apply)

Position: Custodian

Name: Andrew Parker

Certified:

Lane: _____

Step: _____

Salary: _____

Classified:

Hourly Rate: \$9.86 + \$0.10 (shift differential) = \$9.96

Hours Per Day: 8



Principal/Director

Please send form to Superintendent for Board Approval

Red Oak Community School District
Staff Selection Recommendation

Date: 7/31/15

Building: Admin HS MS WIS IPS ECC Trans
(Please Circle All That Apply)

Position: Custodian

Name: Steve Black

Certified:

Lane: _____

Step: _____

Salary: _____

Classified:

Hourly Rate: \$9.86 + \$0.10 (shift differential) = \$9.96

Hours Per Day: 8



Principal/Director

Please send form to Superintendent for Board Approval

Red Oak Community School District
Staff Selection Recommendation

Date: 8-3-15

Building: Admin HS MS WIS IPS ECC Trans
(Please Circle All That Apply)

Position: ASST. SPEECH + DEBASS COACH.

Name: Kelsey Mangold.

Certified:

Lane: -

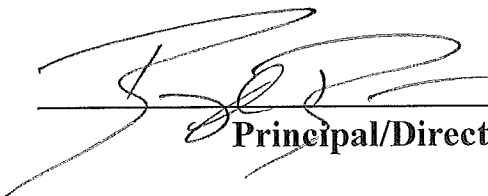
Step: -

Salary: 2.75% of Base. Individual
\$ 832.56 Large Group.
832.52

Classified:

Hourly Rate: -

Hours Per Day: -



Principal/Director

Please send form to Superintendent for Board Approval

Red Oak Community School District
Staff Selection Recommendation

Date: 8-3-15

Building: Admin HS MS WIS IPS ECC Trans
(Please Circle All That Apply)

Position: J.H. Football Coach

Name: Brandon Jansen

Certified:

Lane: 7.5% of Base


Step: —

Salary: \$2270.63

Classified:

Hourly Rate: —

Hours Per Day: —



Principal/Director

Please send form to Superintendent for Board Approval

Red Oak Community School District
Staff Selection Recommendation

Date: 8-3-15

Building: Admin HS MS WIS IPS ECC Trans
(Please Circle All That Apply)

Position: H.S. Asst. Fall Play Director

Name: CARIE SWITERS

Certified:

Lane: 4% of Base Salary

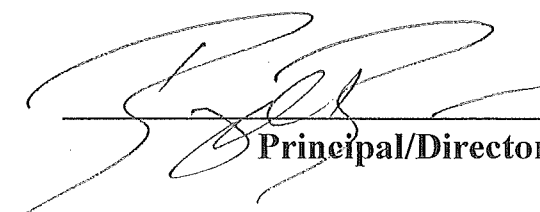
Step: —

Salary: \$1211⁰⁰

Classified:

Hourly Rate: —

Hours Per Day: —



Principal/Director

Please send form to Superintendent for Board Approval

6.2.5 Consider and Act Upon a Support Staff Recommendation for Termination of Employment. Possible Closed Session per Iowa Code sections 21.5(1)(i) and 21.5(1)(a) “to discuss the individual’s performance and consider termination of employment and to discuss confidential personnel records.”

Background: Tonight Mr. Messinger will discuss with the board a recommendation for termination of employment of a support staff employee.

Recommendation: To be determined

Item 7.0 Reports

Background:

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

Superintendent Messinger will provide a report to the board regarding No Child Left Behind.

7.2 Future Conferences, Workshops, Seminars

October 20, 2015 (Tuesday) Employee Relations Conference, The Meadows Conference Center, Altoona IA.:

Your goal is to promote positive relations with employees to encourage an environment that supports innovative approaches to teaching and learning. Just as important is the responsibility to maintain efficient, cost-effective organizational operations. At times, these responsibilities seem in opposition. This day-long conference explores features experts who will examine issues and help you be prepared.

November 18-20, 2015 (Wednesday-Friday) Iowa Events Center, Des Moines, IA.:

Join more than 1,200 Iowa school, AEA and community college board members, superintendents, administrators and other education leaders in Des Moines for an abundance of learning opportunities. Whether you are a recent board member or a veteran, from a small district or urban, changing expectations, new standards and assessment, policies and financial outlooks unite us in the need to find the best, most creative and most efficient ways to ensure the success of Iowa students in the classroom and beyond.

7.3 Other Announcements