

Red Oak Community School District

2011 North 8th Street

Red Oak, Iowa 51566

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

January 14, 2013 – 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 Closed Session: Student/Parent Appeal Hearing for a Discipline Matter

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5.0 Communications

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5.1 Good News from Red Oak Schools

5.2 Visitors and Presentations

5.2.1 Red Oak CSD and Stanton CSD FFA National Convention Update and Red Oak Open House Planning

5.2.2 Exchange of Letters of Interest with the Red Oak Education Association

5.2.3 Exchange of Letters of Interest with the Red Oak Support Staff Association

5.3 Affirmations and Commendations

5.4 Correspondence

6.0 Consent Agenda

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6.1 Review and Approval of Minutes from December 17, 2012

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6.2 Review and Approval of Monthly Business Reports

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6.3 Personnel Considerations

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6.4 Board Policy Final Reading and Adoption

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Red Oak Community School District Board of Directors
1.14.2012

6.5 Open Enrollment Concerns

6.6 Authorization for the Transfer of Funds

7.0 General Business for the Board of Directors

7.1 Old Business – None

7.2 New Business

7.2.1 Exploring and Developing Enhanced Vocational Skills Classes – Representatives of Red Oak Schools, Southwestern Community College, and the Red Oak Chamber & Industrial Association 25-26

7.2.2 STEM and the Impact for Agriculture Education Classes within Red Oak High School – Presented by Instructor Alan Spencer and Administrator Jedd Sherman 27-32

7.2.3 Autism in the Red Oak Community School District and a Delivery Model for Autistic Services – Presented by Special Education Director Gayle Allensworth, Select Staff, and Green Hills Regional Director Kerry Aistrop 33-(47-2)

7.2.4 Proposal: Agreement Change with the Kaleidoscope Program: Early Childhood Education – Presented by Supt. Terry Schmidt, Business Manager Shirley Maxwell, and Kaleidoscope Director Martha Pfeiffer 48-49

7.2.5 Early Data Release: 2012 Iowa Assessments – Presented by Curriculum & Instruction Director Barb Sims 50-59

7.2.6 Early Retirement Requests / Considerations and Other Personnel Considerations 60-63

7.2.7 Board Policy Updates and Review 64-80

8.0 Reports 81-88

8.1 Administrative

8.2 At the Table Director Continuing Education

8.3 Future Conferences, Workshops, Seminars

8.4 Other Announcements

9.0 Next Board of Directors Meeting: Monday, January 28, 2013 – 6:00 pm
Sue Wagaman Board Room
Red Oak CSD Administrative Center

10.0 Adjournment

Item 4.0 Closed Session: Student/Parent Appeal Hearing for a Discipline Matter

BACKGROUND INFORMATION: This evening a parent and student have requested a closed session to present an appeal for violations of the Good Conduct Policy Code No. 503.4R1. The Directors should adjourn to the Superintendent's office for the purpose of completing the hearing in a closed session.

Since this is neither a hearing for expulsion or suspension, the reason for the closed session falls under 'confidential records'. One exception to the open meetings law authorizes the board to go into closed session to discuss records which may be held confidential under either Iowa or federal law. IOWA CODE § 21.5(1)(a). The Iowa public records law provides that certain records are confidential including personal information in a student's file and personal information in confidential personnel records. IOWA CODE § 22.7(1). Federal law also provides that personally identifiable information of students, unless listed as directory information as designated by the school district are confidential records. Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g (2010). If a student's personal record is to be discussed, the board must enter a closed session in order to avoid public disclosure of the contents of the records, unless a duly authorized person (parent or guardian or the student if 18 years of age or older) agrees to the release of information.

In this requested case this evening, the parent prefers the appeal hearing be conducted in closed session.

Suggested Motion: "I move that we hold a closed session as authorized by section 21.5(1)(a) of the open meetings law to review or discuss records which are required or authorized to be kept confidential. Those to be included in the closed session are Directors, the Superintendent of Schools, the High School Building Principal, the High School Assistant Principal/Director of Activities, parent (s) and student if in attendance."

BOARD ACTION: (to be determined)

GOOD CONDUCT RULE

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and abilities in the students during their school years and for their lifetimes.

Students who participate in extracurricular activities serve as ambassadors of the school district throughout the calendar year, whether away from school or at school. Students who wish to have the privilege of participating in extracurricular activities must conduct themselves in accordance with board policy and must refrain from activities which are illegal, immoral or unhealthy.

Students who fail to abide by this policy and the administrative regulations supporting it may be subject to disciplinary measures. The principal will keep records of violations of the good conduct rule.

It is the responsibility of the superintendent to develop rules and regulations for school activities. Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity.

Legal Reference: Bunger v. Iowa High School Athletic Assn., 197 N.W.2d 555 (Iowa 1972).
In re Jason Clark, 1 D.P.I. App. Dec. 167 (1978).
Iowa Code §§ 280.13, .13A (2005).
281 I.A.C. 12.3(6); 36.15(1).

Cross Reference: 502 Student Rights and Responsibilities
503 Student Discipline
504 Student Activities

Approved August 15, 1996

Reviewed _____

Revised January 23, 2006

GOOD CONDUCT RULE REGULATION

Good Conduct Rule

To retain eligibility for participation in Red Oak Community High School extracurricular activities, students must conduct themselves as good citizens both in and out of school at all times. Students who represent the school in an activity are expected to serve as good role models to other students and to the members of the community.

Any student who, after a hearing conducted by the building administrator, at which the student shall be confronted with the allegation, the basis of the allegation, and given an opportunity to tell the student's side, is found to have violated the school's Good Conduct Rule will be deemed ineligible for a period of time, as described below. A student may lose eligibility under the Good Conduct Rule for any of the following behaviors:

- Possession, use, or purchase of tobacco products, regardless of the student's age;
- Possession, use, or purchase of alcoholic beverages, including beer and wine (having the odor of alcohol on one's breath is evidence of "use"; "possession" has been defined by the Iowa Supreme Court as being within reach of or in "close proximity to" the contraband (e.g., alcohol or other drugs).
- Being in attendance at a function or party where the student knows or has reason to know that alcohol or other drugs are being consumed illegally by minors and failing to leave despite having a reasonable opportunity to do so;
- Possession, use or purchase of illegal drugs or the unauthorized possession, use, or purchase of otherwise lawful drugs;
- Engaging in any act that would be grounds for arrest or citation in the criminal or juvenile court system, excluding minor offenses such as traffic or hunting/fishing violations, regardless of whether the student was cited, arrested, convicted, or adjudicated for the act(s);
- Exceeding inappropriate or offensive conduct such as assaulting staff or students, gross insubordination (talking back or refusing to cooperate with authorities), serious hazing or harassment of others. NOTE: This could include group conduct!

If a student transfers in from another Iowa school or school district and the student had not yet completed a period of ineligibility for a violation of a Good Conduct Rule in the previous school or school district, the student shall be ineligible if the administration determines that there is general knowledge in our school district of the fact of the student's misconduct of violation in the previous district.

Penalties

Any student who, after a hearing before the administration, is found to have violated the Good Conduct Rule during the school year or summer, is subject to a loss of eligibility as follows:

Reviewed: June 22, 2009

Revised: June 22, 2009

GOOD CONDUCT RULE REGULATION

Athletics and all other extracurricular activities:
(High School)

- First Offense: 33% loss of eligibility
- Second Offense: 66% loss of eligibility
 - Seek an evaluation and, if recommended, treatment from a recognized substance abuse or counseling facility at the student's or student's parent/guardian's expense. The student must agree to waive confidentiality to allow the facility to report back to the superintendent or designee regarding recommendations for treatment or follow-up care (and)
 - Satisfactory completion of 15 hours of school service within 30 calendar days, and a mutually agreed upon "service contract" will be signed by the student and administrator.
- Third Offense: 12 month loss of eligibility
- Fourth Offense: Eligibility terminated.

(Middle School)

- First Offense: 25% loss of eligibility
 - Second Offense: 50% loss of eligibility
 - Third Offense: 12 month loss of eligibility
1. The period of ineligibility attaches immediately upon a finding of a violation if the student is eligible for and currently engaged in an extracurricular activity and, if not, or if ineligibility is not completed during the current activity, is begun or carried over to the time the student seeks to go out for the next activity or contest.
 2. If the period of times between a violation and an activity is twelve calendar months or more, the student shall not serve an ineligibility period for the violation.
 3. An ineligible student shall attend all practices or rehearsals but may not "suit up" nor perform-participate.
 4. If a student drops out of an activity prior to completion of the period of ineligibility, the penalty or remainder of the penalty, at the administration's discretion, will attach when the student next seeks to go out for an activity subject to the 12-month limitation above.
 5. If a student violates the Good Conduct Rule while ineligible due to an earlier violation, the penalty for the subsequent offense will attach at the completion of the earlier penalty.

Reduction in Penalty
(High School)

No reduction in penalty for Level II, Level III or Level IV Suspension as described in the student/parent handbook.

Reviewed: June 22, 2009

Revised June 22, 2009

GOOD CONDUCT RULE REGULATION

First Offense:

- Reduced by 1 competition/performance
- Self-reports the violation. Self-reporting is available only once and only with a first violation.

Second Offense:

- Seek an evaluation and, if recommended, treatment from a recognized substance abuse or counseling facility at the student's or student's parent/guardian's expense. The student must agree to waive confidentiality to allow the facility to report back to the superintendent or designee regarding recommendations for treatment or follow-up care (and)
- Satisfactory completion of 15 hours of school service within 30 calendar days.

(Middle School)

First Offense: A student may have the penalty reduced by half if: (keeping in mind there is a one activity loss minimum and we are rounding up)

- The student submits to a Primary Breath Test (PBT) or Urine Analysis and the result of that testing is negative, and
- The student seek an evaluation and, if recommended, treatment from a recognized substance abuse or counseling facility at the student's parent/guardian's expense. The student must agree to waive confidentiality to allow the facility to report back to the superintendent, principal, or designee regarding recommendations for treatment or follow-up care.

Second Offense: A student may have the penalty reduced by half if:

- The student seek an evaluation and, if recommended, treatment from a recognized substance abuse or counseling facility at the student's parent/guardian's expense. The student must agree to waive confidentiality to allow the facility to report back to the superintendent, principal, or designee regarding recommendations for treatment or follow-up care and
- Satisfactory completes 15 hours of school service within 30 calendar days.
- There is no reduction for third or subsequent offenses.

"Compete"

Definition of "compete" from the Department of Education, IA Code 281-36.1 (280): "Compete" means participating in an interscholastic contest or competition, and includes dressing in full team uniform for the interscholastic contest or competition, as well as participating in pre-game warm-up exercises with team members. "Compete" does not include any managerial, recordkeeping, or other non-competitor functions performed by a student on behalf of a member or associate member school.

Reviewed: June 22, 2009

Revised: June 22, 2009

GOOD CONDUCT RULE REGULATION

Activities

- Subject to student total possible number of performances or contests. Ineligibility will be equal to a percentage of performances or contests as per policy.
- Multiple performances on any one date constitute a single performance for the purpose of this policy.

| | |
|--|---------------|
| Academic Competition | Vocal Music |
| Band/Flag | Baseball |
| Cheerleading | Cross Country |
| Class Officers (45 days/90 days) | Football |
| Club/Organizations (45 days/90 days) | Golf |
| Dramatics/Speech | Softball |
| National Honor Society (45 days/90 days) | Tennis |
| National Honor Society (subject to NHS Bylaws) | Track |
| Royalty (45 days/90 days) | Volleyball |
| Student Council (45 days/90 days) | Wrestling |
| Bowling | Basketball |
| Co-op Swimming | |

Violations Occurring During Ineligibility

If a student is ineligible at the time of a violation of the Good Conduct Rule, the penalty for the violation will not begin until the student regains eligibility. Example: A student is found to have been in possession of tobacco, his/her first offense, and is serving a 5 activity suspension. Should the same student have a second violation, that penalty will start when the first penalty is completed.

Notice to Student and Parent

The high school principal or his/her designee, upon making a determination that a student has violated the Good Conduct Code, shall promptly mail or deliver to the student’s parent’s or guardian a written “Notice of Violation of Good Conduct Code” containing the following information.

- The student’s name and the names and address of the student’s parents or guardians.
- A statement describing the time, place, and circumstances of the Good Conduct Rule violation.
- A statement describing the penalty imposed.

Reviewed: June 22, 2009

Revised: June 22, 2009

GOOD CONDUCT RULE REGULATION

Academic Consequences

Unless the student violated the Good Conduct Rule while on school grounds or at a school event or activity off school grounds, or the violation has a direct and immediate negative impact on the efficient operation of the school, there will be no academic consequences (e.g., detention, suspension, expulsion, from school, or grade reduction/withholding) for the violation.

Appeals

Any student who is found by the administration to have violated the Good Conduct Rule may ask for a review of this determination by the superintendent by contacting the superintendent within 3 days of being advised of the violation. The penalty will be in effect until reversed. If the student is still dissatisfied, he or she may seek further review by the school board by filing a written appeal with the board secretary at least 24 hours prior to the next board meeting. The review by the board will be in closed session unless the student's parent (or the student, if the student is 18) requests an open session. The grounds of review by the school board are limited to the following: the student did not violate the Good Conduct Rule; the student was given inadequate due process in the investigation and determination; or the penalty is in violation of the Handbook Rule or Board Policy. The penalty will remain in effect pending the outcome of the meeting with the board.

If the school board reverses the decision of the administration, the student shall be immediately eligible and shall have any record of the ineligibility period and violation deleted from the student's record.

Reviewed: June 22, 2009

Revised: June 22, 2009

Item 5.0 Communications

5.1 Good News from Red Oak Schools

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

5.2 Visitors and Presentations

Board President Lee Fellers extends a welcome to everyone in attendance – especially to those presenting and also to those observing.

5.2.1 Red Oak FFA and Stanton FFA

This evening the Directors welcome the Red Oak FFA and Stanton FFA to the meeting as they recount and review their involvement with the National FFA Convention attended by 10 chapter members from October 23 to 27, 2012.

5.2.2 Exchange of Letters of Interest with the Red Oak Education Association

The first step in the interest based bargaining process with the ROEA begins this evening with the exchange of letters. Representing the ROEA will be Deb Blomstedt and/or John Gambs. Representing the Directors will be Paul Griffen and Kathy Walker.

5.2.3 Exchange of Letters of Interest with the Red Oak Support Staff Association

The first step in the interest based bargaining process with the ROSSA begins this evening with the exchange of letters. Representing the ROSSA will be Trish Earley. Representing the Directors will be Lee Fellers and Bill Drey.

5.3 Affirmations and Commendations

- ★ Affirmations extended this evening include:
- ★ Red Oak City Council, Red Oak Chamber and Industry Association, and the Nelson Trust ⇒ Shopko Initiative
- ★ Shopko, Dustin Champlin, Manager and the Shopko Foundation ⇒ award of \$2,500 to the Red Oak Community School District
- ★ All Red Oak Stakeholders ⇒ Iowa Assessment Program improvements and gains

Item 5.3 – continued

- ★ Montgomery County YMCA, Nick Zimmer, Executive Director and John Blomstedt, Program Director ⇨ Assistance with the extra-curricular activities of Red Oak Middle and High School

5.4 Correspondence

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

Item 6.0 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:

6.1 Review and Approval of the Minutes from December 17, 2012

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

6.2 Review and Approval of the Monthly Business Reports

Payment vouchers are ready for approval. Please look over the checks/bills prior to the meeting and contact Accounting Clerk Jeanice Lester (lesterj@roschools.com) or Business Manager Shirley Maxwell (maxwells@roschools.com) prior to the meeting if there are questions.

6.3 Personnel Considerations – Recommendations for Employment, Acceptance of Resignation Letters

Special Education Needs and Staffing:

Due to the needs of two different student issues, SPED Director Gayle Allensworth was given permission prior to the holiday break to recruit and place two paraeducators in probationary roles. Those individuals include Jessie Bruning of Stanton and Jennifre Wilcoxson of Red Oak. Both have good knowledge of the school district as currently Mrs. Bruning works with the Red Oak Head Start Program at Webster and Mrs. Wilcoxson works with the Early Head Start Program at Webster. Director Allensworth has assigned Mrs. Bruning to work within the behavior disabilities program at Washington Intermediate while Mrs. Wilcoxson has been assigned to the Inman Primary School. After the completion of the thirty day probationary period, formal contracts will be recommended to the Directors at \$9.10 per hour for each person.

Transportation Department:

A special needs student has been assigned to the Clarinda Academy and requires door-to-door service on a daily basis. A previous recommendation to terminate the contract of Ms. Natalie Mannen became a mute issue when she accepted a position with Nishna Productions in Red Oak. The new program addition for Clarinda Academy requires a daily van driver.

Item 6.3 – continued

Enclosed is recommendation from Director Carlos Guerra for the 20 hour per week employment of Mr. Jonathan Certain who has been working as a substitute driver. The recommendation is made to employ Mr. Certain, to be compensated at the rate of \$9.60 per hour.

6.4 Board Policy Final Reading and Adoption

Enclosed are policies now ready for final reading and adoption. It is recommended the Directors give final approval to:

Code No. 407.6 Licensed Teacher Early Retirement
Code No. 600 Goals and Objectives of the Education Program
Code No. 601.1 School Calendar, revised and updated
Code No. 601.2 School Day

6.5 Open Enrollment Concerns

In between the semester changes, requests for open enrollment have occurred for the current year and for the 2013 – 2014 school year. In all cases, building principals have met with the families and have assisted in the transitions involved. There will not be any open enrollment in received in this second semester, but tuition billings will occur with continuous enrollment in the 2013 – 2014 school year.

At the board table the open enrollment requests should receive favorable consideration by the Directors.

6.6 Authorization for the Transfer of Funds

Following the completion of the FY 12 school audit, a number of changes were directed by the auditors to comply with Iowa Code and administrative regulations. Business Manager Shirley Maxwell has worked closely with the auditors and in-house accounting staff to ensure the accounts were moved as directed. Shown here is the explanation and recommendation made by the business manager. The auditing firm will make the annual report to the Directors at the January 24 regular meeting.

As a result of the 2011-2012 audit the district needs to transfer Fund 69 (Enterprise Fund) and some accounts in Fund 21 (Activity Fund) into Fund 10 (General Fund).

In accordance with 298A.8 of the Code of Iowa and Iowa Administrative Code 281-12.6(l), the purpose of the Student Activity Fund is to account for financial transactions related to the cocurricular and extracurricular activities offered as a part of the education program for students.

Item 6.6 – continued

Specific examples of these instances that were questioned during the audit were revenues and expenditures of the 4-5 vending account in the Student Activity Fund appear to be a faculty pop account. After conversations with District officials, the remaining funds in the MS Vending account appear to be several years' accumulation of faculty pop money for the middle school building. Therefore, it appears these accounts are administratively maintained, rather than maintained by a club or organization. Revenues and expenditures for faculty pop would be more appropriate in the General Fund. It was also noted that revenues and expenditures were made from the Student Activity Fund that seemed to be instructional in nature. Revenues and expenditures that are instructional in nature will need to be paid through the General Fund. The auditors stated the district should transfer the remaining funds in these accounts in question to the General Fund to be in compliance with Chapter 298A.8 of the Code of Iowa and Iowa Administrative Code 281-12.6(1).

The following funds need to be transferred to the General Fund. This action requires the Board's approval.

*Fund 69: Interest Income, HS Jr. Achievement, 4-5 Vending, HS Faculty, HS Vending, Central Office Vending, Adult Ed Class, HS Teacher/Coach Resale, PK-3 Vending, MS General Store, MS Faculty Vending, MS Faculty Fund
Fund 21: K-12 General, K-12 Petty Cash, K-3 General, K-3 Media General Supplies, 4-5 General Supplies, 4-5 Media General Supplies, 4-5 Vending Supplies, MS Vending Supplies, MS General Supplies, HS General Supplies, HS Graduation*

*Shirley Maxwell
Business Manager*

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

- Minutes from December 17, 2013
- Monthly business reports as presented
- Approval of a contract for Jonathan Certain to fill the 20 hour per week assignment within the Transportation Department, rate of \$9.60 per hour
- Final adoption and approval of board policies: Code No. 407.6 Licensed Teacher Early Retirement; Code No. 600 Goals and Objectives of the Education Program; Code No. 601.1 School Calendar, revised and updated; and Code No. 601.2 School Day
- Open enrollment requests as presented
- Approval of fund transfers as recommended by the school auditor.

**Red Oak Community School District
Regular 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
Monday, December 17, 2012

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, Warren Hayes, Paul Griffen, Bill Drey, Kathy Walker
Terry Schmidt, Superintendent, & Shirley Maxwell, Board Secretary

APPROVAL OF AGENDA

Motion by Director Drey with a second by Director Griffen to approve the agenda as presented with the order of agenda items at the discretion of the chairman. The motion carried unanimously.

CONSENT AGENDA

Director Griffen moved with a second by Director Drey to approve the consent agenda presented. The motion carried unanimously.

- Approval of minutes from December 10, 2012
- Approval of monthly business reports as presented

The motion carried unanimously.

DISTRICT FACILITIES PROPOSED STUDY

The Directors received a presentation by Daric O'Neal and Laura F. Alley of Alley, Poyner, Macchietto Architecture, P.C. The presentation was provided to help the Directors with one of its major goals for the current year which is Goal 4.1 *The Board of Directors will complete a comprehensive analysis (with recommendations) of all district facilities with an emphasis on program needs, economies of operations, and adherence to all equity issues in order to meet the needs of 21st century learners.*

DROPOUT PREVENTION

Director Drey moved with a second by Director Hayes to approve the 2013-2014 Modified Allowable Growth application for dropout prevention. The motion carried unanimously.

TECHNOLOGY REPORT

Director of Technology Bob Deter provided a report concerning operations throughout the school district that focused on significant projects planned but not completed. He also addressed questions from the Directors concerning the work order process and timeliness in completing day to day needs. An update was given about the computer one-to-one program and the effects for durability, repairs, and so forth. The continued use of a temporary, part-time worker was discussed. Additional information about the use of part-time tech assistance will be returned to the Directors in January for further consideration.

BOARD POLICY REVIEW

Director Drey moved with a second by Director Griffen to approve the first readings of board policies: No. 407.6 Licensed Teacher Early Retirement, No. 600 Goals and Objectives of the Education Program, No. 601.1 School Calendar, revised and updated. Board Policy No. 601.2 School Day. The motion carried unanimously.

ADJOURNMENT

Director Drey moved with a second by Director Walker to adjourn the meeting at 8:32 p.m. The next regular board meeting will be held on Monday, January 14, 2013 at 6:00 p.m. in the Sue Wagaman Board Room, Administrative Center, Technology Building. The motion carried unanimously.

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 |
| DHS CASHIER 1ST FLOOR | 12312012 | 18,156.41 |
| 10 0010 4634 219 4634 | PROVIDER'S SHARE DECEMBER | 18,156.41 |
| Vendor Name DHS CASHIER 1ST FLOOR | | <u>18,156.41</u> |
| FIRST BANKCARD | 01102013 | 220.49 |
| 10 0010 2510 000 0000 580 | LODGING/MEALS | 220.49 |
| FIRST BANKCARD | 01102013-1 | 24.47 |
| 10 0010 1200 211 3301 612 | "The Leader In Me" by Stephan R. Covey | 24.47 |
| FIRST BANKCARD | 01102013-2 | 286.33 |
| 10 3230 1200 420 1119 612 | Charlotte's Web Audio | 286.33 |
| FIRST BANKCARD | 12132012-1 | 0.01 |
| 10 0010 2235 000 0000 618 | BALANCE DUE | 0.01 |
| Vendor Name FIRST BANKCARD | | <u>531.30</u> |
| ISTE | 3 | 95.00 |
| 10 0010 2231 000 0000 320 | Membership Dues--ISTE | 95.00 |
| Vendor Name ISTE | | <u>95.00</u> |
| JAMES F MCKETHANFMCK, LLC | 10323049 | 195.00 |
| 10 0010 2213 100 3376 330 | REG FEE | 195.00 |
| JAMES F MCKETHANFMCK, LLC | 2020 50 | 195.00 |
| 10 0010 2213 100 3376 330 | REG FEE | 195.00 |
| Vendor Name JAMES F MCKETHANFMCK, LLC | | <u>390.00</u> |
| MATHCOUNTS REGISTRATION | A51603 | 95.00 |
| 10 0010 1000 470 1118 320 | TEAM REGISTRATION | 50.00 |
| 10 0010 1000 470 1118 320 | INDIVIDUAL REGISTRATIONS | 45.00 |
| Vendor Name MATHCOUNTS REGISTRATION | | <u>95.00</u> |
| MEDICA COM | 13701212 | 1,575.24 |
| 10 0010 2236 000 0000 350 | INTERNET/PHONE CHARGES | 1,575.24 |
| Vendor Name MEDICA COM | | <u>1,575.24</u> |
| MIDAMERICAN ENERGY | 12172012 | 14,759.54 |
| 10 0020 2600 000 0000 622 | KWH 3538 | 349.51 |
| 10 0020 2600 000 0000 622 | KWH 1 | 19.61 |
| 10 0030 2600 000 0000 621 | THERMS 234 | 184.48 |
| 10 0030 2600 000 0000 622 | KWH 1080 | 113.64 |
| 10 1911 2600 000 0000 621 | THERMS 313 | 238.05 |
| 10 1912 2600 000 0000 621 | THERMS 1325 | 905.44 |
| 10 1912 2600 000 0000 622 | KWH 3217 | 304.35 |
| 10 1902 2600 000 0000 622 | KWH 15440 | 1,156.79 |
| 10 1901 2600 000 0000 622 | KWH 43800 | 2,996.85 |
| 10 1901 2600 000 0000 622 | KWH 1 | 2.65 |
| 10 2020 2600 000 0000 622 | KWH 25400 | 1,757.59 |
| 10 3230 2600 000 0000 622 | KWH 70800 | 3,855.12 |
| 10 3900 2600 000 0000 621 | THERMS 1807 | 1,207.43 |
| 10 3900 2600 000 0000 622 | KWH 26400 | 1,668.03 |
| Vendor Name MIDAMERICAN ENERGY | | <u>14,759.54</u> |
| MIDWEST SYMPOSIUM FOR LEADERSHIP IN BEHAVIOR DISORDERS, INC | S13-031 | 140.00 |

| Vendor Name | Invoice Number | Amount |
|-------------------------------|---|----------------------------|
| Account Number | Detail Description | Amount |
| 10 0010 1200 219 0000 320 | REG FEE | 140.00 |
| Vendor Name | MIDWEST SYMPOSIUM FOR LEADERSHIP IN BEHAVIOR DISORDERS, INC | 140.00 |
| NSAN, INC | 13481 | 1,008.00 |
| 10 0010 2310 000 0000 320 | IA REAP RENEWAL | 1,008.00 |
| Vendor Name | NSAN, INC | 1,008.00 |
| SEMINOLE ENERGY SERVICES, LLC | 170-1212-1556 | 8,105.41 |
| 10 1901 2600 000 0000 621 | THERMS 2671 | 1,772.55 |
| 10 2020 2600 000 0000 621 | THERMS 2466 | 1,636.56 |
| 10 3230 2600 000 0000 621 | THERMS 6259 | 4,033.38 |
| 10 1902 2600 000 0000 621 | THERMS 917 | 662.92 |
| Vendor Name | SEMINOLE ENERGY SERVICES, LLC | 8,105.41 |
| SHAFFER, RALPH | 557607 | 65.00 |
| 10 2020 2600 910 6210 430 | tune choir room piano | 60.00 |
| 10 2020 2600 910 6210 430 | trip charge | 5.00 |
| Vendor Name | SHAFFER, RALPH | 65.00 |
| SOCS/FES | INV003201 | 121.22 |
| 10 0010 2236 000 0000 350 | WEBSITE HOSTING CHARGES | 121.22 |
| Vendor Name | SOCS/FES | 121.22 |
| SWIBA | 01092013 | 25.00 |
| 10 2020 1000 110 0000 612 | ASH LAWN ECHOES MUSIC | 25.00 |
| Vendor Name | SWIBA | 25.00 |
| UNITED PARCEL SERVICE | 0000537022512 | 106.08 |
| 10 2020 2410 000 0000 531 | UPS CHARGES | 20.00 |
| 10 0010 2321 000 0000 531 | UPS CHARGES | 6.43 |
| 10 1901 2410 000 0000 531 | UPS CHARGES | 20.00 |
| 10 1902 2410 000 0000 531 | UPS CHARGES | 20.00 |
| 10 3230 2410 000 0000 531 | UPS CHARGES | 39.65 |
| Vendor Name | UNITED PARCEL SERVICE | 106.08 |
| WEB.COM, INC. | 19050335 | 17.96 |
| 10 0010 2236 000 0000 536 | DOMAIN NAME | 17.96 |
| Vendor Name | WEB.COM, INC. | 17.96 |
| WILSON PERFORMING ARTS CENTER | 12202012 | 1,724.91 |
| 10 0010 1000 100 8032 580 | DISTRICT SHARE FINE ARTS LODGING | 1,724.91 |
| Vendor Name | WILSON PERFORMING ARTS CENTER | 1,724.91 |
| Fund Number | 10 | 46,916.07 |
| Checking Account ID | 1 | Fund Number 36 |
| OAKVIEW DCK, LLC | 3 | PHYSICAL PLANT & EQUIPMENT |
| 36 3900 4700 000 0000 450 | TECH CENTER REMODEL PROJECT | 5,868.00 |
| Vendor Name | OAKVIEW DCK, LLC | 5,868.00 |
| Fund Number | 36 | 5,868.00 |

| Vendor Name | Invoice Number | Amount |
|--|------------------------------------|-----------------------|
| Account Number | Detail Description | Amount |
| Checking Account ID 1 | | 52,784.07 |
| Checking Account ID 2 | Fund Number 61 | SCHOOL NUTRITION FUND |
| FIRST BANKCARD | 12182012 | 50.95 |
| 61 1901 3110 000 0000 618 | BALANCE ON COAT RACKS | 50.95 |
| Vendor Name FIRST BANKCARD | | 50.95 |
| Fund Number 61 | | 50.95 |
| Checking Account ID 2 | | 50.95 |
| Checking Account ID 3 | Fund Number 21 | STUDENT ACTIVITY FUND |
| ADM HIGH SCHOOL | 01102013 | 85.00 |
| 21 0010 1400 920 6790 320 | TOURNEY FEE | 85.00 |
| Vendor Name ADM HIGH SCHOOL | | 85.00 |
| BROWN, MICHAEL | 12142012 | 95.00 |
| 21 0010 1400 920 6810 320 | OFFICIAL | 95.00 |
| Vendor Name BROWN, MICHAEL | | 95.00 |
| ETHEN, CHRIS | 12212012 | 95.00 |
| 21 0010 1400 920 6710 320 | OFFICIAL | 95.00 |
| Vendor Name ETHEN, CHRIS | | 95.00 |
| FERGUSON, TYLER | 01042013 | 65.00 |
| 21 0010 1400 920 6710 320 | OFFICIAL | 65.00 |
| FERGUSON, TYLER | 12212012 | 75.00 |
| 21 0010 1400 920 6810 320 | OFFICIAL | 75.00 |
| Vendor Name FERGUSON, TYLER | | 140.00 |
| GATEWAY CENTER | 21702 | 105.28 |
| 21 0010 1400 920 6840 580 | LODGING | 105.28 |
| Vendor Name GATEWAY CENTER | | 105.28 |
| HEUTON, CRAIG | 12212012 | 135.00 |
| 21 0010 1400 920 6710 320 | OFFICIAL | 135.00 |
| Vendor Name HEUTON, CRAIG | | 135.00 |
| IA HIGH SCHOOL SPEECH ASSOC. | 01012013 | 244.00 |
| 21 3230 1400 910 6110 618 | SPEECH LARGE GROUP REGISTRATION | 244.00 |
| Vendor Name IA HIGH SCHOOL SPEECH ASSOC. | | 244.00 |
| JACKSON, RON | 01042013 | 95.00 |
| 21 0010 1400 920 6710 320 | OFFICIAL | 95.00 |
| Vendor Name JACKSON, RON | | 95.00 |
| MADSEN, JOHN | 01042013 | 65.00 |
| 21 0010 1400 920 6710 320 | OFFICIAL | 65.00 |
| Vendor Name MADSEN, JOHN | | 65.00 |
| MANZ, KYLE | 01052013 | 95.00 |
| 21 0010 1400 920 6810 320 | OFFICIAL | 95.00 |
| Vendor Name MANZ, KYLE | | 95.00 |

| Vendor Name | Invoice Number | Amount | |
|---------------------------------------|--------------------|--------|-----------------|
| Account Number | Detail Description | | Amount |
| OSBORNE, CURTIS | 01052013 | 95.00 | |
| 21 0010 1400 920 6810 320 | OFFICIAL | | 95.00 |
| Vendor Name OSBORNE, CURTIS | | | <u>95.00</u> |
| RANNIGER, GAYLIN | 12142012 | 95.00 | |
| 21 0010 1400 920 6810 320 | OFFICIAL | | 95.00 |
| Vendor Name RANNIGER, GAYLIN | | | <u>95.00</u> |
| REED, HERSAL | 12142012 | 65.00 | |
| 21 0010 1400 920 6810 320 | OFFICIAL | | 65.00 |
| REED, HERSAL | 12212012 | 135.00 | |
| 21 0010 1400 920 6710 320 | OFFICIAL | | 135.00 |
| Vendor Name REED, HERSAL | | | <u>200.00</u> |
| ROMINE, RON | 01042013 | 75.00 | |
| 21 0010 1400 920 6710 320 | OFFICIAL | | 75.00 |
| ROMINE, RON | 12142012 | 75.00 | |
| 21 0010 1400 920 6810 320 | OFFICIAL | | 75.00 |
| Vendor Name ROMINE, RON | | | <u>150.00</u> |
| SHANKS, KIP | 01042013 | 95.00 | |
| 21 0010 1400 920 6710 320 | OFFICIAL | | 95.00 |
| Vendor Name SHANKS, KIP | | | <u>95.00</u> |
| SHENANDOAH MEDICAL CENTER | 1231112-REDOAK | 115.00 | |
| 21 0010 1400 920 6790 320 | Body Fat Testing | | 115.00 |
| Vendor Name SHENANDOAH MEDICAL CENTER | | | <u>115.00</u> |
| TURNER, TIM | 12142012 | 65.00 | |
| 21 0010 1400 920 6810 320 | OFFICIAL | | 65.00 |
| TURNER, TIM | 12212012 | 135.00 | |
| 21 0010 1400 920 6710 320 | OFFICIAL | | 135.00 |
| Vendor Name TURNER, TIM | | | <u>200.00</u> |
| VERGAMINI, JOHN | 01052013 | 95.00 | |
| 21 0010 1400 920 6810 320 | OFFICIAL | | 95.00 |
| Vendor Name VERGAMINI, JOHN | | | <u>95.00</u> |
| WALLACE, MATT | 12212012 | 95.00 | |
| 21 0010 1400 920 6710 320 | OFFICIAL | | 95.00 |
| Vendor Name WALLACE, MATT | | | <u>95.00</u> |
| WELSCH, JOHN | 12142012 | 95.00 | |
| 21 0010 1400 920 6810 320 | OFFICIAL | | 95.00 |
| Vendor Name WELSCH, JOHN | | | <u>95.00</u> |
| Fund Number 21 | | | <u>2,389.28</u> |
| Checking Account ID 3 | | | <u>2,389.28</u> |

18

COPY

JAN 9 2013

To: Mr. Schmidt

Date: January 9, 2013

We would like to recommend Jonathan Certain for a full time position as the driver for the Clarinda Academy route. Jonathan has been a substitute driver covering bus routes and driving vans when needed. Jonathan will continue to help with any duties in the transportation department.

Director of Transportation

Carlos Guerra

LICENSED EMPLOYEE EARLY RETIREMENT

I. Eligibility for Early Retirement Plan

The school district offers an Early Retirement Plan for full-time licensed employees. Full-time licensed employees are licensed employees who are eligible for full insurance coverage under the requirements of the insurer and who are currently performing their assigned duties within the school district. A licensed employee is eligible to participate in the Early Retirement Plan under the following terms:

- A. The number of applications for the Early Retirement Plan will be limited to no more than five (5) for a given fiscal year, unless the Board chooses to allow more than five(5).
- B. The Early Retirement Plan will be available to a licensed employee who is fifty-five (55) years of age by the start of the next school year.
- C. The Early Retirement Plan will be available to those who have completed their most recent ten (10) consecutive years of service in the Red Oak Community School District.
- D. The employee shall submit an application for the plan on or before January 15 of the current school year, at the Board's discretion.
- E. The employee shall submit a written resignation resigning from the existing contract. The resignation may be contingent upon approval by the board of participation in the voluntary early retirement program.
- F. All applications for the Early Retirement Plan will be considered not later than the second regular Board meeting in January, and if more than the designated number allowed in Section A are received, the highest priority will be given to the teachers with the longest continuous teaching service in the District.
- G. An employee who meets the criteria in item "B", but who has not completed a minimum of ten (10) consecutive years of service to the school district may apply for a prorated early retirement amount. Approval of such application by the board will be based on the best interests of the school district, and if a prorated amount is approved, the amount will be based on completed consecutive years of service at the time of the application for the Early Retirement Plan.
- H. The application for the Early Retirement Plan and the resignation must be approved by the board, which will authorize disbursement of the early retirement amount.

Approved December 17, 2012

Reviewed December 17, 2012

Revised December 17, 2012

Red Oak Community School District

LICENSED EMPLOYEE EARLY RETIREMENT

- I. Approval by the board of the licensed employee's early retirement application shall constitute a voluntary resignation. Approval by the board of the licensed employee's early retirement application will also make the licensed employee eligible for disbursement of the early retirement amount on January 20 of the school year following the licensed employee's approval for early retirement. Failure of the board to approve the licensed employee's early retirement application will make the licensed employee's current contract with the board continue in full force and effect.

II. Voluntary Early Retirement Amount and Terms:

- A. An employee who meets one of the eligibility requirements will be eligible for the early retirement amount of \$15,000, plus an amount equal to 25% of the employee's accumulated sick leave times the current daily substitute teacher pay rate. An employee whose contractual full-time equivalency (FTE) is less than 1.00 will be eligible for a prorated early retirement amount by multiplying the employee's FTE by the applicable amount above.
- B. An employee agrees to participate in the "Special Pay Plan". This plan allows payment of the early retirement amount to be paid to a Tax Shelter Annuity of the employee's choice. This Tax Shelter Annuity must be with a company that participates in the State of Iowa Plan. If the employee is currently contributing to a Tax Shelter Annuity the payment will be made to the same company. The employee agrees not to close out this account before the January payment is made.
- C. Upon retirement, the licensed employee is eligible to continue participation in the school district's group insurance plan at the licensed employee's expense by meeting the requirements of the insurer. The employee/retiree must pay the monthly premium amount in full to the board secretary prior to the due date of the school district's premium payment to the insurance carrier.

This insurance coverage will cease when the licensed employee/retiree qualifies for Medicare coverage, secures other employment in which the employer provides insurance coverage, or dies. If dependent insurance coverage is carried, that coverage may continue at the dependent's expense beyond the employee's/retiree's qualification for Medicare coverage under COBRA provisions.

In the event of the death of the employee/retiree, the dependent of the employee/retiree may continue coverage in the school district's group health insurance program at his/her own expense under COBRA provisions, if the dependent was covered through the school district's group health insurance program prior to the death of the employee/retiree.

- D. An employee who elects to participate in this program will become a retired employee and will be entitled to all rights and privileges of such a retiree under applicable laws and policies of the school district.
- E. Beneficiary. In the event of the death of the employee prior to the early retirement amount being paid, payment will be as follows:
 1. Lump sum payment will be made to a designated beneficiary for the early retirement amount due to the employee on January 20 of the school year following the licensed employee's approval for early retirement.
 2. In the event no beneficiary is named, payment shall be made to the estate of the employee on January 20 following the licensed employee's approval for early retirement.

The board has complete discretion to offer or not to offer an Early Retirement Plan for licensed employees and will review this policy annually. The board may discontinue the school district's Early Retirement Plan at any time.

GOALS AND OBJECTIVES OF THE EDUCATION PROGRAM

This series of the board policy manual is devoted to the goals and objectives for the delivery of the education program. The board's objective in the design, contents and the delivery of the education program is to provide an equal opportunity for students to pursue an education free of discrimination on the basis of race, creed, color, sex, national origin, marital status, religion or disability.

In providing the education program of the school district, the board will strive to meet its overall goal of providing the students an opportunity to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance and encourages critical thinking in students.

In striving to meet this overall goal, the objectives of the education program are to provide students with an opportunity to:

- Acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively;
- Become effective and responsible contributors to the decision-making processes of the social and political institutions of the community, state and nation;
- Acquire entry-level job skills and knowledge necessary for further education;
- Acquire the capacities for satisfying and responsible roles as family members;
- Acquire knowledge, habits and attitudes that promote personal and public health, both physical and mental;
- Acquire an understanding of ethical principles and values and the ability to apply them to their own lives;
- Develop an understanding of their own worth, abilities, potential and limitations; and,
- Learn and enjoy the process of learning and acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

An advisory committee of representatives of the school district community and the school district is appointed to make recommendations for the goals and objectives of the education program. Annually, the board will report to the committee regarding progress toward achievement of the goals and objectives of the education program.

Approved December 17, 2012

Reviewed December 17, 2012

Revised December 17, 2012

SCHOOL CALENDAR

The school calendar will accommodate the education program of the school district. The school calendar is for a minimum of 190 days and includes, but is not limited to, the days for student instruction, staff development, in-service days, and parent-teacher conferences.

The academic school year for students is for a minimum of 180 days in the school calendar, including days for parent-teacher conferences. The academic school year for students may not begin prior to September but may begin in the week in which September 1 falls unless a waiver is obtained from the Iowa Department of Education. Should September 1 fall on a Sunday, school may begin any day during the calendar week that immediately precedes September 1. Employees may be required to report to work at the school district prior to this date.

Special education students may attend school on a school calendar different from that of the regular education program consistent with their Individualized Education Program.

The board, in its discretion, may excuse graduating seniors from up to five days of instruction after the school district requirements for graduation have been met. The board may also excuse graduating seniors from making up days missed due to inclement weather if the student has met the school district's graduation requirements.

It is the responsibility of the superintendent to develop the school calendar for recommendation, approval, and adoption by the board annually.

The board may amend the official school calendar when the board considers the change to be in the best interests of the school district's education program.

Legal Reference: Iowa Code §§ 20.9; 279.10, 280.3 (2011).
281 I.A.C. 12.2(1).

Cross Reference: 501.3 Compulsory Attendance
601.2 School Day
603.3 Special Education

Approved Dec. 17, 2012

Reviewed Dec. 17, 2012

Revised Dec. 17, 2012

SCHOOL DAY

The student school day for grades one through twelve will consist of a minimum of five and one-half hours, not including the lunch period. The school day consists of the schedule of class instruction and class activities as established and sponsored by the school district. Time during which students are released from school for parent/teacher conferences may be counted as part of the student's instructional time. The minimum school day will meet the requirements as established for the operation of accredited schools.

The board may define the number of days kindergarten will be held and the length of each school day for the students attending kindergarten. The school day will consist of a schedule as recommended by the superintendent and approved by the board.

The school district may also record a day of school with less than the minimum instructional hours if the total hours of instructional time for grades one through twelve in any five consecutive school days equals a minimum of twenty-seven and one-half hours, even though any one day of school is less than the minimum instructional hours because of a staff development opportunity provided for the instructional staff or parent-teacher conferences have been scheduled beyond the regular school day. If the total hours of instructional time for the first four consecutive days equal at least twenty-seven and one-half hours because parent-teacher conferences have been scheduled beyond the regular school day, the school district may record zero hours of instructional time on the fifth consecutive school day as a school day. Schedule revisions and changes in time allotments will be made by the superintendent.

When the school is forced to close due to weather or other emergencies, that part of the day during which school was in session will constitute a school day.

It is the responsibility of the superintendent to inform the board annually of the length of the school day.

Legal Reference: Iowa Code § 279.8 (2005).
281 I.A.C. 12.2(2), .2(3), .2(6).

Cross Reference: 601.1 School Calendar

Approved

Reviewed December 17, 2012

Revised

Item 7.2.1 Exploring and Developing Enhanced Vocational Skills Classes --
Representatives of Red Oak Schools, Southwestern Community College, and
the Red Oak Chamber & Industrial Association

BACKGROUND INFORMATION: This evening district administrators bring to the Directors an exciting partnership concept that has been developing over the past several months. Guests are present to introduce the work that has been underway to bring much needed vocational skills to the vocational technical programs of Red Oak High School and Southwest Iowa. Representatives from the district, from the Southwestern Community College, and from the business interests of Red Oak are present to share the results of this collaborative effort.

On October 23 Community Business Leaders Jim Sifford, George Maher, and others convened a working lunch in Red Oak to discuss workforce needs of area industries and businesses. Terry Schmidt and Guidance Counselor John Brabec were in attendance along with numerous representatives of Southwestern Community College. The outcome of this meeting has found the college and Red Oak High developing a joint program to enhance vocational skills such as industrial welding with a formal program that articulates with SWCC.

Guidance Counselor John Brabec and SWCC Representatives Lindsay Stoaks and Sarah Smith are present to give an overview of the initiative proposed for the 2013 – 2014 school year. Representatives from the Red Oak Chamber and Industrial Association may also wish to participate in the discussion.

Please allow a few minutes for this presentation and discussion.

SUGGESTED BOARD ACTION: (to be provided as needed)

From: Jedd Sherman
Sent: Tuesday, December 11, 2012 12:11 PM
To: Sarah Smith; John Brabec
Subject: FW: Welding Course Descriptions

From: Lindsay Stoaks [<mailto:stoaks@swcciowa.edu>]
Sent: Monday, November 19, 2012 11:18 AM
To: Terry Schmidt
Cc: Jedd Sherman
Subject: Welding Course Descriptions

Mr. Schmidt,

As requested, below are the welding course descriptions for the courses taught in the first year of the SWCC Welding Career Academy:

WEL 111 Welding Blueprint Reading – 3 credits

A course concerned with basic fundamentals of interpreting drafting as applied in the welding trade. Emphasis is placed in the welding trade. Emphasis is placed on developing the ability to interpret blueprints from which the welder must work. Special emphasis is placed on lines, views, material descriptions, welding layouts, welding symbols, and terms.

WEL 114 Introduction to Fabrication – 3 credits

This course develops the skills needed in a manufacturing atmosphere such as tool usage, layout methods and material estimation.

WEL 139 Introduction to Oxy Welding, Cutting and Brazing – 3 credits

This course provides a thorough technical understanding of metallurgy, oxy welding, flame cutting and brazing fundamentals and develops skills necessary to produce high quality fillet and square groove welds in 3/16" plate. Students will develop understanding of weld hazards and safety procedures throughout the course.

WEL 162 Introduction to Shielded Metal Arc Welding (SMAW) – 3 credits

This course provides a thorough technical understanding of shielded metal arc welding fundamentals, weld hazards and weld safety, power sources and electrode selection. Provides ample time and direction to develop skills necessary to make high quality welds on 16 gauge to ¼" mild steel in all positions.

If you would like to review the syllabi or have any questions or concerns, please do not hesitate to contact myself or Bill Taylor.

Thank you,

1

Lindsay

Lindsay Stoaks
Secondary Programs Coordinator

SWCC

Southwestern Community College

1501 W. Townline St.

Creston, Iowa 50801

Phone: 641-782-1307

Fax: 641-782-1490

stoaks@swcciowa.edu

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Item 7.2.2 STEM and the Impact for Agriculture Education Classes within Red Oak High School

– Presented by Instructor Alan Spencer and Administrator Jedd Sherman

BACKGROUND INFORMATION: Agriculture Instructor Alan Spencer accompanied by Principal Jedd Sherman would like to share exciting news about program enhancements beginning in Mr. Spencer's classes that incorporate the Iowa statewide STEM (Science, Technology, Engineering, Mathematics) Program.

Enclosed are some documents that may be referenced by Alan Spencer this evening.

Shown below is a communication piece that announced the successful efforts from Alan Spencer this past summer to build significant STEM enhancements into his instructional program.

From: Alan Spencer
Sent: Thursday, October 18, 2012 9:00 AM
To: Terry Schmidt; Jedd Sherman; Jeff Spotts
Subject: Iowa STEM Grant Good News

Mr. Schmidt, Mr. Sherman, and Mr. Spotts,

Last month, I applied for two different grants for the Iowa Governor's STEM Initiative. Last week I found out that I was accepted for both.

One is for the State Science and Technology Fair of Iowa (SSTFI). This grant includes special webinar trainings on preparing students for science research projects and an expenses paid workshop at the SSTFI in early April. I must have at least two students participate in the SSTFI as well.

The second is for Ag teachers only to attend an additional CASE curriculum training and purchase equipment. Last summer, I attended the CASE AFNR (Curriculum for Agricultural Science Education – Ag, Food, and Natural Resources) training at Kansas State University using Perkins Funds. The training and the curriculum is outstanding and I have implemented it in the Ag I class this fall. My hope is that I can attend either the Plant Science or Animal Science CASE training this coming summer.

The STEM grant is for \$5,000. This breaks down to \$2,500 for the training, about \$400 for travel cost, and the remainder for equipment. I was pretty excited by this until today.

I received another email from the STEM regional coordinator from SWCC today. Our regional STEM committee has allotted a total of \$14,000 for the purchase of equipment for each school. This is in addition to the original \$2,500 for the training. This was just outstanding news.

So, this brings me to my main idea. I know that we created two new classrooms in the shop with one being for the new ag classroom. Now that I have an additional \$14,000 to spend on equipment for the curriculum, I suggest we turn that other classroom into a STEM Lab. This will allow for a separation between the classroom and science lab space. Also, this lab could be used by other science teachers on an as needed basis.

I believe that by establishing a STEM Lab, this could really do some great things for our science education at Red Oak.

I look forward to speaking with you about your thoughts on this idea.

Have a great day,
Alan

Alan D. Spencer
Agricultural Education Instructor/FFA Advisor
Red Oak High School
2011 North 8th Street
Red Oak, IA 51566
712-623-6610
spencera@roschools.com
www.redoakschooldistrict.com

SUGGESTED BOARD ACTION: no formal action anticipated

Alan Spencer

From: Beth Kulow <kulow@swcc.cc.ia.us>
Sent: Monday, October 08, 2012 4:14 PM
To: Beth Kulow
Subject: STEM Application - CASE
Attachments: CASE Congrats.pdf

Please read the attached award letter for CASE.

Thanks,
Beth

Beth Kulow

Southwest Iowa Regional STEM Manager

kulow@swcciowa.edu

Cell: 641-344-6269

Office: 641-782-1520

www.iowastem.gov



Southwest Iowa STEM Region

of the State STEM Education

Southwestern Community College

October 8, 2012

Congratulations! A selection panel of the Southwest STEM Regional Advisory Board has weighed many applications for scale-up of exemplary STEM programs. I am pleased to inform you that your application for CASE has been accepted.

Within the next two weeks, you will receive a letter from the provider of CASE. The program service provider will become an important point of contact for you as you move forward in implementing your project. Please watch for this communications on getting started with the implementation of your STEM "scale-up" program.

The lives of countless young Iowans will be changed for the better this year as we all work together to complement your work in bringing exciting STEM opportunities to every corner of the state. Thank you for partnering with us to embrace a bright STEM future for Iowa.

Sincerely,

Beth N. Kulow

Beth N. Kulow
Southwest Regional STEM Manager
Statewide STEM Network of the Governor's STEM Advisory Council
Email: kulow@swcciaowa.edu
Office: 641-782-1520
Cell: 641-344-6269
www.IowaSTEM.gov

Southwest Iowa STEM Hub — Southwestern Community College

1501 W. Townline Street
Creston, IA 50801
www.IowaSTEM.gov

Alan Spencer

From: Beth Kulow <kulow@swcc.cc.ia.us>
Sent: Tuesday, October 16, 2012 4:29 PM
To: jim.heithoff@crbcrusaders.org; Kelsey Bailey (kbailey@crestonschools.org); cfitzgerald@ecsdcards.com; kruherford@exira-ehk.k12.ia.us; Jessica Miller (millerjessica@glenwoodschoools.org); kblair@griswoldschools.org; bbooth@ikm-manning.k12.ia.us; jhebert@wcv.k12.ia.us; mckenzie.wallace@o-mschools.org; evan.babcock@panorama.k12.ia.us; Alan Spencer; petersonl@shenandoah.k12.ia.us; Gregg Cruickshank (gcruickshank@southpageschools.com); tgoodwater@westharrison.org
Subject: CASE
Attachments: CASEFunding.docx

Greetings,

I wanted to take a moment to send the equipment list to each of you. As you will see below, we are funding CASE at a very high cost to ensure that you have the necessary supplies to be successful in your classroom. I would like for each of you to review the attached list and determine if you already have equipment on this list that you do not need. Please be mindful that I understand if you have three microscopes for a class of twenty, that is not adequate, and that you do sincerely need the additional microscopes. If you have been speaking with your colleagues throughout Southwest Iowa there are applicants that we were unable to fund due to the lack of resources. Therefore, if you have equipment and do not need all that appears on this supply list please let me know. The dollars saved will go towards implementing more programs.

When reviewing the equipment list it is important to realize that we are only funding one curriculum. Depending on the dates of the institute, your schedule may determine which curriculum you implement. I would like for you to look at the list that supports the institute you are hoping to attend. We are funding the equipment at \$14,000; thus, if you elect to attend the plant institute you will be asked to cut an item or two. If you elect to attend the AFNR institute there will be additional dollars to purchase equipment.

I sincerely appreciate your notes of appreciation. We are funding CASE at a higher dollar value than the surrounding areas. This does not mean that the surrounding regions do not value CASE as highly as we do, it simply means that the Advisory Board members understand that in our area we are truly lacking sufficient science equipment. It is my understanding that many of you are presenting this wonderful award to your school boards. Please do not hesitate to contact me if you have questions, I am just as excited as you are to be part of this fantastic program!

Thanks,
Beth

Beth Kulow

Southwest Iowa Regional STEM Manager

kulow@swcciaowa.edu

Cell: 641-344-6269

Office: 641-782-1520

www.iowastem.gov

Introduction to Agriculture, Food and Natural Resources - \$12,555.00

- 1 Lab Kit (20 students)- \$995
- 10 LabQuest 2 Vernier - \$3,290
- Required Lab Materials- Wards (outside of glassware, etc)- total from below \$8,270
 - 10 Compound Microscopes- \$4,400
 - 4 Electronic Balances- \$1,116
 - 5 Hot Plates- \$2,142
 - 1 Incubator- \$611.85

Principles of Ag Science- Plant - \$14,154.50

- 1 Lab Kit (20 students)- \$695
- 10 LabQuest 2 Vernier- \$3,290
- Required Lab Materials- Ward's- \$10,169.50
 - 10 Compound Microscopes- \$4,400
 - 10 Dissecting Microscopes- \$2,800
 - 10 Electronic Scales- \$2,790
 - 1 Dissection Set- \$90
 - 10 Alcohol Burners- \$89.50

Principles of Ag Science- Animal - \$13,918.75

- 1 Lab Kit (20 students) - \$325
- 10 LabQuest 2 Vernier - \$3,290
- Required Lab Materials- Ward's- \$10,303.75
 - 10 Compound Microscopes- \$4,400
 - 10 Dissecting Microscopes- \$2,800
 - 1-10 Dissection Set, Trays, Pins - \$1,098.50
 - 1 Incubator- \$611.85
 - 1 Hot Plate- \$428.50
 - 1 Water Bath- \$561
 - 10 Egg Candler \$399.90

Item 7.2.3 Autism in the Red Oak Community School District and a Delivery Model for Autistic Services – Presented by Special Education Director Gayle Allensworth, Select Staff, and Green Hills Regional Director Kerry Aistrope

BACKGROUND INFORMATION: For the past year or so Principal / SPED Director Gayle Allensworth and members of the administrative team have explored the growing need to provide professional services for children of autism and to provide professional support/resources for instructors who must make adjustments in teaching protocol.

In this 2012 – 2013 school year, Gayle Allensworth has put this district need into an action plan found in her professional development growth plan. This evening, please allow the necessary time to review the enclosed concept paper and supporting job description for a specialist in autism.

Gayle may be accompanied this evening by select staff and AEA Regional Director Kerry Aistrope.

Tonight's presentation is not designed to be an action item for the Directors but rather an exchange of ideas from the professional staff and a time of learning about the special needs that exist in Red Oak CSD. It is the administration's intent to return this item to the board table at least one more time and perhaps, twice.

Your time given to this presentation this evening is needed and appreciated.

SUGGESTED BOARD ACTION: No formal action anticipated.

**Red Oak Community Schools
Certified Job Description**

Job Classification: Certified Professional
Position Title: Autism/Autism Spectrum Disorder (ASD) Strategist
Direct Supervisor: Director of Special Education

Primary Function: Responsible for assisting IEP and Student Assistance Teams with identification, evaluation and planning for students with behaviors that may fall within Autism Spectrum Disorders. 1.

Qualifications: Current certification in Special Education, School Psychology, or Speech/Language; 5 years of teaching experience in a wide variety of treatment approaches in the area of Autism. The candidate must have the experience or capacity to demonstrate positive interpersonal skills, cooperative teamwork, multiagency coordination, and excellent written and verbal communication skills.

Physical Requirements: {This will be identified prior to any recruitment – needs more discussion}

Duties and Responsibilities:

Essential Functions:

The following duties are normal for this position. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

1. Collaborate with teachers, parents, paraprofessionals and other multi-agency staff in the development of educational treatment plans to best meet the needs of students with Autism/ASD;
2. Provide ongoing collaborative support to special and general education instructional personnel and building administrators in delivering services to students with Autism/ASD;
3. Participate in the identification process and program planning of eligible individuals to attain the least restrictive/most appropriate

- environment;
4. Demonstrate instructional procedures, strategies, and techniques (such as pairing, prompting, modeling, shaping and using preferences to motivate) to all pertinent staff working with students with Autism/ASD;
 5. Assist in the development of curriculum and instructional materials (functional communication systems, visual supports, social stories) for students with Autism/ASD ;
 6. Assist in transition planning (Part C to Part B, building, and post-secondary) for students on caseload;
 7. Provide assistance in classroom management and behavioral intervention;
 8. Operate as a trans-disciplinary team;
 9. Maintain awareness of current trends, strategies devices and best practices in the area of Autism and related areas of special education;
 10. Provide input on effectiveness of autism programming and communicate needs and recommendations to supervisors;
 11. Coordinate with Director of Special Education to provide professional development and training opportunities to parents, special and general education instructional personnel and all pertinent support personnel;
 12. Comply with State and Federal rules and regulation and Red Oak Community School District policies and procedures;
 13. Perform other duties as assigned by the Director of Special Education/Superintendent

Item 7.2.4 Proposal: Agreement Change with the Kaleidoscope Program: Early Childhood Education – Presented by Supt. Terry Schmidt, Business Manager Shirley Maxwell, and Kaleidoscope Director Martha Pfeiffer

BACKGROUND INFORMATION: This evening please welcome Kaleidoscope Director Martha Pfeiffer to this meeting. Four years ago, Martha was instrumental in becoming a “private contractor partner” with the Red Oak Early Childhood Program initiative. The experience has exceeded all partners’ expectations. In the 2012 – 2013 school year, enrolled numbers have dropped for the first time – not alarmingly – but a decline that can trigger reductions in expenditures for the private contractors as well as ROCSD.

Data assembled by Business Manager Shirley Maxwell reveals the following:

- In the four years of the partnership program, Red Oak has redistributed \$469,427.
- In the four years, ROCSD has held back \$29,900 to help protect in years when numbers are not at the maximum (40). This does include the \$30 paid per month by only 1/3 of the clients.
- In the four years of the partnership, district ownership of the program would have resulted in a reserve amount of approximately \$102,198. Rationale: This could have varied depending on reinvestment of reserve dollars in program enhancements, capital expenditures, adjusted staffing, etc.
- The district has gained approximately \$18,000 in facility rental but that must be offset by an uncalculated amount of utilities, maintenance, repairs, etc.

Revenues are expected to decline for FY 14 and then regain full program strength in the years following. Since revenue lags by one year, there was no reduction in FY 13. The **loss of revenue** (assuming a full strength class of 40 pupils in FY 14) will be \$39,006.50.

Director Martha Pfeiffer has offered to have her organization absorbed into the operations of Red Oak Community School District. There are ample reasons why this proposed arrangement would be a positive for the school district including but not limited to:

- ✓ In full enrollment years, cash reserves can be built to strengthen those years when revenue streams decline.
- ✓ The District exerts more involvement in early childhood enhancements, staffing quotients, and integration of existing programs.
- ✓ Facility planning creates greater ease as flexibility space assignment can be incorporated into a long term plan of improvements.
- ✓ More uniformity will exist in professional staff development and the sense of ‘oneness’ increases.

Item 7.2.4 – continued

The Directors may need more information before making a decision to assume ownership of Kaleidoscope. Questions and concerns can be collected this evening with an intent to bring additional consideration to the topic on January 28.

Thoughts and concerns this evening?

SUGGESTED BOARD ACTION: (to be determined)

Item 7.2.5 Early Data Release: 2012 Iowa Assessments

– Presented by Curriculum & Instruction Director Barb Sims

BACKGROUND INFORMATION: The 2012 Iowa Assessments are now complete. Whereas in-depth analysis has not occurred, the raw data is available to show and draw very general conclusions. The analysis will ultimately show individual student growth scores and trends that either test our weaknesses or substantiate our progress or, possibly both. The Directors received a preliminary presentation via email several days ago.

This evening, Director of Curriculum & Instruction Barb Sims will provide a very brief overview and answer any critical questions from the Directors. More in-depth analysis will be forthcoming from the Response to Intervention Teams in the weeks ahead.

Please see the enclosed raw data report from Mrs. Sims.

SUGGESTED BOARD ACTION: no formal action expected this evening

Item 7.2.6 Early Retirement Requests / Considerations and Other Personnel
Considerations

BACKGROUND INFORMATION: There is a deadline set by board policy to notify the school district if early retirement benefits are requested by one of the professional educators. At this writing, the Directors are presented this evening three letters of request.

These include:

Mrs. Norma Fast, District Literacy Coach – began working as a teacher in the Red Oak CSD in 2003. She will complete at the end of the school year, 10 years of experience.

Mrs. Cecelia Lock, ROHS Art Instructor – began working as a teacher in the Red Oak CSD in 1988 as a guidance counselor, then returning to the classroom as an art instructor for an additional 3 years. She will complete at the end of the school year, 25 years of experience.

Mrs. Teresa (Terri) Dunn, Inman Primary Instructor, Grade 1 – began working as a teacher in the Red Oak CSD in 2003. She will complete at the end of the school year, 10 years of experience.

The gift of teaching children and young people by each of these professionals will be sorely missed in the school district. Feelings of gratitude and appreciation are abundant for Mrs. Fast, Mrs. Lock, and Mrs. Dunn. Best wishes are extended to each in the busy lives they intend to lead after their service in Red Oak. Each will be missed.

SUGGESTED BOARD ACTION: It is recommended the Directors accept the resignations of Norma Fast, Cecelia Lock, and Terri Dunn at the close of the current year and it is recommended the Directors approve early retirement benefits as outlined in Board Policy Code 407.6, Licensed Teacher Early Retirement.

DEC 14 2012

December 14, 2012

Red Oak Community School District
2011 North 8th St.
Red Oak, Iowa 51566

COPY

Dear Mr. Schmidt:

I am writing to inform you that I am resigning from my position with the Red Oak Community School District effective at the end of the 2012-2013 school year. I wish to apply for the Early Retirement Benefits Plan that the school district offers the teaching staff.

I began my teaching career in Red Oak twenty-five years ago and was fortunate to return in 2003. I am very grateful to have had the opportunity to work in this district with a highly qualified staff and school board dedicated to serving the students and parents in this community.

I want to thank you and the school board for considering me for the Early Retirement Benefits Plan and for the opportunity to have served in this district.

Sincerely,



Norma Fast
K-8 Literacy Coach
Red Oak Community School District

COPY

DEC 19 2012

December 19, 2012

Mr. Terry Schmidt, Superintendent
Red Oak Community School District
2011 North 8th Street
Red Oak, Iowa 51566


Dear Mr. Schmidt:

I am writing to inform you that it is my intention to retire at the end of the 2012—2013 school year. I also wish to request consideration by the Red Oak Board of Directors for Early Retirement Benefits.

I would like to take this opportunity to express my appreciation to you, Principal Jedd Sherman, Asst. Principal Jeff Spotts, and to the members of the school board for their support during my time in the district, but especially during the past two years. This was an especially difficult time for both Dan and me, and we want everyone to know that the consideration extended to us was very much appreciated.

I have enjoyed being a part of the Red Oak School District and the community of Red Oak for the past twenty-five years, and wish the district continued success in the future.

Sincerely,


Cecelia M. Lock

COPY

January 3, 2013

JAN 3 2013

Red Oak Community School District
2011 North 8th St.
Red Oak, Iowa 51566

Dear Mr. Schmidt:

I am writing to inform you that I wish to apply for the Early Retirement Benefits Plan that the Red Oak Community School District offers the certified teaching staff. If awarded this benefit plan, it would be my intention to resign from my position as an elementary instructor, effective at the end of the 2012-13 school year.

I have completed twenty-plus years during my teaching career, serving the past ten years in the Red Oak Community School District. I am very grateful to have had the opportunity to work in a community that puts students first. The highly qualified staff and dedicated school board are an anchor for Red Oak's children and families.

Thank you for considering me a viable candidate for the Early Retirement Benefits Plan. It has been an honor to call IPS and this district my home.

Sincerely,

Terri Dunn

Terri Dunn
1st Grade Elementary Instructor
Inman Primary School
Red Oak Community School District

Item 7.2.7 Board Policy Updates and Review

BACKGROUND INFORMATION: Additional policies are available this evening for consideration by the Directors. These include:

Code No. 602.1 Curriculum Development – legal reference change only

Code No. 602.2 Curriculum Implementation – legal reference change only

Code No. 602.3 Curriculum Evaluation – legal reference change only

Code No. 602.4 Pilot – Experimental – Innovative Projects - legal reference change only

Note:

Code No. 602.5 Accountability Test Integrity/Test Preparation - This is no longer a suggested IASB board policy. The reason: each school administrator (beginning with the superintendent) must sign annually a statement of assurances provided by the Iowa Department of Education that ensures compliance with integrity and ensures that administrators have properly given leadership to district teaching professionals.

SUGGESTED BOARD ACTION: It is recommended the Directors provide tentative approval to the policies as identified.

CURRENT

Code No. 602.1

CURRICULUM DEVELOPMENT

Curriculum development is an ongoing process in the school district and consists of both research and design. Research is the studious inquiry and critical investigation of the various content areas for the purpose of revising and improving curriculum and instruction based on relevant information pertaining to the discipline. This study is conducted both internally (what and how we are currently doing at the local level) and externally (what national standards, professional organizations, recognized experts, current research, etc. tell us relative to the content area). Design is the deliberate process of planning and selecting the standards and instructional strategies that will improve the learning experiences for all students.

A systematic approach to curriculum development (careful research, design, and articulation of the curriculum) serves several purposes:

- Focuses attention on the content standards of each discipline and ensure the identified learnings are rigorous, challenging, and represent the most important learning for our students.
- Increases the probability that students will acquire the desired knowledge, skills and dispositions and that our schools will be successful in providing appropriate learning experiences.
- Facilitates communication and coordination.
- Improves classroom instruction.

The superintendent is responsible for curriculum development and for determining the most effective method of conducting research and design activities. A curriculum framework will describe the processes and procedures that will be followed in researching, designing, and articulating each curriculum area. This framework will at a minimum, describe the processes and procedures for the following curriculum development activities to:

- Study the latest thinking, trends research and expert advice regarding the content/discipline;
- Study the current status of the content/discipline (what and how well students are currently learning);
- Identify content standards, benchmarks, and grade level expectations for the content/discipline;
- Describe the desired learning behaviors, teaching and learning environment related to the content/discipline;
- Identify differences in the desired and present program and develop a plan for addressing the differences;
- Communicate with internal and external publics regarding the content area;
- Involve staff, parents, students, and community members in curriculum development decisions;
- Verify integration of local, state, and/or federal mandates (MCNS, school-to-work, etc);
- Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a K-12 continuum that builds on the prior learning of each level.

Approved October 14, 1996
Page 1 of 2

Reviewed _____

Revised January 23, 2006

CURRICULUM DEVELOPMENT

It is the responsibility of the superintendent to keep the board apprised of necessary curriculum revisions, progress or each content area related to curriculum development activities, and to develop administrative regulations for curriculum development including recommendations to the board.

Legal Reference: 20 U.S.C. § 1232h (1994).
34 C.F.R. Pt. 98 (2002).
Iowa Code §§ 216.9; 256.7, 279.8; 280.3-.14 (2005).
281 I.A.C. 12.5.

Cross Reference: 101 Educational Philosophy of the School District
103 Long-Range Needs Assessment
602 Curriculum Development
603 Instructional Curriculum
605 Instructional Materials

CURRICULUM DEVELOPMENT

Curriculum development is an ongoing process in the school district and consists of both research and design. Research is the studious inquiry and critical investigation of the various content areas for the purpose of revising and improving curriculum and instruction based on relevant information pertaining to the discipline. This study is conducted both internally (what and how we are currently doing at the local level) and externally (what national standards, professional organizations, recognized experts, current research, etc. tell us relative to the content area). Design is the deliberate process of planning and selecting the standards and instructional strategies that will improve the learning experiences for all students.

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- *Identify content standards, benchmarks, and grade level expectations for the content/discipline;*
- *Describe the desired learning behaviors, teaching and learning environment related to the content/discipline;*
- *Identify differences in the desired and present program and develop a plan for addressing the differences;*
- *Communicate with internal and external publics regarding the content area;*
- *Involve staff, parents, students, and community members in curriculum development decisions;*
- *Verify integration of local, state, and/or federal mandates (MCNS, school-to-work, etc);*
- *Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a K-12 continuum that builds on the prior learning of each level.*

Approved _____

Reviewed _____

Revised _____

CURRICULUM DEVELOPMENT

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NOTE: This is a mandatory policy but the content is discretionary to the extent somewhere in the board policy the board describes its process for establishing content standards, benchmarks, performance levels, and annual improvement goals aligned with needs assessment information. The bulleted items are suggestions for content of this policy. The italicized items are not mandatory functions but are implied from the mandates. Boards, in conjunction with their administrators, should review their curriculum development process and incorporate it into this policy – striking what doesn't apply and adding what does. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 13#1- February 15, 2000.

Legal Reference: 20 U.S.C. § 1232h (2010).
34 C.F.R. Pt. 98 (2010).
Iowa Code §§ 216.9; 256.7, 279.8; 280.3 (2011).
281 I.A.C. 12.5, .8.

Cross Reference: 101 Educational Philosophy of the School District
103 Long-Range Needs Assessment
602 Curriculum Development
603 Instructional Curriculum
605 Instructional Materials

CURRENT

Code No. 602.2

CURRICULUM IMPLEMENTATION

Without careful and continuing attention to implementation, planned changes in curriculum and instruction rarely succeed as intended. How change is put into practice, to a large extent, determines how well it fares.

Implementation refers to what actually happens in practice as compared to what was supposed to happen. Curriculum implementation includes the provision of organized assistance to staff in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level. There are two components of any implementation effort that must be present to guarantee the planned changes in curriculum and instruction succeed as intended:

- Understanding the conceptual framework of the content/discipline being implemented; and,
- Organized assistance to understand the theory, observe exemplary demonstrations, have opportunities to practice, and receive coaching and feedback focused on the most powerful instructional strategies to deliver the content at the classroom level.

The superintendent is responsible for curriculum implementation and for determining the most effective way of providing organized assistance and monitoring the level of implementation. A curriculum framework will describe the processes and procedures that will be followed to assist all staff in developing the knowledge and skills necessary to successfully implement the developed curriculum in each content area. This framework will, at a minimum, describe the processes and procedures for the following curriculum implementation activities to:

- Study and identify the best instructional practices and materials to deliver the content;
- Describe procedures for the purchase of instructional materials and resources;
- Identify/develop exemplars that demonstrate the learning behaviors, teaching, and learning environment to deliver the content;
- Study the current status of instruction in the content area (how teachers are teaching);
- Compare the desired and present delivery system, identify differences (gap analysis), and develop a plan for addressing the differences;
- Organize staff into collaborative study teams to support their learning and implementation efforts (address the gaps);
- Provide ongoing professional development related to instructional strategies and materials that focuses on theory, demonstration, practice and feedback;
- Regularly monitor and assess the level of implementation;
- Communicate with internal and external publics regarding curriculum implementation;
- Involve staff, parents, students, and community members in curriculum implementation decisions.

It is the responsibility of the superintendent to keep the board apprised of curriculum implementation activities, progress of each content area related to curriculum implementation activities, and to develop administrative regulations for curriculum implementation including recommendations to the board.

Approved October 14, 1996

Reviewed _____

Revised September 18, 2000
January 23, 2006

CURRICULUM IMPLEMENTATION

- Legal Reference: 20 U.S.C. § 1232h (1994).
34 C.F.R. pt. 98 (2002).
Iowa Code §§ 216.9, 256.7, 279.8, 280.3-.14 (2005).
281 I.A.C. 12.8(1)(c)(1).
- Cross Reference: 101 Educational Philosophy of the School District
103 Long-Range Needs Assessment
505 Student Scholastic Achievement
602 Curriculum Development
603 Instructional Curriculum

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- *Study and identify the best instructional practices and materials to deliver the content;*
- *Describe procedures for the purchase of instructional materials and resources (See Policy _____. Boards should insert the policy number to cross reference their policy on Instructional Materials Selection);*
- *Identify/develop exemplars that demonstrate the learning behaviors, teaching, and learning environment to deliver the content;*
- *Study the current status of instruction in the content area (how teachers are teaching);*
- *Compare the desired and present delivery system, identify differences (gap analysis), and develop a plan for addressing the differences;*
- *Organize staff into collaborative study teams to support their learning and implementation efforts (address the gaps);*
- *Provide ongoing professional development related to instructional strategies and materials that focuses on theory, demonstration, practice and feedback;*
- *Regularly monitor and assess the level of implementation;*
- *Communicate with internal and external publics regarding curriculum implementation;*
- *Involve staff, parents, students, and community members in curriculum implementation decisions.*

It is the responsibility of the superintendent to keep the board apprised of curriculum implementation activities, progress of each content area related to curriculum implementation activities, and to develop administrative regulations for curriculum implementation including recommendations to the board.

Approved _____

Reviewed _____

Revised _____

CURRICULUM IMPLEMENTATION

Note: This is a mandatory policy but the content is discretionary to the extent somewhere in board policy the board describes its process for establishing content standards, benchmarks, performance levels, and annual improvement goals aligned with needs assessment information. The bulleted items are suggestions for content of this policy. The italicized items are not mandatory functions but are implied from the mandates. Boards, in conjunction with their administrators, should review their curriculum implementation process and incorporate it into this policy – striking what doesn't apply and adding what does. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 13 #1- May 15, 2000.

Legal Reference: 20 U.S.C. § 1232h (2010).
34 C.F.R. pt. 98 (2010).
Iowa Code §§ 216.9, 256.7, 279.8, 280.3 (2011).
281 I.A.C. 12.8.

Cross Reference: 101 Educational Philosophy of the School District
103 Long-Range Needs Assessment
505 Student Scholastic Achievement
602 Curriculum Development
603 Instructional Curriculum

CURRICULUM EVALUATION

Regular evaluation of the total curriculum is necessary to ensure that the written and delivered curriculum is having the desired effect for students.

Curriculum evaluation refers to an ongoing process of collecting, analyzing, synthesizing, and interpreting information to aid in understanding what students know and can do. It refers to the full range of information gathered in the school district to evaluate (make judgments about) student learning and program effectiveness in each content area.

Curriculum evaluation must be based on information gathered from a comprehensive assessment system that is designed for accountability and committed to the concept that all students will achieve at high levels, is standards-based, and informs decisions which impact significant and sustainable improvements in teaching and student learning.

The superintendent is responsible for curriculum evaluation and for determining the most effective way of ensuring that assessment activities are integrated into instructional practices as part of school improvement with a particular focus on improving teaching and learning. A curriculum framework will describe the procedures that will be followed to establish an evaluation process that can efficiently and effectively evaluate the total curriculum. This framework will, at a minimum, describe the procedures for the following curriculum evaluation activities:

- Identify specific purposes for assessing student learning;
- Develop a comprehensive assessment plan;
- Select/develop assessment tools and scoring procedures that are valid and reliable;
- Identify procedures for collecting assessment data;
- Identify procedures for analyzing and interpreting information and drawing conclusions based on the data (including analysis of the performance of various sub-groups of students);
- Identify procedures for establishing at least three levels of performance (specific to the content standard and the assessment tool when appropriate) to assist in determining whether students have achieved at a satisfactory level (at least two levels describe performance that is proficient or advanced and at least one level describes students who are not yet performing at the proficient level);
- Identify procedures for using assessment information to determine long-range and annual improvement goals;
- Identify procedures for using assessment information in making decisions focused on improving teaching and learning (data based decision making);
- Provide support to staff in using data to make instructional decisions;
- Define procedures for regular and clear communication about assessment results to the various internal and external publics (mandatory for communication about students receiving special education services);
- Define data reporting procedures;
- Verify that assessment tools are fair for all students and are consistent with all state and federal mandates;

Approved October 14, 1996

Reviewed _____

Revised January 23, 2006

CURRICULUM EVALUATION

- Verify that assessment tools measure the curriculum that is written and delivered;
 - Identify procedures for deciding when multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning;
 - Identify roles and responsibilities of key groups;
 - Involve staff, parents, students, and community members in curriculum evaluation;
 - Ensure participation of eligible students receiving special education services in district-wide assessments.
-

It is the responsibility of the superintendent to keep the board apprised of curriculum evaluation activities, the progress of each content area related to curriculum evaluation activities, and to develop administrative regulations for curriculum evaluation including recommendations to the board.

Legal Reference: 20 U.S.C. § 1232h (1994).
34 C.F.R. pt. 98 (2002).
Iowa Code §§ 216.9, 256.7, 279.8, 280.3-.14 (2005).
281 I.A.C. 12.8(1)(c)(1).

Cross Reference: 101 Educational Philosophy of the School District
103 Long-Range Needs Assessment
505 Student Scholastic Achievement
602 Curriculum Development
603 Instructional Curriculum

CURRICULUM EVALUATION

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- *Identify specific purposes for assessing student learning;*
- *Develop a comprehensive assessment plan;*
- *Select/develop assessment tools and scoring procedures that are valid and reliable;*
- *Identify procedures for collecting assessment data;*
- *Identify procedures for analyzing and interpreting information and drawing conclusions based on the data (including analysis of the performance of various sub-groups of students);*
- *Identify procedures for establishing at least three levels of performance (specific to the content standard and the assessment tool when appropriate) to assist in determining whether students have achieved at a satisfactory level (at least two levels describe performance that is proficient or advanced and at least one level describes students who are not yet performing at the proficient level);*
- *Identify procedures for using assessment information to determine long-range and annual improvement goals;*
- *Identify procedures for using assessment information in making decisions focused on improving teaching and learning (data based decision making);*
- *Provide support to staff in using data to make instructional decisions;*
- *Define procedures for regular and clear communication about assessment results to the various internal and external publics (mandatory for communication about students receiving special education services);*
- *Define data reporting procedures;*
- *Verify that assessment tools are fair for all students and are consistent with all state and federal mandates;*
- *Verify that assessment tools measure the curriculum that is written and delivered;*
- *Identify procedures for deciding when multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning;*

Approved _____

Reviewed _____

Revised _____

CURRICULUM EVALUATION

- *Identify roles and responsibilities of key groups;*
- *Involve staff, parents, students, and community members in curriculum evaluation;*
- *Ensure participation of eligible students receiving special education services in district-wide assessments.*

It is the responsibility of the superintendent to keep the board apprised of curriculum evaluation activities, the progress of each content area related to curriculum evaluation activities, and to develop administrative regulations for curriculum evaluation including recommendations to the board.

Note: This is a mandatory policy but the content is discretionary to the extent somewhere in board policy the board describes its process for establishing content standards, benchmarks, performance levels, and annual improvement goals aligned with needs assessment information. The bulleted items are suggestions for content of this policy. The italicized items are not mandatory functions but are implied from the mandates. Boards, in conjunction with their administrators, should review their curriculum evaluation process and incorporate it into this policy – striking what doesn't apply and adding what does. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 13 #1-May 15, 2000.

Legal Reference: 20 U.S.C. § 1232h (2010).
34 C.F.R. pt. 98 (2010).
Iowa Code §§ 216.9, 256.7, 279.8, 280.3 (2011).
281 I.A.C. 12.8.

Cross Reference: 101 Educational Philosophy of the School District
103 Long-Range Needs Assessment
505 Student Scholastic Achievement
602 Curriculum Development
603 Instructional Curriculum

CURRENT

Code No. 602.4

PILOT - EXPERIMENTAL - INNOVATIVE PROJECTS

The board welcomes new ideas in curriculum. Proposals for pilot or experimental projects will first be reviewed and analyzed by the superintendent. Projects recommended by the superintendent will be considered by the board. Pilot and experimental projects approved by the board, the Iowa Department of Education, or the U. S. Department of Education may be utilized in the education program.

Students, who may be or are asked to participate in a research or experimental project or program, must have their parents' written consent on file prior to participating in the project or program. A research or experimental program or project requiring parents' prior written consent is a program or project designed to explore or develop new or unproven teaching methods or techniques. These programs or projects are designated as research or experimental projects or programs. The educational materials of a program or project designated as a research or experimental program or project may be inspected and reviewed by the parents of the students participating or being considered for participation in the program or project. The inspection and review by the parents is in accordance with board policy 605.2, "Instructional Materials Inspection."

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

Legal Reference: 20 U.S.C. § 1232h (1994).
34 C.F.R. Pt. 98 (2002).
Iowa Code §§ 279.8, .10; 280.3-.14 (2005).
281 I.A.C. 12.5.

Cross Reference: 602 Curriculum Development
603 Instructional Curriculum

Approved January 23, 2006

Reviewed _____

Revised _____

IASB - SUGGESTED

Code No. 602.4

PILOT - EXPERIMENTAL - INNOVATIVE PROJECTS

The board welcomes new ideas in curriculum. Proposals for pilot or experimental projects will first be reviewed and analyzed by the superintendent. Projects recommended by the superintendent will be considered by the board. Pilot and experimental projects approved by the board, the Iowa Department of Education, or the U. S. Department of Education may be utilized in the education program.

Students, who may be or are asked to participate in a research or experimental project or program, must have their parents' written consent on file prior to participating in the project or program. A research or experimental program or project requiring parents' prior written consent is a program or project designed to explore or develop new or unproven teaching methods or techniques. These programs or projects are designated as research or experimental projects or programs. The educational materials of a program or project designated as a research or experimental program or project may be inspected and reviewed by the parents of the students participating or being considered for participation in the program or project. The inspection and review by the parents is in accordance with board policy 605.2, "Instructional Materials Inspection."

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

Legal Reference: 20 U.S.C. § 1232h (2010).
34 C.F.R. Pt. 98 (2010).
Iowa Code §§ 279.8, .10; 280.3 (2011).
281 I.A.C. 12.5, .8.

Cross Reference: 602 Curriculum Development
603 Instructional Curriculum

Approved _____

Reviewed _____

Revised _____

CURRENT

THERE IS NO LONGER A CODE NO. 602.5 FROM IASB

Code No. 602.5

ACCOUNTABILITY TEST INTEGRITY/TEST PREPARATION

The Red Oak Community School District is committed to ensuring the integrity of the information obtained from the use of educational assessments. This policy is intended to apply to two assessments in particular: the assessment used to meet the reporting requirement under the No Child Left Behind Act and the assessment used to meet the reporting requirements for the Annual Progress Report to the Iowa Department of Education.

The purpose of this policy is to identify procedures that can ensure assessment results are truly representative of the achievement of students in our district. It is also our intent to create awareness of the potential negative impact that inappropriate assessment practices might produce, to outline processes to be followed, and to identify the potential consequences of violating the policy. If test scores become questionable because of inappropriate practices in either preparing students or in administering tests, the meaning of the scores will be distorted and their value for their original purpose will be diminished or lost.

Appointment of District Test Coordinator

The district shall appoint a District Test Coordinator, who may in turn delegate responsibility for testing-related functions to one or more Building Test Coordinators. The District Test Coordinator is the curriculum director. The District Test Coordinator is responsible for ensuring that materials from Iowa Testing Programs are stored in a secure area with restricted access both prior to and after the testing period.

Test Preparation

As a function of educating students, staff may prepare students for assessments by providing instruction in the content areas to be assessed. Staff may also prepare students for assessments by teaching general test-taking skills that are applicable to any test or test format.

Staff shall not conduct reviews or drills that use actual test items or identical format items of the accountability assessments, use copies of tests from previous years, or review test-specific curriculum content with students at any time.

Administration of Tests

In the administration of standardized tests, it is a violation of test security to do any of the following:

1. Provide inappropriate test preparation such as any of the following:
 - a. Copy, reproduce, or use in any manner any portion of any secure test booklet, for any reason.
 - b. Share an actual test instrument in any form.
 - c. Use test preparation materials or strategies developed specifically for Annual Progress Reporting or the Annual Yearly Progress report.
2. Deviate from the test administration procedures specified in the test examiner's manual.
3. Provide inappropriate assistance to students during the test administration.
4. Make test answers available to students.

Approved January 23, 2006
Page 1 of 2

Reviewed _____

Revised _____

ACCOUNTABILITY TEST INTEGRITY/TEST PREPARATION

5. Change or fill in answers on student answer documents.
6. Provide inaccurate data on student answer documents.
7. Engage in any practice to artificially raise student scores without actually improving underlying student achievement.
8. Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this policy.

After testing is completed, test booklets are to be returned according to procedures established by the District Test Coordinator.

Consequences of Policy Violations

If a violation of this policy occurs, as determined by the Superintendent following an investigation of allegations of irregularities, the Superintendent shall determine whether the integrity of the testing program has been jeopardized, whether some or all of the test results are invalidated, and whether a teacher or administrator has violated the Code of Ethics of the Iowa Board of Educational Examiners as found at 282—Iowa Administrative Code chapter 25.

Reports of students cheating on assessments shall be submitted to the building principal for investigation and disciplinary procedures.

A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law and Board policy. If the staff member is a licensee of the Board of Educational Examiners, the Superintendent shall make a timely report to that Board.

If the Superintendent believes that assessment results are invalid, the Superintendent shall make a timely report to the Iowa Department of Education.

Legal Reference: 20 U.S.C. § 1232h (1994).
34 C.F.R. pt. 98 (2002).
Iowa Code §§ 216.9, 256.7, 279.8, 280.3-.14 (2005).
281 I.A.C. 12.8(1)(c)(1).

Cross Reference: 101 Educational Philosophy of the School District
103 Long-Range Needs Assessment
505 Student Scholastic Achievement
602 Curriculum Development
603 Instructional Curriculum

Item 8.0 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.

8.1 Administrative Reports

As meeting summaries become available from the schools and other areas of the school districts, each will be shared. This could include but not be limited to Parent-Teacher Organizations, the community's Y.E.S. Organization, other parent support groups, etc.

Enclosed this evening are financial reports for the Y.E.S. Mentoring Group; minutes from the January Red Oak Curriculum Council; and a quarterly report required of the ROAR recycling project.

8.2 At the Table Director of Continuing Education

Board Vice-President Warren Hayes will conduct the first "At the Table" continuing education activity on January 28.

8.3 Future Conferences, Workshops, Seminars

2013 IASB Legislative Conference

Feb 4, 2013, 9 a.m. - 3:45 p.m.

Iowa Events Center, Level 3

730 3rd St.

Des Moines, Iowa

Register now to attend the IASB 2013 Legislative Conference on Monday Feb 4, 2013! A strong presence at this conference will help legislators and the governor understand why regular, reliable and on-time funding is the best way to ensure our students are learning at the highest levels. With concerns there may be no allowable growth this year, and all "new" funding in the form of categorical funds, we need to make sure that policy makers know that categorical funds are not the answer. Help ensure your legislators and the governor know that Iowa school board members, employees and parents are paying attention to state decisions and expect a voice in the decision-making. From funding decisions to mandated activities, there is a huge amount of decision making done in the Legislature that ultimately determines the capacity and resources of school boards to lead for equity and excellence for all Iowa students - you can't afford to miss this conference.

Highlights of the conference this year will include learning about IASB priorities and talking points, as well as panel discussions from Education Reform Leadership and Appropriations and Ways and Means committee leadership. You'll have the opportunity to travel with your colleagues to the Capitol and talk with your own legislators. Upon returning from the Capitol we have invited Governor Branstad to address this audience.

Item 8.3 – continued

Also, don't forget to invite your legislators! A sample invitation letter is available on our Web site.

Click [here](#) for a sample invitation letter.

Click [here](#) to register. The cost is \$105 (\$130 after Jan. 28) per attendee; more details are available on the registration page.

Tentative agenda:

8 a.m. Registration

9 a.m. State Revenues, IASB Priorities and District Talking Points

10 a.m. Education Reform Leaders Panel

11 a.m. Appropriations and Ways and Means Leadership Panel

11:45 a.m. Lunch (provided) and address from Ryan Wise, Ia. Department of Education

1:15 p.m. Board buses to the Capitol

2:30 p.m. Buses Leave Capitol back to Iowa Events Center

3 p.m. Governor Branstad

3:45 p.m. Adjourn

7.3 Other Announcements – to be announced as needed

ROCC (Red Oak Curriculum Council)

January 9, 2013 Meeting 4:00 – 4:35 pm

Attendance: Barbara Sims, Jedd Sherman, Tim Marsden, Keith hardy, Norma Fast, Rebecca Sterbick, Nathan Perrien

1. Recommendation for the removal of the Software Essentials Course as a graduation requirement starting with the class of 2017. Barb will send this recommendation to the Superintendent for Board of Director's approval.
2. Write a protocol for course proposals. It is becoming frustrating to Barb for teachers to send items to Barb for ROCC approval before the building administration has approved it. Also, some are coming in with every element that we really need to hear about, and some are coming in with a one sentence description. See the form below that was approved for use. Barb will send it out to all teachers and administration for immediate use.
3. Textbook adoption information from Manufacturing and Production, Basic Technical Drawing, and Wood Technology and Processes Courses at the High School. Background: These courses were up for materials adoption last school year, but because we had a retiring teacher and a new teacher coming on board, new materials were not reviewed by the retiring teacher. The new teacher, Robert Peterson, has reviewed textbooks and has completed the materials evaluation forms for each of the three courses. (attached to the email) I had asked him to look for online materials as well, and he did. He also consulted with our Technology director about the safety of the computers in a room with air quality issues (saw dust) and tilted tables. The total would be just under \$3,000.00 with shipping. See the attached proposal for purchase. Approved by the ROCC committee. Barb will send it on for Board of Directors approval.
4. Barb shared an update of the following curriculum committee work: Fine Arts, Science, Health, and PE, and Technology Curriculum. All have just had January meetings. Items to note: Science is sending a team to the NSTA Conference in San Antonio in April, Fine Arts teams are revising curriculum and doing some research and inventory, Technology is looking at aligning the 8th grade technology assessment to skills expected from our 21st Century curriculum and changing that assessment from multiple choice to performance based.
5. Other:
 - Keith asked about DA Streaming – Barb will look into the cost for the district and check to see if other administration is interested in possibly getting it for Red Oak.
 - Rebecca asked about Smarter Balanced Assessment – Barb did sign us up and had not heard anything from them yet. Jedd said he had a phone message from them and will get Barb the information.
6. Next Meeting: February 13, 2013 4:00 pm Administrative Center: Sue Wagaman Board Room

Proposal to purchase materials:

1. McGraw Hill

Wood Technology and Process

Feirer

20 – Student Edition – 978-0-07-894094-1 \$47.10 \$942.00

1-Student Workbook – 978-07-89-4095-8 \$ 19.35 \$ 19.35

1-Teacher Resource Guide 978-0-07-894098-9 \$ 70.68 \$ 70.68

Total \$1032.03

2. McGraw Hill

Basic Technical Drawing

Spencer, Dygdon, and Novak

25 – Student Edition – 978-07-845748-7 \$55.41 \$1385.25

1-Instructor Resource Guide – 978-0-07-845750-0 \$79.77 \$ 79.77

Total \$1465.02

3. CAERT, Inc.

On line curriculum

Manufacturing and Production

<http://www.mycaert.com> \$ 99.99 \$ 99.99

Grand Total **\$2597.04**

Plus shipping costs

Regular; Beginning Month 12/2012; Processing Month 12/2012; Fund Balance Account 10 739 000 8027 000

Fund: 10 OPERATING FUND

| Chart of Account Number | Entry Date | JR Reference # | Chart of Account Description | Check Acct | Check # | Description | Entity Name | Expenses | Revenues | Balance Change | Balance |
|---------------------------|------------|----------------|---------------------------------|------------|---------|----------------------|------------------------------------|----------|----------|----------------|-----------|
| 10 739 000 8027 000 | 12/07/2012 | CR 864995 | MENTORING/FUND BALANCE | | | | *Previous Balance | | | | 12,204.03 |
| 10 739 000 8027 000 | | | MENTORING/FUND BALANCE | | | | PLANNED PARENTHOOD OF GREATER IOWA | 0.00 | 625.33 | | |
| 10 0010 1920 000 8027 | | | DONATION YES MENTORING PROGRAM | | | | | | | | |
| 10 0010 2110 490 8027 131 | 12/10/2012 | PR PR Checks | REGULAR EMPLOYEES YES MENTORING | | 73371 | PR Salary Expense | CRAIG, PEGGY | 500.00 | 0.00 | | |
| 10 0010 2110 490 8027 220 | 12/10/2012 | PR PR Checks | FICA | | 73371 | PR Tax Expense | CRAIG, PEGGY | 38.25 | 0.00 | | |
| 10 0010 2110 490 8027 231 | 12/10/2012 | PR PR Checks | IPERS | | 73371 | PR Deduction Expense | CRAIG, PEGGY | 43.35 | 0.00 | | |
| 10 739 000 8027 000 | | | MENTORING/FUND BALANCE | | | | *Current Activity | | | | 43.73 |
| | | | | | | | *Ending Balance: | 581.60 | 625.33 | 0.00 | 12,247.76 |
| | | | | | | | Fund Total: | 581.60 | 625.33 | 0.00 | 12,247.76 |

85

85

SWAP Grant Quarterly Report – January 15, 2012
SWAP Agreement Number 12-G550-29FL

1. Progress on milestones identified in Section 4.3

Describe efforts to contract with targeted businesses, minority owned businesses, or women owned businesses for at least ten (10) percent of all purchase/expenditures, which utilize program funds (ongoing).

No purchases were made during this quarter; however, there were expenditures for Nishna Productions, an Iowa non-profit which employs individuals with disabilities. Nishna Productions is taking care of collecting, transporting, sorting, storing, and arranging for pick-up of the recyclables. The school district is in close communication with Nishna to facilitate success of the program.

Recycling equipment purchased, delivered, and distributed throughout campus (no later than August 31, 2012).

Equipment was delivered and distributed at the end of November 2012 by janitorial staff. This was later than anticipated, in large part due to a district-wide audit that lasted several weeks.

Recycling posters and signage created and distributed throughout campus; education program kicked off (no later than September 14, 2012).

The students in our district created 3-D displays that educate students and staff on what goes where. Sign placement had to precede the collection container placement to facilitate better participation. Janitorial staff was heavily involved in this process. Along with this educational component, we continue to develop third grade lessons for Spring implementation.

Red Oak CSD faculty and staff trainings completed (no later than October 1, 2012).

Staff training at one of the buildings was completed in mid-October. In our attempts to schedule similar trainings at other participating buildings, it became evident that due to chronic scheduling conflicts, a written explanation of the program would be a more timely option. Therefore, a detailed email was sent to all school staff.

Recycling collection begins at each facility in the district (ongoing, beginning October 15, 2012).

Collection began at each building on December 1, 2012. We underestimated logistical challenges, but now that the program is up and running, we are pleased with how smoothly things are going and the level of collaboration among all involved.

Red Oak CSD recycling efforts are promoted to the community (ongoing, beginning November 1, 2012).

We intend to get an article published in the Red Oak Express next grant quarter that outlines the program and educates the community about this positive paradigm shift for the Red Oak Community School District.

Measure / quantify tonnage of recyclables collected and processed (ongoing).

The recyclables collected from the schools are currently being stored in a space rented by Nishna Productions. When volume levels merit pick-up by Firststar Fiber in Omaha, NE, Firststar will measure the recyclables collected. Hopefully in our next quarterly report we will have data to report.

Review and revise recycling program as necessary (ongoing).

One revision that we are having to make has to do with the line items "labor" and "fuel costs and mileage". The only charge that Nishna has billed to the school to date is for rent of a storage space that was necessary to store the materials collected until pick-up by Firststar. Nishna will bill the district for labor, fuel costs, and mileage. There continue to be significant unknowns in these areas because it's impossible to anticipate the exact volume and composition of materials.

We purchased one can crusher with the intent of ordering the other two if it proved workable. Several cafeteria staff tried to use it. Unfortunately, this machine is too difficult for them to use, so we need to send it back. We do need to purchase additional containers to handle can volume. We will seek guidance from you regarding the funds set aside for this purchase.

We will continue to review and revise the recycling program as necessary.

2. Summary of all education and outreach marketing activities completed during the given Quarter.

See above.

3. Total tonnage of recyclables, by material type, diverted from the landfill for the given Quarter.

See above.

4. Revenue/costs/avoided costs associated with the collection and processing of recyclables for the given Quarter.

Revenue - No revenue generated

Costs -

Can crusher - \$745.00

Recycling containers - \$5343.41

Labor - \$0

Fuel Costs and Mileage - \$0 (Rent - \$500)

Recycling Posters - \$217.40

Implementation of Solid Waste Education Unit - \$0

Avoided costs - We are encouraging the school to monitor dumpster trash levels now that the ROAR Program is significantly diverting landfill

waste. Ideally, this data will facilitate a renegotiated hauling contract that will ultimately help save the district money.

5. Summary of all follow-up evaluation activities completed to ensure the Project continues to run efficiently and effectively.

ROAR participants have a very close working relationship and communicate frequently about what needs to be done.
