

***Red Oak Community School District***  
***2011 North 8<sup>th</sup> 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

Monday, February 11, 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 Communications *1-3*
  - 4.1 Good News from Red Oak Schools
    - ★ Welcome and Congratulations to Miss Samantha Dilocker - Prudential Spirit of Community Award Winner
    - ★ 2013 Red Oak High Speech Contest Winners
  - 4.2 Visitors and Presentations
    - ★ Welcome to All Visitors – President Lee Fellers
    - ★ Greetings from Mrs. Angie Britten, Initiative Organizer, Red Oak Blue Zones Project
  - 4.3 Correspondence
- 5.0 Consent Agenda *4*
  - 5.1 Review and Approval of Minutes from January 28, 2013 *5-6*
  - 5.2 Review and Approval of Monthly Business Reports *7-9*
  - 5.3 Personnel Considerations *10-11*
  - 5.4 Approval of an Education Services Agreement *12*

Red Oak Community School District Board of Directors  
2.6.2013

6.0 General Business for the Board of Directors

6.1 Old Business

- 6.1.1 Consideration of a School Facilities Study Contract 13-21
- 6.1.2 Consideration of an Autism Spectrum Disorder Strategist Support Program 22-38
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6.2 New Business

- 6.2.1 Assessing Response to Intervention – A Measurement Tool for Red Oak Schools  
Kerry Aistrope, Green Hills AEA Regional Director and Red Oak Administrators 41-50
- 6.2.2 School Calendar Committee Report Update and Calendar Draft Proposal  
– Committeeman Bill Drey 51-52
- 6.2.3 Director Policy Revisions and Recommendations: Curriculum Development,  
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8.0 Next Board of Directors Meeting: Monday, February 25, 2013 – 6:00 pm  
Sue Wagaman Board Room  
Red Oak CSD Administrative Center

9.0 Adjournment

Item 4.0 Communications

**4.1 Good News from Red Oak Schools**

- ★ Welcome and Congratulations to Miss Samantha Dilocker - Prudential Spirit of Community Award Winner

This evening Grade Eight Student Samantha Dilocker along with her parents, Amy and Ron Dilocker are present to receive a formal recognition from the Board of Directors.

Information from Principal Nate Perrien . . .

*Red Oak Middle School student Samantha Dilocker has been named Iowa's top Prudential Spirit of Community Award winner of 2013. The Prudential Spirit of Community Award is a nationwide program honoring young people for outstanding acts of volunteerism. The award, now in its 18th year, is conducted by Prudential Financial in partnership with the National Association of Secondary School Principals. Samantha initiated an annual auction of baked goods and crafts at the local Elks Lodge and has raised more than \$14,000 over the past six years for a variety of different charitable organizations or families. It all started in 2006 when Samantha's mother's employer announced that it would be closing. Samantha didn't know exactly what she could do, but she wanted to help.*

*Samantha proposed a bake sale to her mother, who suggested the local Elks Lodge might want to help. Together, they decided to ask lodge members to donate baked goods for a Christmas auction. Samantha solicited the help of a family friend to serve as the auctioneer and when the proceeds were tallied they realized they had raised more than \$1,000! Naturally, Samantha was excited and knew it was something she wanted to do again next year. The auction since has grown to include craft items as well as baked goods, and the proceeds have ballooned: \$3,700 has been donated to a food pantry, \$4,600 to a Christmas "share-a-toy" program, \$3,300 to the National Elks Foundation and scholarship funds, and \$2,600 to a family whose little boy has cancer.*

*As a State Honoree, Samantha will receive \$1,000, and an engraved silver medallion and an all-expense-paid trip in early May to Washington, D.C., where she will join the top middle school and high school honorees from each state for four days of national recognition events. During the trip, 10 students will be named America's top youth volunteers of 2013.*

Item 4.1 – continued

*Also, based on the number of volunteer hours logged by Samantha qualifies her for the President's Volunteer Service Award, which recognizes Americans of all ages who have volunteered significant amounts of their time to serve their communities and their country.*

★ 2013 Red Oak High Speech Contest Winners

Please welcome Speech Coach Laura Horn and a number of her students who recently competed on Saturday, February 2 at the Iowa Large Group State Speech Contest, Waukee High school. A successful day found the following award winners:

**Receiving straight ones (all three judges gave them a "one" rating), which means they had an overall rating of a one:**

- \* Brad Black and Travis Schon with their Ensemble Acting "Dueling Phobias"
- \* Brad Black, Danielle Gilliland, Erica Sherman and Morgan Walford with their Group Improv
- \* Grace Blomstedt, Madison Gilbert, Jared Sherman and Donnie Torbett with their Group Improv

**Receiving two "one" ratings and one "two" ratings, with an overall rating of a one:**

- \* Laura Butz and Donnie Torbett with their Musical Theatre "You're the Top" and "Friendship" from the musical Anything Goes
- \* Bevin Griffen and Eva Woods with their Ensemble "Nobody's Fool"

**Receiving two "two" ratings and one "one" rating, with an overall rating of a two:**

- \* Bevin Griffen and Maggie Bennett with their Musical Theatre "Bosom Buddies" from the musical Mame
- \* Kaylin Carlson, Brenna Craig, Dakota Girouex, and Cassie Vrabel with their Readers Theatre "Keeping Score"

**Receiving straight twos (all three judges gave them a two), which means they had an overall rating of a two:**

- \* Ashley Brower, Maysen Havener, and Angela Mahoney with their Group Improv
- \* Maggie Bennett, Laura Butz, Angelica Cerda, and Ellen Fellers with their Group Improv

Item 4.0 – continued

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

- ★ Greetings from Mrs. Angie Britten, Initiative Organizer, Red Oak Blue Zones Project

Please welcome Angie Britten to the meeting this evening. She will provide current information about the Red Oak Blue Zones Project and its benefits for the Red Oak Community School District.

#### **4.3 Affirmations and Commendations**

At various times it is important to recognize those who have gone “above and beyond” to assist, help, honor, or to facilitate success for learners. When these events take place it is appropriate to bring attention to the governing body.

#### **4.4 Correspondence**

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

## Item 5.0 Consent Agenda

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

Enclosed are reference pages for:

### **5.1 Review and Approval of the Minutes from January 28, 2013**

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

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

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

### **5.3 Personnel Considerations – Recommendations for Employment**

Paraeducators Jenifre Wilcoxson and Jessie Bruning have completed the requisite thirty day probationary period and should be formally approved for an employment contract this evening.

**Recommendations:** It is recommended the Directors approve employment contracts for Jenifre Wilcoxson (\$9.10 per hour) and Jessie Bruning (\$9.10) per hour.

### **5.2 Approval of an Education Services Agreement**

Enclosed is an agreement with the Clarinda Community School District to provide special education services.

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

- Minutes from January 28, 2013
- Monthly business reports as presented
- Employment contracts for Jenifre Wilcoxson and Jessie Bruning
- Approval of an education services agreement with the Clarinda Community School District

***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, January 28, 2013

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 Walker to approve the agenda as presented with the order of agenda items at the discretion of the chairman. The motion carried unanimously.

**GOOD NEWS**

The Directors welcomed Red Oak High's Student Council President Ashley Peterson who shared information about an initiative called *Real Character*, a program designed to teach high school students how to make right choices now and for life. According to Ms. Peterson *Real Character* consists of four key elements: Character Talks, Unique Competitions, Team Captains, and Weekend Challenges. The Directors were receptive to the program effort but will consider final endorsement on February 11 after reference reports are received. The program as proposed would not have a cost for the school district as underwriting would take place with the Grace Baptist Church of Red Oak.

**PRESENTATION & REVIEW OF SCHOOL AUDIT**

The Directors received the annual school audit report provided by Nolte, Cornman, & Johnson of Newton, Iowa. The report was presented by Mary Babinat, co-owner of the firm, along with a set of management recommendations that will strengthen the fiscal operations of the Red Oak CSD. Director Hayes moved with a second by Director Griffen to approve the 2011-2012 audit. The motion carried unanimously.

**CONSENT AGENDA**

Director Drey moved with a second by Director Hayes to approve the consent agenda as presented removing board policies: 602.1 Curriculum Development; 602.2 Curriculum Implementation; and 602.3 Curriculum Evaluation, for further review.

- Approval of minutes from January 14, 2013
- Approval of monthly business reports as presented
- Approval of final reading of board policy code no. 602.4 Pilot – Experimental – Innovative Projects

The motion carried unanimously.

**CLOSED SESSION**

Director Griffen moved with a second by Director Drey to move into closed session at 7:02 p.m. under Iowa Code 21.5(1)(a) of the open meetings law to review or discuss records which are required or authorized to be kept confidential. The motion carried unanimously. The Board came out of closed session at 7:39 p.m. Director Griffen moved with a second by Director Drey to affirm eligibility of a student for college work according to section 261E.6 subsection of the Iowa Code. The motion carried unanimously.

**CLOSED SESSION**

Director Drey moved with a second by Director Walker to move into closed session at 7:50 p.m. per section 21.5(1)j of the Iowa Code [To evaluate the professional competency of an individual whose appointment, hiring, performance or discharge is being considered when necessary to prevent needless and irreparable injury to that individual's reputation and that individual requests a closed session.]” The motion carried unanimously. The Board came out of closed session at 8:47 p.m. Director Drey moved with a second by Director Walker to authorize recruitment and employment of a head football coach, physical education instructor, and other endorsements as applicable. The motion carried unanimously.

**CLOSED SESSION**

Director Hayes moved with a second by Director Walker to move into closed session at 8:50 p.m. per section 21.5(1)l of the Iowa Code [To evaluate the professional competency of an individual whose appointment, hiring, performance or discharge is being considered when necessary to prevent needless and irreparable injury to that individual's reputation and that individual requests a closed session.]” The motion carried unanimously. The Directors conducted the closed session with the school business manager and superintendent to discuss aspects of the business manager's shared position between Red Oak and Stanton School Districts. The Board came out of closed session at 9:18 p.m. no formal action was taken.

**FACILITY PROPOSALS**

The Directors received two proposals from firms wishing to complete a comprehensive facilities review and study for the school district. The two proposals received were Estes Construction in the amount of \$29,000 and from the architecture firm of Alley, Poyner, Macchietto of Omaha in the amount of \$40,860 for the initial study phase. After a brief discussion, the Directors determined additional information is needed and more discussion will take place at the February 11 regular meeting.

**ADJOURNMENT**

Director Drey moved with a second by Director Griffen to adjourn the meeting at 9:45 p.m. The next regular board meeting will be held on Monday, February 11, 2013 at 6:00 p.m. in the Sue Wagaman Board Room, Administrative Center, Technology Building. The motion carried unanimously.

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Lee Fellers, President

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Shirley Maxwell, Board Secretary



Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Checking Account ID 1	Fund Number 10	OPERATING FUND
CASEY'S	01312013	143.73
10 0020 2700 000 0000 626	GAS CHARGES	143.73
Vendor Name CASEY'S		<u>143.73</u>
CLAY EWELL EDUCATIONAL SERVICES	IA211-12658	250.00
10 3230 1300 310 0000 612	Ag Exp. Tracker Subscription	250.00
Vendor Name CLAY EWELL EDUCATIONAL SERVICES		<u>250.00</u>
COUNSEL OFFICE & DOCUMENTS	CNIN117040	207.00
10 0010 2520 000 0000 618	COPIER LEASE	207.00
Vendor Name COUNSEL OFFICE & DOCUMENTS		<u>207.00</u>
FIRST BANKCARD	01082013	177.90
10 0010 1200 219 0000 612	BEYOND THE BAKE SALE (BOOKS)	177.90
FIRST BANKCARD	01262013	52.99
10 0010 2235 000 0000 618	Lenovo 65W Slim AC Adapter	52.99
FIRST BANKCARD	01312013	1,535.94
10 0010 2235 000 0000 734	Lenovo IdeaPad Yoga 13	1,535.94
Vendor Name FIRST BANKCARD		<u>1,766.83</u>
LOGAN-MAGNOLIA SCHOOLS	726278	15.00
10 0010 1000 470 1118 320	REG FEE	15.00
Vendor Name LOGAN-MAGNOLIA SCHOOLS		<u>15.00</u>
LONGMUIR, ROBERT	01152013-1	538.33
10 0010 2310 000 0000 320	CORRECTED INVOICE AMOUNT FOR SERVICES	538.33
Vendor Name LONGMUIR, ROBERT		<u>538.33</u>
SEMINOLE ENERGY SERVICES, LLC	170-1301-1605	12,124.82
10 2020 2600 000 0000 621	THERMS 5837	3,899.91
10 1901 2600 000 0000 621	THERMS 3908	2,639.68
10 1902 2600 000 0000 621	THERMS 1546	1,111.88
10 3230 2600 000 0000 621	THERMS 6718	4,473.35
Vendor Name SEMINOLE ENERGY SERVICES, LLC		<u>12,124.82</u>
SOCS/FES	INV003249	121.22
10 0010 2236 000 0000 536	WEB HOSTING CHARGES	121.22
Vendor Name SOCS/FES		<u>121.22</u>
UNITED PARCEL SERVICE	0000537022043	127.65
10 2020 2410 000 0000 531	UPS CHARGES	27.00
10 1901 2410 000 0000 531	UPS CHARGES	27.00
10 1902 2410 000 0000 531	UPS CHARGES	27.00
10 3230 2410 000 0000 531	UPS CHARGES	46.65
Vendor Name UNITED PARCEL SERVICE		<u>127.65</u>
WEB.COM, INC.	19165414	17.96
10 0010 2236 000 0000 536	DOMAIN NAME	17.96
Vendor Name WEB.COM, INC.		<u>17.96</u>
Fund Number 10		<u>15,312.54</u>

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Checking Account ID 1	Fund Number 22	MANAGEMENT FUND
HI-WAY 242 AUTO BODY	10102012	1,454.69
22 0010 2700 000 0000 434	BUS REPAIR #8	1,454.69
Vendor Name HI-WAY 242 AUTO BODY		<u>1,454.69</u>
Fund Number 22		<u>1,454.69</u>
Checking Account ID 1		16,767.23
Checking Account ID 3	Fund Number 21	STUDENT ACTIVITY FUND
BAKER, BRAD	01292013	95.00
21 0010 1400 920 6710 320	OFFICIAL	95.00
Vendor Name BAKER, BRAD		<u>95.00</u>
BAXTER, RANDY	01242013	95.00
21 0010 1400 920 6710 320	OFFICIAL	95.00
Vendor Name BAXTER, RANDY		<u>95.00</u>
BLOMSTEDT, JOHN	01292013	65.00
21 0010 1400 920 6810 320	OFFICIAL	65.00
Vendor Name BLOMSTEDT, JOHN		<u>65.00</u>
BUSCH, SCOTT	01292013	95.00
21 0010 1400 920 6710 320	OFFICIAL	95.00
Vendor Name BUSCH, SCOTT		<u>95.00</u>
FBLA-PBL	02072013	50.00
21 3230 1400 950 7406 320	REGISTRATION	50.00
Vendor Name FBLA-PBL		<u>50.00</u>
FIRST BANKCARD	01222013	598.02
21 0010 1400 920 6790 580	State Wrestling Lodging	598.02
FIRST BANKCARD	01232013	25.00
21 2020 1400 910 6221 618	REGISTRATION FOR THE MS VOCAL CHOIR	25.00
Vendor Name FIRST BANKCARD		<u>623.02</u>
HEYWOOD, GARY	01242013	95.00
21 0010 1400 920 6710 320	OFFICIAL	95.00
HEYWOOD, GARY	02042013	95.00
21 0010 1400 920 6710 320	OFFICIAL	95.00
Vendor Name HEYWOOD, GARY		<u>190.00</u>
IA HIGH SCHOOL SPEECH ASSOC.	02052013	312.00
21 3230 1400 910 6110 618	REGISTRATION FEE FOR INDIVID. SPEECH	312.00
IA HIGH SCHOOL SPEECH ASSOC.	02052013-1	23.00
21 3230 1400 910 6110 618	REGISTRATION FOR LG. GROUP ALL-STATE	23.00
Vendor Name IA HIGH SCHOOL SPEECH ASSOC.		<u>335.00</u>
JARRETT, DON	02042013	65.00
21 0010 1400 920 6810 320	OFFICIAL	65.00
Vendor Name JARRETT, DON		<u>65.00</u>

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
MCCANN, STEVE	01292013	95.00
21 0010 1400 920 6710 320	OFFICIAL	95.00
Vendor Name MCCANN, STEVE		<u>95.00</u>
MITCHELL, FELIX	02042013	95.00
21 0010 1400 920 6710 320	OFFICIAL	95.00
Vendor Name MITCHELL, FELIX		<u>95.00</u>
NATIONAL FFA ORGANIZATION	CONV-REG-37924	682.00
21 3230 1400 950 7407 320	NATIONAL CONVENTION REGISTRATION	682.00
NATIONAL FFA ORGANIZATION	OE-642530	454.50
21 3230 1400 950 7407 618	JACKETS/TIES/PINS/MISC	454.50
Vendor Name NATIONAL FFA ORGANIZATION		<u>1,136.50</u>
ROMINE, RON	01242013	75.00
21 0010 1400 920 6810 320	OFFICIAL	75.00
ROMINE, RON	02042013	75.00
21 0010 1400 920 6810 320	OFFICIAL	75.00
Vendor Name ROMINE, RON		<u>150.00</u>
SHANKS, KIP	01242013	95.00
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Vendor Name SHANKS, KIP		<u>95.00</u>
STANDBROUGH, JASON	01292013	65.00
21 0010 1400 920 6810 320	OFFICIAL	65.00
Vendor Name STANDBROUGH, JASON		<u>65.00</u>
VERGAMINI, JOHN	02042013	95.00
21 0010 1400 920 6710 320	OFFICIAL	95.00
Vendor Name VERGAMINI, JOHN		<u>95.00</u>
Fund Number 21		<u>3,344.52</u>
Checking Account ID 3		<u>3,344.52</u>

COPY

CONTRACT OF EMPLOYMENT

This contract is entered into by and between **JENIFRE WILCOXSON**, employee, and the Board of Directors, hereinafter called the "District" of the Red Oak Community School District, located at Red Oak, County of Montgomery, State of Iowa.

The Employee agrees to serve as a **Para-professional** in the School District for the **2012-2013** school year, with service commencing and ending on the dates designated by the Superintendent of Schools and/or his/her designee.

In consideration for the services under this contract, the District agrees to pay the amount of **\$9.1** per hour (\$8.35+\$0.75 Degree), payable on the 10th day of each calendar month. The first payment will be made on the 10th day of February 2013. This employee shall serve at thirty (30) day probationary period. All benefits will begin the first month following completion of the probationary period.

An amount equal to the pay for one hour of service shall be deducted from the said consideration for each hour of service not performed if absence from duty with pay is not authorized. If service under this contract is less than the number of hours assigned, final settlement under this contract shall be made so that the total amount paid by the District for work performed under this contract shall be an amount equal to the number of hours actually worked times the hourly rate of pay.

Where applicable, or where required by the District, evidence shall be provided to the District that a certificate as required by law has been registered before accepting payment of any part of the consideration under this contract. Such other records or qualifications as may be required shall be likewise submitted.

This contract may be terminated by either party by giving thirty days written notice, provided, however, this provision shall not in any way affect the right of the District, if it so elects, to terminate this contract immediately for proper cause.

This contract shall be without force and effect unless it is in the hands of the Secretary of the District, bearing the signature of the Employee, on or before January 18, 2013.

The working hours will be determined by the administration according to the calendar for your assignment area. **Employment will begin on January 2, 2013.**

However, if it is determined that this placement or amount is not accurate, the employee authorizes the District to withhold amounts from future pay checks (or to otherwise recover) any amount paid in excess of the proper placement or amount.

IN TESTIMONY WHEREOF, we have hereunto subscribed our names on dates as hereinafter stated.

Dated 01/16/2013

Jen Wilcoxson Employee

Dated January 28, 2013

\_\_\_\_\_, President  
Board of Directors

COPY

CONTRACT OF EMPLOYMENT

This contract is entered into by and between **JESSIE BRUNING**, employee, and the Board of Directors, hereinafter called the "District" of the Red Oak Community School District, located at Red Oak, County of Montgomery, State of Iowa.

The Employee agrees to serve as a **Para-professional** in the School District for the **2012-2013** school year, with service commencing and ending on the dates designated by the Superintendent of Schools and/or his/her designee.

In consideration for the services under this contract, the District agrees to pay the amount of **\$9.1** per hour (\$8.35+\$0.75 Degree), payable on the 10th day of each calendar month. The first payment will be made on the 10th day of February 2013. This employee shall serve at thirty (30) day probationary period. All benefits will begin the first month following completion of the probationary period.

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Where applicable, or where required by the District, evidence shall be provided to the District that a certificate as required by law has been registered before accepting payment of any part of the consideration under this contract. Such other records or qualifications as may be required shall be likewise submitted.

This contract may be terminated by either party by giving thirty days written notice, provided, however, this provision shall not in any way affect the right of the District, if it so elects, to terminate this contract immediately for proper cause.

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The working hours will be determined by the administration according to the calendar for your assignment area. **Employment will begin on January 2, 2013.**

However, if it is determined that this placement or amount is not accurate, the employee authorizes the District to withhold amounts from future pay checks (or to otherwise recover) any amount paid in excess of the proper placement or amount.

IN TESTIMONY WHEREOF, we have hereunto subscribed our names on dates as hereinafter stated.

Dated 1-18-13

Jessie Bruning Employee

Dated January 28, 2013

\_\_\_\_\_, President  
Board of Directors

CLARINDA COMMUNITY SCHOOL DISTRICT  
ADMINISTRATION OFFICES  
423 EAST NODAWAY, P.O. BOX 59  
CLARINDA, IOWA 51632  
Clarinda Academy Students

RECEIVED  
JAN 28 2013

COPY

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_  
Student ID: \_\_\_\_\_ Wt: \_\_\_\_\_ Program: 1  
Start Date: 1/3/2013 End Date: \_\_\_\_\_

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

This agreement is entered into by the Red Oak Community School District (sending agency) and the Clarinda Community School District (receiving agency) for the 2012-2013 school year.

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

**Condition I**

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

**Condition II**

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

- A. Estimated costs will be determined by multiplying the special education weighting appropriate for the program times the Clarinda Schools' current per pupil cost. The weighting for this student is 1.72 or Level 1. For students enrolling in programs for less than the full year, costs will be prorated.
- B. If a student is enrolled in the program for the entire first semester, the Clarinda School District will send a bill based upon one-half of the estimated annual cost for the student. The sending district will pay the estimated cost for the first one-half year before January 30.
- C. After July 1, the Clarinda District will bill the sending district for the actual cost of services less any payments previously made.
- D. This Contract is for the regular 180 day school year only. Students will be contracted separately if an extended year is agreed upon by both the sending district and the receiving district. This agreement is for the 2012-2013 school year.

Signed:  1/11/2013  
Board President or Authorized Designee (Receiving Agency) Date

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

Item 6.1.1 Consideration of a School Facilities Study Contract

*[Goal Reference: 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 21<sup>st</sup> century learners.]*

**BACKGROUND INFORMATION:** This evening the consideration of a school facilities study contract is once again before the governing body. At the 1.28 regular meeting, the Directors asked for additional detail from Rick Parades of Estes Construction and Sam Johnson of the BLDD Design Group. They are present to address detailed concerns about specifics of the proposal given two weeks ago.

Enclosed with these study materials are expanded notes of specifics to guide the Board in its decision making.

Daric O'Neal of Alley, Poyner, Macchietto Architects may be present to contribute to the discussion as needed prior to decision making by the Directors.

The Directors are encouraged to give formal approval this evening to one of the two firms in order to get a facilities study underway for the Red Oak District.

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

## Terry Schmidt

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**From:** Ric Parades <Ric@estesconstruction.com>  
**Sent:** Friday, January 25, 2013 7:41 AM  
**To:** Terry Schmidt  
**Subject:** ICAT/Estes Phase 1 Proposal

Good Morning Terry,

Per your request, I have updated the proposal for a Phase I Assessment on 7 buildings for ROCSD. It will include our Estes Team, the MEP study (which I was able to renegotiate down and add more buildings) and added the Architect (BLDD) element for the long range planning portion of the assessment. Please review the proposal and let me know if you have any questions or need clarification. Thanks again for the opportunity.

Phase I Assessment:

- ICAT/Estes Portion:
  - o 7 buildings assessment = \$9,500 ( \$6,500 for the 1<sup>st</sup> building and \$500 for each additional (6) building).
  - o We discounted this from our standard amount, by \$5,000, due to the close proximity of the Red Oak buildings.
  
- MEP Study and Assessment:
  - o 7 buildings assessment = \$10,000
  - o I was able to talk them down lower than the last quote of \$12,500 for 5 buildings.
  - o I spoke with Farris Eng. and they are available to assist and are standing-by.
  
- Design Services (BLDD) – Assessment assistance/Long range planning:
  - o Assigned buildings (as needed) and Long range Planning/QLEO program = \$10,000
  - o BLDD will assist Estes with any design issues we uncover during the facility assessments.
  - o BLDD will spearhead the Long Range Planning process with the use of their QLEO program.
  
- The total = \$29,000 for all 7 buildings.

If board approval is received, we will outline next steps and time frames for the onsite visits and assessment. Thanks again for the opportunity!

Ric

Ric Parades, Vice President

 **ESTES**  
CONSTRUCTION

"Advocates from Concept to Completion"





DRAFT January 28, 2013

Terry L. Schmidt  
Superintendent of Schools  
Red Oak Community School District  
2011 North 8th Street  
Red Oak, IA 51566  
Office: 712.623.6600

RE: Proposal for Comprehensive Analysis of All District Facilities

Dear Mr. Schmidt:

Thank you very much for giving us the opportunity to submit a proposal for Architectural and Engineering Design Services on a Comprehensive Analysis of All District Facilities. As you know, our firm has been involved in numerous projects of this type. We have a strong team of dedicated professionals who are well versed in comprehensive master plans, renovation projects, and educational facilities. Given our extensive background in these project types, we feel we are uniquely qualified, and are eager to undertake this project. Thank you again for the opportunity.

#### PROJECT STATEMENT

The Board of Directors for the Red Oak Community School District has the following goal statement.

***Physical Plant – Red Oak CSD Facilities: FY 13 4.0***

***FY 13 4.1 The Board of Directors will complete a comprehensive analysis (with recommendation) 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.***

#### FACILITIES

1. Webster (Currently used for Pre School)
2. Inman Primary (K-3)
3. Washington Intermediate (4-5)
4. Middle School (6-8)
5. High School Campus (9-12, Includes Tech Center and Administrative Offices)
6. Bancroft (Maintenance Facility)
7. Athletic Facilities (Legion Park Football and Baseball, Sports Complex at High School Campus)

#### DESCRIPTION OF SERVICES

1. EXISTING FACILITIES ANALYSIS
  - a. Review existing equity report dated May 10-12, 2011
  - b. Visit each facility above and document existing conditions
    - i. The above includes building envelope analysis, roofing, windows and doors, construction type, finishes, thermal efficiency, mechanical systems, electrical, lighting, plumbing, fire protection, etc.
    - ii. site (parking, playgrounds, athletic fields, etc.)
      1. It is anticipated that site drawings will be created from existing information
    - iii. a base drawing for several facilities has already been provided by Pete Wemhoff

- c. Perform code analysis for existing facilities
  - i. life safety
  - ii. building code
  - iii. energy code
  - iv. accessibility code
- d. Consult with school district to review past construction and know issues with existing facilities
  - i. evaluate existing equipment and capacities
- e. Determine alternatives / improvements to existing facilities
  - i. develop cost opinions and simple payback
  - ii. prioritized recommendations
- f. The above information will be provided in a report form
  - i. hard copies and .pdf files will be made available for the clients use
  - ii. pre final and final presentations will be made to the School Board
- g. **Total Fee for Part 1 = \$40,860.00**

2. PROGRAMMING / PLANNING FOR THE FUTURE

- a. Focus Groups
  - i. facilitate a variety of focus group discussions to help determine current and future needs
    - 1. kids, parents, educators, facilities, administration
  - ii. topics (what is a 21<sup>st</sup> Century School)
    - 1. technology, security, innovation, sustainability, green schools, vocational / technical training, economies of operation
  - iii. (2) anticipated focus group meetings
    - 1. meetings can be structured however the school board wishes
    - 2. typically would be town hall stall with small breakout groups
- b. Demographic Analysis
  - i. existing school districts, area population, changes
- c. Concept Design
  - i. prepare drawings and concepts for review based on focus groups, school board, and architect / engineer recommendations
    - 1. revise drawings per focus groups and school board
  - ii. prepare opinions of probable cost
    - 1. costs to include comparison analysis to work noted in Part. 1, economies of operation, and phasing considerations
    - 2. engage in 3<sup>rd</sup> party cost estimating company if desired
- d. Implementation
  - i. prepare renderings, graphics and models
  - ii. assist with public informational meetings
  - iii. provided recommendations for sources and uses of funding
  - iv. present information from Part 2 in report form
    - 1. hard copies and .pdf files will be made available for clients use
- e. **Total Fee for Part 2 = \$35,080.00**

**SERVICES NOT INCLUDED**

1. Reimbursable expenses such as travel, long distance phone, and printing of plans and specifications
2. Construction / Bidding Documents
3. Site Surveys
  - a. At this time we do not anticipate needing an ALTA, Area Boundary, or a Topographical Survey
  - b. If this is determined as a requirement to complete the study, the School District coordinate this directly with JFSCO Engineering, Red Oak, IA.
4. Structural Engineering
  - a. If unusual structural conditions are discovered during the Existing Facility Analysis, we will recommend a structural engineer to review the condition
  - b. A proposal will be provided to the School District prior to any such additional service
5. Detailed Life Cycle Cost Analysis
  - f. If needed, our team can provide detailed cost analysis of selected systems based on discussion with school board or building committee scope determination

**SCHEDULE: 90-120 days**

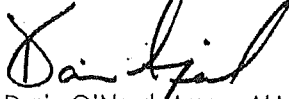
**TOTAL FEE: \$75,940.00**

Our timing is such that we can begin working with you at any time. We recognize that the schedule is very important and feel that we are in a position to meet your desired timeline.

Thank you again for giving us the opportunity to submit a proposal for this project. We are excited and anxious to be part of your team. Please let me know if you have any questions or comments related to our scope of work or assumptions. I am happy to furnish you with any additional information or work through any questions you may have.

Sincerely,

ALLEY POYNER MACCHIETTO ARCHITECTURE P.C.



Daric O'Neal, Assoc. AIA  
Project Manager

Proposal Accepted By:

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

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

Print Name: \_\_\_\_\_

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

5 February 2013

Mr. Ric Parades, Vice President  
Estes Construction  
P.O. Box 3608  
Davenport, IA 52808

Re: Educational Facility Master Plan for the  
Red Oak Community School District  
BLDD Project No.: 125EX15.000

Dear Ric:

This letter will detail our proposal for Educational Facility Planning services for the above referenced project.

**Red Oak Community School District's Objectives:**

Like School Districts across Iowa, the Red Oak Community School District must address an array of facility needs, each competing for school district resources. How do you know which to address and in which order? How can we be sure that we are getting the most value for taxpayer dollars? Do our facilities meet the needs of a 21<sup>st</sup> Century educational program? Does it make more sense to wait, or should we move forward and address perceived needs now?

Questions like these require the development of planned responses. A planned response answers these questions by:

1. Assessing the physical and educational needs of your facilities.
2. Imagining, developing, and selecting the best plan to meet your long term needs.
3. Engaging the community, obtaining public permission, allowing you to move forward.

These are the core components included an educational facilities planning process that we propose to provide for the Red Oak Community School District. The following facilities will be included in the planning process:

1. Webster
2. Inman Primary School
3. Washington Intermediate school
4. Middle School
5. High School Campus
6. Bancroft
7. Athletic facilities

**Assessing the Physical and Educational Environment Needs of your facilities**

1. PHYSICAL NEEDS ASSESSMENT. Includes assessment of the existing building physical needs and a report of findings. This work will be performed by Estes Construction (see description of services proposed under separate cover). These findings, documenting the condition of the existing facilities, will be incorporated into the planning process.
2. EDUCATIONAL ADEQUACY ASSESSMENT. This work begins by reviewing the assessment tool developed by the Council of Educational

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Principals  
Steven T. Oliver, AIA  
Randall L. West, AIA  
Samuel J. Johnson, AIA  
Scott M. Likins, AIA  
Bruce L. Maxey, AIA  
Timothy J. McGrath, AIA  
Barbara Meek, AIA  
Mark A. Ritz, AIA  
R. Carson Durham, AIA  
John S. Whitlock, AIA

Senior Associate  
Todd D. Cyrulik, AIA

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phone 309 828-5025  
fax 309 828-5127

833 w. jackson , suite 100  
chicago, illinois 60607  
phone 312 829-1987  
fax 312 666-8967

5183 utica ridge road  
davenport, iowa 52807  
phone 563 359-5777

Facility Planners International and making any appropriate revisions to reflect the goals of the School District. Each facility will then be assessed using the revised assessment tool. Once entered into our database, this information is analyzed and the educational adequacy for each building is determined

3. EXISTING CONDITION ANALYSIS. Once both parts (physical and educational assessments) are complete, the district will have clear picture of the opportunities for improved educational facilities effectiveness.

### **Modeling and Analysis of multiple Master Plan approaches -"Discovering the Best Plan"**

This is a process of invention, and our process has three parts: Visioning, Options Modeling, and QLEO analysis.

1. VISIONING. A Visioning Workshop is typically convened to cover:
  - a. Brief history of school facility design
  - b. Description/definition of 21<sup>st</sup> Century Schools, attributes of 21<sup>st</sup> century educational environments (student centered, flexible and adaptable, connected to the community and the broader community of learners, safe and secure, sustainable, building used as a teaching tool, connected to the environment, etc.) and a virtual tour.
  - c. Discussion of the Iowa Core and the six constructs affecting school facility design:
    - i. *From the Iowa Core: "Six **universal constructs: critical thinking, complex communication, creativity, collaboration, flexibility and adaptability, and productivity and accountability.**"*
2. OPTIONS MODELING. This task will include:
  - a. Demographics projections
  - b. Conceptual development meetings with the Board of Education
  - c. Conceptual scenarios illustrated through
    - i. Site schematics, conceptual plans and "3D massing models"
  - d. Opinions of probable costs for the scenarios developed.
  - e. Proposed construction and phasing schedules.
3. QLEO ANALYSIS. This comparison will include:
  - a. Review of the educational suitability of each of the proposed scenarios
  - b. Review the life cycle cost analysis of each of the proposed scenarios, including
    - i. First costs of construction, including new construction, renovation and remodeling
    - ii. Recurring costs
      1. Annual energy costs, projected over a 30 – 40 year timespan

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2. Annual maintenance costs projected over the same time span
  3. Building renewal (for instance roof replacements, tuck-pointing costs, doors and window replacements, infrastructure upgrades, etc.) costs projected over the same time span
- c. A cost/benefit review of the proposed scenarios, developing a quantitative analysis of the comparative performance of each.

## Community Engagement

We are convinced that authentically engaging the community in the development of a plan for the future is the key to developing the most effective road map for future facilities decision making. That said, we can envision two different approaches for the School District to consider, depending upon the degree of community engagement desired.

1. **THREE MEETING FORMAT.** This approach is ideal for school districts who would like to enlist the community in authoring the plan for the future. The purpose for each meeting is as follows:
  - a. Meeting #1 – “Beginning with the end in mind”. This meeting is designed to educate the public, present the board’s scenarios, get feedback, and identify any additional scenarios that ought to be considered.
  - b. Meeting #2 – “Making it Happen”. This meeting is designed to review the proposed revisions to the scenarios from meeting #1, review fiscal capacity and possible phasing, and cull the scenarios to the strongest 2 or 3.
  - c. Meeting #3 – “Options Forum”. This meeting is designed to bring the public up to speed on the work of the two previous meetings, describe the strongest 2 or 3 scenarios, review the QLEO analysis, answer final public questions, and take a public vote to identify the community’s recommendation to the School Board for an Educational Facilities Master Plan.
  
2. **ONE MEETING FORMAT.** This approach is ideal for school districts who would like to develop a qualitative review of the proposed scenarios, to compliment the quantitative review developed through the QLEO analysis. The meeting uses an open house format, where community members attend at any time throughout the duration of the meeting, and visit three stations:
  - a. Station #1 – Introduction. This station will educate the public about school district needs, describe work to date, and give instructions for the rest of the evening.
  - b. Station #2 – Review of proposed scenarios. Staffed by Estes and BLDD, this station reviews the concepts that have been developed, and answers community member’s questions (costs, phasing, construction schedules, the merits/concerns of differing approaches, design intent, etc.).
  - c. Station #3 – Public Input. This station is staffed by board of education members who are there to receive public comment about the proposed scenarios. This station also includes computers for people who would rather fill out an electronic survey; paper copies of surveys will also be available.

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## Costs for Services

We propose to provide the services for Assessment of the existing conditions, Modeling and Analysis of multiple Master Plan approaches, and Community Engagement for a lump sum fee of \$10,000.00. The cost for documents printing, any lodging required, meals and mileage will be reimbursable expenses (they will be in addition to these costs).

Thank you for considering BLDD Architects for this exciting project! We are eager to compliment your team as you demonstrate the superior value that school districts receive when working with the ICAT program!

Please call this office if you have any questions or concerns, and we look forward to your response!

Sincerely,

BLDD ARCHITECTS, INC.  
Davenport, Illinois

A handwritten signature in black ink, appearing to read "Samuel J. Johnson". The signature is fluid and cursive, with a long horizontal stroke at the end.

Samuel J. Johnson, AIA, LEED AP, REFP  
Principal  
Director, PK-12 Design Group

Item 6.1.2 Consideration of an Autism Spectrum Disorder Strategist Support Program

*[Board Goal Reference: Establish a plan of action and assign resources to involve parents in the education process of our students and All students will meet test targets set for the Iowa Assessments.]*

**BACKGROUND INFORMATION:** This evening Principal Gayle Allensworth and Select Staff return to this regular meeting to seek the Directors' support to begin an **Autism Spectrum Disorder Strategist** position in 2012 – 2013. With graduate level training for some and support training for others, it is recommended the Directors authorize the recruitment and placement of an interested professional for **Autism Spectrum Disorder Strategist**. With the likelihood of an extended day contract for staff training and development, it is quite likely this special education funded position would require a fiscal note of \$50K to \$60K. Contracted services, while not currently planned, could be provided to other school districts in Southwest Iowa on a fee basis. Any sharing possibilities are not the focus of this needed position but rather a fiscal note for consideration should the position be approved.

Enclosed are background materials for reference in the consideration process.

**SUGGESTED BOARD ACTION:** It is recommended the Board of Directors authorize the recruitment and placement of an **Autism Spectrum Disorder Strategist** for the 2013 – 2014 school term.



**Red Oak Community School District -  
Autism Concept Paper**

**January 3, 2013**

**Prepared for Mr. Schmidt and Board of Directors  
by Mrs. Gayle Allensworth, Director of Special  
Education**

The purpose of this information is to inform the Board of needs in district pertaining to students with Autism/Autism Spectrum Disorder. Included is background/need about autism in general, prevalence in Red Oak, types of educational treatments for students with autism, current reality and action plan for Red Oak, and proposed job description for autism/ASD strategist

**Background/Need:**

Current National Data on Identified Prevalence:

<b>Identified Prevalence of Autism Spectrum Disorders</b> ADDM Network 2000-2008 Combining Data from All Sites				
Surveillance Year	Birth Year	Number of ADDM Sites Reporting	Prevalence per 1,000 Children (Range)	This is about 1 in X children...
2000	1992	6	6.7 (4.5-9.9)	1 in 150
2002	1994	14	6.6 (3.3-10.6)	1 in 150
2004	1996	8	8.0 (4.6-9.8)	1 in 125
2006	1998	11	9.0 (4.2-12.1)	1 in 110
2008	2000	14	11.3 (4.8-21.2)	1 in 88

Source: Center Disease Control  
<http://www.cdc.gov/ncbddd/autism/data.html>

- About 1 in 88 children has been identified with an autism spectrum disorder (ASD) according to estimates from CDC's Autism and Developmental Disabilities Monitoring (ADDM) Network.
- ASDs are reported to occur in all racial, ethnic, and socioeconomic groups.]
- ASDs are almost 5 times more common among boys (1 in 54) than among girls (1 in 252).

Current Red Oak Data and Prevalence Identified:

### Other Facts about Autism/ASD:

Autism spectrum disorders (ASDs) are a group of developmental disabilities that can cause significant social, communication and behavioral challenges. People with ASDs handle information in their brain differently than other people.

ASDs are "spectrum disorders." That means ASDs affect each person in different ways, and can range from very mild to severe. People with ASDs share some similar symptoms, such as problems with social interaction. But there are differences in when the symptoms start, how severe they are, and the exact nature of the symptoms.

There are three different types of ASDs:

- **Autistic Disorder** (also called "classic" autism)  
This is what most people think of when hearing the word "autism." People with autistic disorder usually have significant language delays, social and communication challenges, and unusual behaviors and interests. Many people with autistic disorder also have intellectual disability.
- **Asperger Syndrome**  
People with Asperger syndrome usually have some milder symptoms of autistic disorder. They might have social challenges and unusual behaviors and interests. However, they typically do not have problems with language or intellectual disability.
- **Pervasive Developmental Disorder - Not Otherwise Specified (PDD-NOS; also called "atypical autism")**  
People who meet some of the criteria for autistic disorder or Asperger syndrome, but not all, may be diagnosed with PDD-NOS. People with PDD-NOS usually

have fewer and milder symptoms than those with autistic disorder. The symptoms might cause only social and communication challenges.

Types of Treatments:

There are many different types of treatments available. For example, auditory training, discrete trial training, vitamin therapy, anti-yeast therapy, facilitated communication, music therapy, occupational therapy, physical therapy, and sensory integration.

The different types of treatments can generally be broken down into the following categories:

- Behavior and Communication Approaches
- Dietary Approaches
- Medication
- Complementary and Alternative Medicine

### Behavior and Communication Approaches:

According to reports by the American Academy of Pediatrics and the National Research Council, behavior and communication approaches that help children with ASDs are those that provide structure, direction, and organization for the child in addition to family participation.

### **Applied Behavior Analysis (ABA)**

A notable treatment approach for people with an ASD is called applied behavior analysis (ABA). ABA has become widely accepted among health care professionals and used in many schools and treatment clinics. ABA encourages positive behaviors and discourages negative behaviors in order to improve a variety of skills. The child's progress is tracked and measured.

There are different types of ABA. Following are some examples:

- **Discrete Trial Training (DTT)**  
DTT is a style of teaching that uses a series of trials to teach each step of a desired behavior or response. Lessons are broken down into their simplest parts and positive reinforcement is used to reward correct answers and behaviors. Incorrect answers are ignored.
- **Early Intensive Behavioral Intervention (EIBI)**  
This is a type of ABA for very young children with an ASD, usually younger than five, and often younger than three.
- **Pivotal Response Training (PRT)**  
PRT aims to increase a child's motivation to learn, monitor his own behavior, and initiate communication with others. Positive changes in these behaviors should have widespread effects on other behaviors.
- **Verbal Behavior Intervention (VBI)**  
VBI is a type of ABA that focuses on teaching verbal skills.

### **Occupational Therapy**

Occupational therapy teaches skills that help the person live as independently as possible. Skills might include dressing, eating, bathing, and relating to people.

### **Sensory Integration Therapy**

Sensory integration therapy helps the person deal with sensory information, like sights, sounds, and smells. Sensory integration

therapy could help a child who is bothered by certain sounds or does not like to be touched.

### **Speech Therapy**

Speech therapy helps to improve the person's communication skills. Some people are able to learn verbal communication skills. For others, using gestures or picture boards is more realistic.

### **The Picture Exchange Communication System (PECS)**

PECS uses picture symbols to teach communication skills. The person is taught to use picture symbols to ask and answer use picture questions and have a conversation.

## **Universal Supports Assessment and Planning Tool (USAPT)**

## Building / Classroom-Level Effective Practices Assessment for Students with Autism Spectrum Disorders (ASD)

As modified by Iowa Department of Education Autism Services Consultant with statewide representation from AEA Autism Resource Team Comprehensive Services Improvement Subcommittees Spring 2010, 2011, 2012; reviewed and supported by Iowa Department of Education Positive Behavioral Intervention and Supports Consultant 2010

**District:** Red Oak Community

**Classroom/Building:** All (pK-12)

**Evaluation Date:** December 26, 2012

### Goals for ALL Students with ASD are INDEPENDENT FUNCTIONING and the DEVELOPMENT OF SOCIAL FUNCTIONING

The concept behind Universal Supports is derived from extensive research in the area of school-wide positive behavioral supports. Universal Supports are system-wide supports and strategies to prevent a majority of problem behaviors in general education settings. Applied to students with ASD, Universal Supports involve the implementation of classroom or building-level evidence-based supports and strategies. These strategies are considered critical for the vast majority of students with ASD and identified as highly effective practices in teaching and supporting students with ASD in integrated environments. Universal supports and strategies provide students with ASD a solid foundation for learning and can be individualized to meet the unique needs of each student.

**Directions:** First, each educational team (e.g., general education, special education, support staff, administrators and AEA staff) will complete the Current Status column for all universal supports. Second, complete the Summary status worksheet, on page 11, dividing the total points scored by the total possible to determine the quality rating and the number of high or moderately high priorities for change. Third, complete the Priority for Change column, ranking goals for improvement.

**STATUS:** 5 points: The quality indicator is in place across all students, classrooms, staff, and grade levels. Improvement is only needed for sustainability.

4 points: The quality indicator is mostly in place. Minor improvements could be made.

- 3 points: The quality indicator is partially in place (e.g. only some classrooms, teachers, students, grade levels) and needs improvements.
- 2 points: The quality indicator only minimally in place. Best practices are not occurring often or systematically.
- 1 point: The quality indicator is not in place. Conversations need to be had about how to develop these practices within a building and initial action items need to be created.

Universal Supports	Current Status	Priority for Change?	ACTION PLAN ITEMS (who, does what, by when)	
<b>Parent and Family Support</b>	In Place (5) <input type="checkbox"/>	Mostly in Place (4) <input type="checkbox"/>	Partially in Place (3) <input type="checkbox"/>	
	Minimally in Place (2) <input type="checkbox"/>	Not in Place (1) <input type="checkbox"/>	Priority 7: Meet with AEA parent liaison to determine supports through AEA. Communicate these supports to parents of students o caseload.	
	1. Family members would agree that they are supported as active participants in their child's education and are included in the IEP decision making process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. A variety of current and appropriate resources, trainings, and services are available to family members through the school system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Family members are made aware of services and parent/professional support groups available from community agencies in order to assist them in meeting their child and family needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Family dynamics (e.g. parenting styles, lifestyle) are incorporated and considered in developing the IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. Family needs, culture, language, values, and parenting style are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Guiding</b>	<input type="checkbox"/>	<input type="checkbox"/>	Priority 1: Develop guiding principles with core team of	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Families are not blamed for issues related to their child having ASD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Guiding principles have been developed for the classrooms / building servicing students with ASD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Principles	8. Developed principles are based on effective practices for students with ASD including planful transition strategies from the Early Intervention System, building to building, and secondary transition.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Priority for Change?	district special education teachers and director (Summer 2013) Train all special and general education staff working with students on caseload (Fall 2013)
Universal Supports		Current Status	Priority for Change?	ACTION PLAN ITEMS (who, does what, by when)
Guiding Principles	9. Guiding principles are posted where everyone can see them.	<input type="checkbox"/> In Place (5) <input type="checkbox"/> Mostly in Place (4) <input type="checkbox"/> Partially in Place (3) <input type="checkbox"/> Minimally in Place (2) <input type="checkbox"/> Not in Place (1)		
	10. Guiding principles are reviewed regularly with staff working with students with ASD.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
	11. A system is in place to address guiding principle violations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Team Process	12. A team, including the general education and special education classroom teachers and AEA and/or other ancillary staff meet regularly (e.g. weekly/bi-weekly) to address class/building-wide issues as well as the individual needs of students with ASD.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		Priority 3: Continue development of a district level core team with growing experience and expertise in Austim/ASD.
	13. The team utilizes the meeting time effectively and efficiently by having a standard meeting format and staying on-task.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		Conduct team meetings monthly, at a minimum, with AEA staff, and other agencies as applicable.
	14. An established problem-solving process that includes the development of an action plan is consistently used during all team meetings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		Ensure that all meetings would include standard meeting format, problem-solving process, data and documentation that aligns with evidence based practices from National Autism Center.
	15. Relevant data is collected, shared with parents, and used regularly at team meetings to assist in problem assessment and intervention development.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
16. An efficient procedure is used for providing team members with written documentation of information discussed and action items.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			





	<p>24. Appropriate supervision of paraprofessionals is provided by the team supporting the students with ASD.</p> <p>25. Paraprofessionals actively promote independence of student.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	<p align="center"><b>Universal Supports</b></p>	<p align="center"><b>Current Status</b></p>	<p align="center"><b>Priority for Change?</b></p>	<p align="center"><b>ACTION PLAN ITEMS</b> (who, does what, by when)</p>
<p align="center"><b>Functional Communication Systems</b></p>	<p>26. Specific communication forms (i.e. PECS, gestures, behavior) and functions (i.e. requests, protests, etc.) of communication attempts are assessed for students with ASD when applicable.</p>	<p align="center">In Place (5) <input type="checkbox"/></p> <p align="center">Mostly in Place (4) <input type="checkbox"/></p> <p align="center">Partially in Place (3) <input type="checkbox"/></p> <p align="center">Minimally in Place (2) <input type="checkbox"/></p> <p align="center">Not in Place (1) <input type="checkbox"/></p>		
	<p>27. Students behaviors are viewed as communication attempts.</p>	<p align="center"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>		
	<p>28. Functional communication systems that are appropriate for the environments are developed and available for each student with ASD.</p>	<p align="center"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>		
	<p>29. Appropriate instructional strategies are used to teach the communication systems:</p> <p>a. Pairing</p> <p>b. Prompting</p> <p>c. Modeling</p> <p>d. Shaping</p> <p>e. Using preferences to motivate</p>	<p align="center"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p align="center"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p align="center"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p align="center"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p align="center"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>		<p>Priority 8: Organize meetings with pertinent AEA, school and other staff on an ongoing basis (minimum of one time monthly for each student on caseload) to monitor functional communication systems.</p> <p>Demonstrate, monitor and assess appropriate instructional strategies used to teach communication systems.</p> <p>Assist with communication schedules and data collected to guide programming.</p>
	<p>30. The communication systems are portable.</p>	<p align="center"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>		
<p>31. The communication systems are available and used consistently in all environments.</p>	<p align="center"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>			

	Universal Supports	Current Status	Priority for Change?	ACTION PLAN ITEMS (who, does what, by when)
<p>32. Communication opportunities are maximized (e.g. staff seeks out and create opportunities for students to utilize their communication system).</p> <p>33. Appropriate opportunities for making choices are regularly planned and incorporated for each student with ASD.</p> <p>34. Communication skill data are collected regularly and used to guide programming.</p>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
<p><b>Visual Supports</b></p> <p>35. The classroom environment is organized visually (e.g. use of color-coding, labeling, pictures, etc.) to assist students in understanding the environmental expectations.</p> <p>36. Visual supports and strategies are used to enhance predictability in the environment.</p> <p>37. Individual visual schedules are adapted for each student to support transitioning.</p> <p>38. Individual visual schedules require the student to interact with the schedule.</p> <p>39. Sub/Mini schedules are used when needed (e.g. skills break down, student presents with behavior).</p> <p>40. Transition supports (e.g. picture cards, check schedule cards, planner) are used consistently.</p> <p>41. Work/Task Systems and/or Routine/Procedure Lists are utilized regularly to increase independence in task completion.</p> <p>42. Social stories / scripts are developed and used.</p>	<p>Not in Place (1)</p> <p>Minimally in Place (2)</p> <p>Partially in Place (3)</p> <p>Mostly in Place (4)</p> <p>In Place (5)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<p>Priority 5: Train special education teachers, general education teachers (when applicable), paraprofessionals and families in use of visual supports.</p> <p>Collaborate with AEA and other agencies specializing in Autism/ASD to remain current on most effective practices related to visual supports.</p> <p>Assist in problem-solving, demonstration and implementation of visual supports for each student on caseload.</p>

	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>ACTION PLAN ITEMS</b> (who, does what, by when)
<p>43. Break Cards are used to teach students to exit appropriately when necessary.</p>								
<p>44. Appropriate instructional strategies are used to teach the visual systems:</p> <p>a. Pairing            b. Prompting            c. Modeling            d. Shaping            e. Using preferences to motivate</p>								
<b>Universal Supports</b>								
	In Place (5) <input type="checkbox"/>	Mostly in Place (4) <input type="checkbox"/>	Partially in Place (3) <input type="checkbox"/>	Minimally in Place (2) <input type="checkbox"/>	Not in Place (1) <input type="checkbox"/>			
<b>Educational Strategies and Supports</b>	<p>45. Students with ASD are active, supported participants within the general education classroom.</p>							Priority 6: Train all staff working with each student on caseload effective instructional practices.
	<p>46. The general education curriculum is used as the primary focus of instruction.</p>							Develop and implement "instructional planning sheet" for all students with Autism/ASD for special education teachers and paraprofessionals.
	<p>47. Academic goals are developed based on the general education curriculum and targeted skills in communication, social, adaptive behavior are assessed and directly taught.</p>							Research grading matrices and other best practice grading systems for students with Autism/ASD.
	<p>48. Effective instructional practices are used to support new skill development (e.g. Task Analysis (shaping/chaining), Pre-teaching / Pre-corrects, Motivation strategies (preferred activities), Movement within activities, Ordering of activities (preferred/non-preferred)).</p>							
<p>49. Specific academic accommodations within the general education curriculum are selected and implemented based on individualized needs and reflected in the I.E.P. goals.</p>								

	<p>50. Specific academic <i>modifications</i> to the general education curriculum are selected and implemented based on individualized needs and reflected in the I.E.P. goals.</p> <p>51. A system is developed to assure that the specific academic accommodations/modifications are implemented throughout student's programs.</p> <p>52. A system is used to determine appropriate grading based on the accommodations / modifications to the general education curriculum (ex. grading matrix).</p> <p>53. Progress toward students' goals is assessed using IEP criteria necessary changes are made to programming to ensure improvement.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><b>Universal Supports</b></p>	<p><b>Current Status</b></p>	<p><b>Priority for Change?</b></p>	<p><b>ACTION PLAN ITEMS</b> (who, does what, by when)</p>
				<p>Not in Place (1)</p> <p>Minimally in Place (2)</p> <p>Partially in Place (3)</p> <p>Mostly in Place (4)</p> <p>In Place (5)</p>		
<p><b>Peer Supports</b></p>	<p>54. Information about ASD and the students with ASD is provided to the typical students in the classroom/building in a way that respects parental preferences.</p> <p>55. Opportunities for interaction with typical peers are organized throughout the day.</p> <p>56. Peer supports (typical peer models) are actively recruited.</p> <p>57. Peer Supports are trained to interact appropriately and effectively with students with ASD.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>			<p>Priority 2: Research and select effective peer training materials/program for elementary and secondary students.  Work with special education, general education and students to implement peer supports for each student on caseload (Fall 2013- ongoing)</p>	



	<p>64. Developed plans include antecedent strategies (proactive strategies intended to prevent behaviors from occurring).</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	caseload.
	<p>65. Developed plans include strategies for teaching and prompting new skills (e.g. communication, social interaction, independence, adaptive behavior, and safety).</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	<p>66. Developed plans include non-emotional, non-verbal, and non-punitive strategies for responding to behavior when it occurs.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	<p>67. Staff implementing the plans are provided ongoing training regarding implementation of strategies in the plans.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
	<p>68. Developed plans are used consistently in all environments.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

### Summary of Current Status and Priority for Improvement Form

This page can be copied for the two to three raters of the classroom serving children with autism. These raters should include the teacher, and others who are familiar with the classroom, having supported the classroom with regular visits. An average of the multiple classroom raters' scores can be organized by re-using this page again or to summarize preschool, elementary, or secondary classrooms aggregate responses to assist in identifying the priority area(s) for change by individual or age level of classrooms across the district.

Universal Support Area	Score	Points Possible	Rating (Percentage)	Priority for change
Parent and Family Support	16	30	53	7
Guiding Principles	6	25	24	1
Team Process	12	35	34	3
Para-Professional Support	31	70	44	5
Functional Communication Systems	35	65	54	8
Visual Supports	31	70	44	5
Educational Strategies and Supports	22	45	49	6
Peer Supports	10	35	29	2
Behavior Support	30	70	43	4
<b>OVERALL</b>	<b>193</b>	<b>445</b>	<b>43%</b>	

**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.

**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:** (to be completed)

**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 6.1.3 Consideration of References and Background for the Real Character Program  
and Consideration of Formal Action to Endorse

**BACKGROUND INFORMATION:** The Red Oak High Student Council made a presentation to the Directors at the last board meeting to implement a program entitled *Real Character* for this second semester. The Directors requested additional reference material from Principal Jedd Sherman.

The following reference material is provided:

**Real Character Reference**

**David C. Roberts, Superintendent, Scott County Community Unit School District No. 1**

Superintendent Roberts first worked with Real Character as a principal in 2007 when he worked at Carrollton High School. He was very impressed with their program, so much so, that when he became a superintendent, he used them at Winchester High School (Scott County Community School).

Superintendent Roberts stated that Real Character's leader, Mike Fisher, does a very good job of keeping a separation of church and state during the school day presentations and activities. He felt that 75% of the staff actively participated, but he did not force participation from reticent teachers.

Mr. Fisher and his staff had a knack for picking out the at-risk students and getting them engaged in the program. The evening and/or weekend events were definitely faith-based, but that was not a surprise since Mr. Fisher and his staff communicates that to the students ahead of time. The evening/weekend program really does offer programming similar to a "church night" at Red Oak, but along the lines of a very positive church rally.

Superintendent Roberts thought that communication up front is key to the success of the event. It could be a letter home to the parents, for example. He also suggested that the ecumenical organization could be tapped for support of the program.

Without hesitation, he recommends the program and that is why he has used their services in two places where he has worked.

**Nathan Moore, Principal, Linton/Stockton Senior High School**

The enrollment is 330, so the program will probably be delivered in a similar fashion at ROHS.

The character message preceded the activity. It was no more than 20 minutes. From there, they divided the school into three or four teams. They played outdoor games that emphasized team work and working together. At night students were invited back to talk more about the real character program.

They are invited back for September of next fall (2013).

Item 6.1.3 – continued

How did it come about at Linton High School: Mike Fisher and the pastor did preparatory meetings that were very thorough in the planning process. Local churches approached our high school. They wanted to support character education at the high school.

**Principal Dave Roby, Bussey, Iowa, Twin-Cedars Jr./ Sr. High School**

*"As the high school principal at Twin Cedars the past ten years, I have simply not had a better group work with our students and put on a better assembly. The response of our students, teachers, and parents was overwhelmingly positive...MANY of my students wanted to hang around and visit with the group instead of going home. Several of the students who stayed have major problems both inside and outside of school...I'm confident this program affected MANY of our students!"*

Ms. Harter contacted Mr. Roby to confirm his recommendation of Real Character. He was enthusiastic about the group. He stated that the only roadblock for hosting the group could be the objection of some community members to their religious affiliation. However, he said that he did not feel that the presentation in his school was noticeably Christian.

**SUGGESTED BOARD ACTION:** It is recommended the Directors approved the program entitled *Real Character* for Red Oak High School prior to the close of the current school year and that the Directors received evaluative feedback after the program is completed.

6.2.1 Assessing Response to Intervention – A Measurement Tool for Red Oak Schools:  
Kerry Aistrophe, Green Hills AEA Regional Director and Red Oak Administrators

**[Board Goals Reference: All students will meet test targets set for the Iowa Assessments. Establish and practice rigor in the classrooms at all levels. Professional Learning Communities and Professional Development will demonstrate accountability.]**

**BACKGROUND INFORMATION:** The Red Oak CSD is making significant progress in the quality control area of instruction and learning as evidenced by the district-wide initiative labeled “Response to Intervention”. A key district partner in this process is the Green Hills AEA led by Regional Director Kerry Aistrophe. This evening please welcome Kerry to the meeting and allow her a few minutes to review an assessment program currently piloted in Red Oak CSD. All district schools will experience this pilot assessment. The Inman Primary School results are enclosed for your reference during Kerry’s presentation.

**SUGGESTED BOARD ACTION:** No formal action is required.

## RtI Building Evaluation Tool

### Overcoming the Achievement Divide: Key Challenges and Solutions for Iowa Schools-Nov. 2012 Iowa DE

*Response to Intervention is a proven procedure to help schools identify and diagnose learning problems quickly, customize instruction to correct the problems, and monitor student progress along the way. This framework also allows educators to evaluate the overall health of their schools and to target resources to areas that need it.*

*Response to Intervention is not a packaged program, set of assessments or curriculum. It is an approach to general education, although it has been effective for students served in special programs.*

Date: 1-17-2013

#### Who is filling out this survey? (mark all involved)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Principal           | <input checked="" type="checkbox"/> Regional Adm |
| <input checked="" type="checkbox"/> K-12 Gen Ed Teacher | <input checked="" type="checkbox"/> CCI          |
| <input type="checkbox"/> K-12 Sp Ed Teacher             | <input checked="" type="checkbox"/> Sped Rep     |
| <input type="checkbox"/> EC/ECSE Teacher                | <input type="checkbox"/> EC/ECSE Consultant      |
| <input type="checkbox"/> Other _____ Title I _____      |  |

District: Red Oak Building: Inman

#### Building Grade Levels: (mark all that are in building)

- |  |                                       |                            |                             |
|--|---------------------------------------|----------------------------|-----------------------------|
| <input type="checkbox"/> PK Comm Partner Prgm. | <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 6 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> PK District Prgm.     | <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> 7 | <input type="checkbox"/> 11 |
| <input checked="" type="checkbox"/> K          | <input type="checkbox"/> 4            | <input type="checkbox"/> 8 | <input type="checkbox"/> 12 |
| <input checked="" type="checkbox"/> 1          | <input type="checkbox"/> 5            | <input type="checkbox"/> 9 |                             |

#### AEA Regional Office:

- |                                   |  |   |                          |
|-----------------------------------|--|---|--------------------------|
| <input type="checkbox"/> Atlantic | <input type="checkbox"/> Harlan          | <input type="checkbox"/> Osceola            | <input type="checkbox"/> |
| <input type="checkbox"/> Creston  | <input type="checkbox"/> HCE             | <input type="checkbox"/> Peterson           | <input type="checkbox"/> |
| <input type="checkbox"/> Glenwood | <input type="checkbox"/> Missouri Valley | <input checked="" type="checkbox"/> Red Oak | <input type="checkbox"/> |

The purpose of this tool is to self-evaluate current building level RtI practices, to support Iowa Core implementation in districts for ALL students, to provide a current reality for each building and a lens for how the AEA can support movement toward RtI in the coming months and years through the work of our CSM teams.

Please indicate to what degree the statements match your current state. For ease of data analysis, choose one response per item. Document evidence source and summarize conversation.

## Robust, Universal Instruction

*Rtl emphasizes the importance of evidence-based, rigorous instruction for all students in the general curriculum. Lembke and Stormont (2005) discuss the importance of identifying and selecting research-based practices, which are fundamental to the implementation of Rtl. Without evidence-based instruction at the Universal level, it is not possible for an Rtl model to function effectively. If instruction at the Universal level is ineffective for 80 to 90 percent of students, too many students will require intervention at the Targeted or Intensive levels, placing a resource burden on the education system that cannot be sustained.*

	Not Yet	Some Progress	Substantial Progress	Well-Established
1. Teachers know and agree upon what students are expected to learn. (Iowa Core)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Evidence/Comments:	<u>Did matching to IA Core. Substantial at math- this is where work may need to be done.</u>			

2. Teachers establish and communicate the purpose of each lesson in clearly stated measurable learning targets.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence/Comments:	<u>Verbally but may not be consistent</u>			

3. Staff demonstrates research-based effective and efficient instructional routines and practices to meet the needs of all students.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Evidence/Comments:	<u></u>			

4. Data sources are used to evaluate the effectiveness of universal instruction at all levels (building level, grade level, group level, and individual student level).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Evidence/Comments:	<u>protocol</u>			

5. Universal instruction is aligned from one grade to the next (vertical) and within grade levels (horizontal) so that the curriculum is aligned.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence/Comments:	<u></u>			

6. School-based professional development is regularly occurring to ensure that all teachers continuously examine, reflect upon, and improve instructional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Evidence/Comments:	<u></u>			

## Universal Screening

Universal screening assessments are administered three times each year-fall, winter, and spring-to all students. It is important that all students are tested during universal screening so educators have a true picture of how everyone in the class, grade, or school is performing. RtI uses universal screening information to identify struggling students at the earliest grade levels and to provide students with additional instructional time and intensity during the school day. RtI also provides more advanced curriculum and additional instructional time and intensity to those who are on track to exceed benchmarks and need extended learning. Universal screening is a critical step in the RtI process, as it provides information on the prospective future performance of all students and enables teachers to intervene early to help struggling students or to provide advanced learners with additional support (Jenkins, Hudson, & Johnson, 2007).

	Not Yet <input type="radio"/>	Some Progress <input type="radio"/>	Substantial Progress <input checked="" type="radio"/>	Well-Established <input type="radio"/>
1. The building has established screening assessments three times per year in reading and math.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Evidence/Comments:

not quite with math

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2. All students are screened (in reading and math) to identify those who may be at risk for poor learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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Evidence/Comments:

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3. Procedures are in place to ensure that the screening is conducted in a manner that ensures accuracy of the results and administration consistent with developer guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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Evidence/Comments:

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4. Assessment data are available to staff, in a timely manner and results are used for systemic school improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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Evidence/Comments:

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5. School-wide data and screening assessments are used to evaluate the effectiveness of universal instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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Evidence/Comments:

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## Evidence-based, Instructional Interventions at the Targeted and Intensive Levels

Students performing below benchmark, leaving appropriate room for error, may be provided with Targeted or Intensive instruction and supports, depending on how discrepant their scores are. Students performing above benchmark may also be provided with Targeted or Intensive instruction and supports.

Students receiving intervention at the Targeted level get all of the instruction and support in the Iowa Core at the Universal level, plus small-group instruction targeted to their needs. Students receiving intervention at the Intensive level get all of the instruction and support at the Universal level, plus individualized instruction targeted to their specific needs. What changes as students move from one level of the RtI system to the next is the duration and intensity of the instruction.

	Not Yet <input type="radio"/>	Some Progress <input type="radio"/>	Substantial Progress <input checked="" type="radio"/>	Well-Established <input type="radio"/>
1. Teachers know how to maximize instructional time to meet the needs of all, struggling through highly proficient, students. (Universal, Targeted, Intensive)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Evidence/Comments:	<u>WIN, Reading Recovery. Depends on teacher skill level</u>			

2. Targeted interventions are evidence-based and closely aligned with the core curriculum.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Evidence/Comments:	<u>In areas but perhaps not consistent</u>			

3. Students are grouped that have similar instructional needs. A flexible continuum of targeted and intensive interventions is in place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Evidence/Comments:				

4. A process is in place to ensure resources, including materials and time, are identified and obtained that match instructional needs of students.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Evidence/Comments:				

5. Instructors and logistics (when/where/how often) are identified and documented for groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Evidence/Comments:				

6. Professional learning supports are identified and provided to improve Universal and Targeted/Intensive instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Evidence/Comments:				

**Evidence-based, Instructional Interventions at the Targeted and Intensive Levels (cont.)**

	Not Yet	Some Progress	Substantial Progress	Well-Established
7. Determine how intervention integrity will be monitored and who will be responsible.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Evidence/Comments: Lead team, grade level groups examine student data but perhaps not closely aligned with need.

8. Targeted interventions are in addition to the Universal instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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Evidence/Comments: \_\_\_\_\_  
\_\_\_\_\_

9. Intensive interventions are in addition to Universal Targeted instruction and intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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Evidence/Comments: \_\_\_\_\_  
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## Progress Monitoring

*With RtI, students are monitored often to ensure they are progressing, and when they are not, they receive additional learning opportunities. Progress-monitoring data are essential to a functional RtI system (Fuchs & Fuchs, 1999). Students who are performing as expected for their grade level with Universal instruction are monitored three times a year with the universal screening process. Students who are receiving Targeted instruction and supports are monitored more frequently, typically every other week. Students who are receiving Intensive instruction and supports are monitored at least weekly. The rate of progress monitoring increases with the level of intensity of instruction so that students who need additional support—those at the Targeted and Intensive levels—do not lose valuable time to interventions that are not working for them. If progress monitoring data demonstrate that a particular intervention is not having a positive effect on a student, educators know to do two things: check for fidelity of implementation of the intervention, and, if necessary, change the intervention.*

	Not Yet	Some Progress	Substantial Progress	Well-Established
1. Teachers plan for and use formative assessments matched to learning targets to guide instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence/Comments:

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2. Valid, reliable and efficient progress monitoring data is gathered, documented, and used to guide instructional responses in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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Evidence/Comments:

Reading is there; math needs more

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3. Progress monitoring is conducted frequently enough to show a trend in academic performance over time. (1-2 times/month)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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Evidence/Comments:

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## Data-Based Decision-Making

An RtI system relies heavily on data and the ability of educators within that system to make informed decisions based on data. While universal screening and progress monitoring encompass the majority of the data in many systems, these are combined with other sources of information to reinforce a continuous process of assessment and instructional change. Sometimes educators will determine that more data are required to make appropriate decisions, and this is more often the case with students who need intensive instruction and support. If the necessary data cannot be culled from existing sources, such as test scores or formative assessment data, a diagnostic assessment may be a useful check for fidelity of implementation of the intervention, and, if necessary, change the intervention.

	Not Yet	Some Progress	Substantial Progress	Well-Established
1. A data system is used to collect, maintain, summarize and report data.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Evidence/Comments:

Systematic collection of data - what is the best?

2. Your school has people identified to review data at least 3 times per year to determine the instructional needs of each child.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
-----------------------	-----------------------	-----------------------	----------------------------------

Evidence/Comments:

Data wall is evident in protocol ( could be on different skills)

3. Staff understand the differences and purposes of the assessments identified for instructional decision-making.

<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	----------------------------------	-----------------------

Evidence/Comments:

Identified at grade level. (Bring to lead team as next step)

4. A data-based process is in place to articulate flexible movement of students along the continuum of instructional supports. The process is clearly communicated with students, parents, and staff.

<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Evidence/Comments:

Quarterlies do reflect this for reading, just beginning for math.

5. There is an established rationale for data based decision making and has demonstrated connections to the district's mission, vision and goals, and the implementation of Iowa Core.

<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Evidence/Comments:

## Data-Based Decision-Making (cont.)

	Not Yet	Some Progress	Substantial Progress	Well-Established
6. Data based decisions are used to guide professional development. (PD plans are based on multiple data sources, which may include: student achievement data, teacher knowledge, behavioral data, observational data, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence/Comments:

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7. Diagnostic assessments are used when needed data cannot be gleaned from existing data.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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Evidence/Comments:

Early out time is protected for data conversations. May not be as heavy on PD on learning strategies. Do we analyze the strategy?

8. There is a formal building process in place to review learner data across all levels (Universal, Targeted, Intensive). This should include timely and ongoing data analysis, decision rules and system responsiveness.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
-----------------------	-----------------------	-----------------------	----------------------------------

Evidence/Comments:

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9. When data-based decisions are made, those decisions are communicated on a formal and routine basis with district and building constituents.

<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Evidence/Comments:

Needs work on communication

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## Analyzing and Summarizing the Data

1. What do you notice when you look at these data? What are you comfortable saying about student or staff performance based on these results?

Making good progress but know that we have work to do. Have analyzed progress of building and know what next steps to take.

2. What additional questions do these data generate?

What needs to be communicated and how can we do that? How can we develop the Big Picture for everyone so they understand how important everyone is in contributing.

3. Based on the results and responses provided in today's discussion, what are your next steps as a school building/district? (Timeline, support needed, resources, prof. development)

We are not where we were but an awareness of where we would like to be. Need to get all staff involved. Did a staff assessment of Big 5 and Norms to see the difference in staff perception. Recent fix to give all staff a voice. Strong desire to keep student learning as a high focus. Will be transitioning lead team members off/on.

Item 6.2.2 School Calendar Committee Report Update and Calendar Draft Proposal

– Committeeman Bill Drey

**BACKGROUND INFORMATION:** Enclosed is a draft under consideration for the school calendar of 2013 – 2014. Please allow Director / Committeeman Bill Drey to review the highlights of this calendar proposal. The district's Teacher Quality Committee has reviewed it and has given its endorsement. Enclosed is a copy of the calendar draft.

**SUGGESTED BOARD ACTION:** no official action anticipated this evening

# 2013 - 2014 Proposed School Calendar

Start –Finish  
(August 15 - May 23)

Summary of Calendar  
Days in classroom:  
First Semester ..... 88  
Second Semester ..... 92  
**TOTAL CALENDAR DAYS 180**

### CALENDAR LEGEND

- Start
- Quarter
- Holidays
- Vacation Days

### HOLIDAYS:

- Labor Day (9/2)
- Thanksgiving Day (11/28)
- Christmas Day (12/25)
- New Year's Day (1/1)
- Spring Holiday (4/21)
- Memorial Day (5/26)

August					Student Days
M	T	W	Th	F	
5	6	7	8	9	
12	13	14	15	16	2
19	20	21	22	23	7
26	27	28	29	30	12
<b>September</b>					
2	3	4	5	6	16
9	10	11	12	13	21
16	17	18	19	20	26
23	24	25	26	27	31
30					32
<b>October</b>					
	1	2	3	4	36
7	8	9	10	11	40
14	15	16	17	18	45
21	22	23	24	25	50
28	29	30	31		54
<b>November</b>					
				1	55
4	5	6	7	8	60
11	12	13	14	15	65
18	19	20	21	22	70
25	26	27	28	29	73
<b>December</b>					
2	3	4	5	6	78
9	10	11	12	13	83
16	17		19	20	88
23	24	25	26	27	
30	31				
<b>January</b>					
		1	2	3	
6	7	8	9	10	93
13	14	15	16	17	98
20	21	22	23	24	103
27	28	29	30	31	108
<b>February</b>					
3	4	5	6	7	113
10	11	12	13	14	118
17	18	19	20	21	122
24	25	26	27	28	127
<b>March</b>					
3	4	5	6	7	132
10	11	12	13	14	137
17	18	19	20	21	
24	25	26	27	28	142
31					143
<b>April</b>					
	1	2	3	4	147
7	8	9	10	11	152
14	15	16	17	18	156
21	22	23	24	25	160
28	29	30			163
<b>May</b>					
			1	2	165
5	6	7	8	9	170
12	13	14	15	16	175
19	20	21	22	23	180
26	27	28	29	30	
<b>June</b>					
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	

### 180 Day Calendar

Date	Events
Aug 9 & 12	New Teacher PD
Aug 13-14	All Teacher PD
Aug 15	Begin 1 <sup>st</sup> Qtr/1 <sup>st</sup> Semester
Sept 2	Labor Day (No School)
Sept 10	School Elections (no elections in even-numbered years)
Sept 24 & 26	P/T Conferences
Sept 27	No School
Oct 4	Homecoming
Oct 11	No School PD
Oct 17	End 1 <sup>st</sup> Qtr. (44 days)
Oct 18	Begin 2 <sup>nd</sup> Qtr.
Nov. 5	Election Day.
Nov 28-29	Thanksgiving Holiday (No School)
Dec 20	End 2 <sup>nd</sup> Qtr. (44 days)
Dec 20	End 1 <sup>st</sup> Semester (88 days)
Dec 23-Jan 3	Winter Break (No School)
Dec 25	Christmas
Jan 1	New Year's Day (No School)
Jan 3	No School PD (Work Day)
Jan 6	Begin 3 <sup>rd</sup> Qtr/2 <sup>nd</sup> Semester
Feb 11 & 13	P/T Conferences
Feb 14	No School
Feb 17	Snow Make Up Day (No School)
Mar 11	End 3 <sup>rd</sup> Qtr. (46 days)
Mar 12	Begin 4 <sup>th</sup> Qtr.
Mar 17-21	Spring Break (No School)
Apr 18	Spring Holiday
Apr 21	Snow Make Up Day (No School)
May 23	End 4 <sup>th</sup> Qtr. (46 days)
May 23	End 2 <sup>nd</sup> Semester (92 days)
May 26	Memorial Day

Item 6.2.3 Director Policy Revisions and Recommendations: Curriculum Development,  
Curriculum Implementation, and Curriculum Evaluation

**BACKGROUND INFORMATION:** Following consideration by the Directors at the last regular meeting, it was determined the three policies listed here should be reworked to reflect the reality of curriculum development, implementation, and evaluation.

Enclosed are the current policies and the proposed draft revisions.

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

## 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

Reviewed January 14, 2013

Revised January 14, 2013

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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 (2010).  
34 C.F.R. Pt. 98 (2010).  
Iowa Code §§ 216.9; 256.7, 279.8; 280.3-.14 (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

## 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

Reviewed January 14, 2013

Revised January 14, 2013

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CURRICULUM IMPLEMENTATION

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-.14 (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;

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Reviewed January 14, 2013

Revised January 14, 2013

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## 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 (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

## - Revised -

### 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 core curriculum**, 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~~ **Director of Curriculum & Instruction through the Red Oak Curriculum Council** 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:

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- 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;
- Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a ~~K-12~~ **Pre K – 12** continuum that builds on the prior learning of each level.

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Reviewed January 14, 2013

Revised January 14, 2013

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CURRICULUM DEVELOPMENT

It is the responsibility of the **Director of Curriculum and Instruction through the superintendent** ~~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 (2010).  
34 C.F.R. Pt. 98 (2010).  
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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~~ **Director of Curriculum & Instruction (with assistance by school principals)** 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 **Director of Curriculum and Instruction with 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 January 14, 2013

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CURRICULUM IMPLEMENTATION

Legal Reference: 20 U.S.C. § 1232h (2010).  
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Iowa Code §§ 216.9, 256.7, 279.8, 280.3-.14 (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~~ **Director of Curriculum & Instruction in collaboration with the Red Oak Curriculum Council** 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

Reviewed January 14, 2013

Revised January 14, 2013

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Red Oak Community School District

## 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 **Director of Curriculum and Instruction with 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 (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  
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602 Curriculum Development  
603 Instructional Curriculum

Item 6.2.4 Personnel Considerations – Request for Early Retirement Benefits – Other Retirements

**[Board Goal Reference: Build on and enhance steps to gain greater financial health in the school district.]**

**BACKGROUND INFORMATION:** This evening Terry will present a retirement announcement from the support staff employee group and a request for early retirement benefits from an instructor.

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

## Item 7.0 Reports

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

### 7.1 Administrative Reports

At publication time, no written reports or meeting summaries were ready to share with you.

### 7.2 Board of Directors Continuing Education – “At the Table Director Continuing Education” – Vice President Warren Hayes

Vice-President Warren Hayes will lead the Directors through a learning opportunity. The following link may be accessed to get reacquainted with this ongoing professional development exercise created by the Iowa Association of School Boards. <http://www.ia-sb.org/attheboardtable.aspx>

Information from Warren:

***An "At the Board Table Educational Development Session" has been scheduled for this upcoming School Board Meeting. Attached are some documents you may wish to review prior to this event. Don't worry, it is pretty benign and harmless stuff.***

***Just to review, this is an opportunity for the Board to continue to educate itself of pertinent topics relating to education. The presentation (with discussion) should take about 15 minutes at most. At the end of the exercise, a signature page will be passed around documenting completion of the task. I will then e-mail the document to the IASB (...saving postage...) and our Board gets credit for Continuing Better Boardsmanship efforts.***

***Thanks.***

***Warren***

### 7.3 Other Announcements



## Handout #1

### Guiding Questions for Reflection and Discussion

Graduating All Students Innovation Ready

By Tony Wagner

**1. Reflect on the following quote from the article:**

“Some argue that innovators like Steve Jobs are born and not made, and so the schooling they get doesn’t matter. However, I have come to understand that most young people can be taught to innovate in whatever they do.”

**Question:** What are your reactions to these thoughts? How similar or different are your ideas to other members of your board team? What implications do these similarities or differences have for your work as a board/superintendent team in moving forward to ensure all children graduate prepared for success?

**2. Wagner describes highly effective schools where students are expected to collaborate in teams in order to “pose and solve problem and generate or answer complex questions.” He states that what is unique about these schools is the learning culture they have created.**

**Question:** How would you describe the learning culture in your district? In five years, if you were asked to describe the learning culture of your school district – what would be your best hopes for this vision? What are some examples of what you as a board team can or are currently doing to model an innovative culture of learning at your board table?

**3. What was the most striking message you gained from the article? Reflect on why this idea was the most provocative to you. What other questions does it generate for you?**

# “Graduating All Students Innovation Ready”

## COMMENTARY

Published Online: August 14, 2012

### Graduating All Students Innovation- Ready

By Tony Wagner

Improving student achievement through innovation is the latest buzz in education. New test-prep programs, online learning platforms, e-texts, charter school hybrids, and so on are proliferating, but they are only changing the nature of how we deliver the same old content. No one seems to question exactly what students should be achieving beyond better test scores. What matters today, however, is not how much our students know, but what they can do with what they know. None of these innovations addresses this fundamental shift in what our students—and our nation—will need to succeed in the 21st century.

Knowledge today is a free commodity and growing exponentially. Khan Academy currently offers more than 3,300 K-12 video lessons for free, and more than 6 million students are logging on every month. And now, growing numbers of our elite private and state universities are offering no-cost online courses for anyone who is interested. Because opportunities for learning are ubiquitous and accessible on every Internet-connected device, students who know more than others no longer have a competitive advantage.

Our students now compete for jobs with talented students around the world who will work for far less. As a result, the high school and college graduates who will get and keep good jobs in the new global economy and contribute solutions to the world’s most pressing problems are those who can bring what the author and *New York Times* columnist Thomas L. Friedman calls “a spark of imagination” to whatever they do. They will be creative problem-solvers who will generate improvements in existing products, processes, and services, as well as invent new ones. Rather than worry so much about graduating all students college-ready, I have come to understand that the most essential education challenge today is to graduate all students innovation- ready.

What does it take to create an innovator? Research for my new book, *Creating Innovators: The Making of Young People Who Will Change The World*, has turned up some surprising answers to this question. The assumption of many business leaders is that we need more science, technology, engineering, and math education. But the scores of young STEM innovators and social entrepreneurs whom I interviewed learned to innovate most often in spite of their “good” schooling—not because of it.

**“It is [the] combination of play, passion, and purpose that best develops the discipline and perseverance required to be a successful innovator.”**

Some argue that innovators like Steve Jobs are born and not made, and so the schooling they get doesn’t matter. However, I have come to understand that most young people can be taught to innovate in whatever

they do. We are all born curious, creative, and imaginative. And the best schools—from pre-K to graduate school—continue to develop these capabilities in students. They do so not by delivering more-of-the-same education, but rather a very different education. Schools like High Tech High or the New Technology High Schools have established reputations for producing highly innovative graduates. But what and how these schools teach are radically at odds with conventional education.

These schools focus primarily on teaching students skills and not merely academic content, including critical thinking and problem-solving, effective oral and written communication, and many of the other survival skills, such as collaboration and initiative, which I described in my last book, *The Global Achievement Gap*. They do so by engaging students in rich and challenging academic content—and yet, content mastery is not the primary objective of their courses. In all of the classes, students must use academic content to pose and solve problems and generate or answer complex questions. Students are required to apply what they have learned and show what they know. Frequently, they do this work in teams.

For example, 9th graders at High Tech High work in teams to imagine a new business, and then develop a detailed business plan that they present to local venture capitalists in San Diego. Some of their ideas, in fact, get funded. And all HTH seniors must complete a semester-long team-based service-learning project in which a group works to solve a real problem in the community. One team I interviewed discovered that the local food pantry was not able to store the food it was collecting for needy families. So the students used a computer-aided-design program at their school to create a storage system. They then installed it at the pantry.

What is unique about these schools is the learning culture they have created.

All of them require collaboration in the classroom because they understand that innovation is a team sport. Most courses are interdisciplinary because, as Google's former director of talent, Judy Gilbert, explained when I interviewed her in 2011: "A more interdisciplinary approach to learning will better prepare people for the kind of problems they'll be confronting." Understanding that innovation and self-confidence come from taking risks and learning from mistakes, teachers at the schools I've named encourage trial and error. Rather than talk about failure, they emphasize the importance of "iteration" in student work.

Perhaps my most surprising research finding is the extent to which young innovators—from both advantaged and disadvantaged backgrounds—are much more motivated by intrinsic rather than extrinsic incentives. Their parents, teachers, and mentors encourage exploratory play, the finding and pursuit of a passion, and the idea of giving back. All of the innovators that I interviewed want to make a difference in the world. It is this combination of play, passion, and purpose—rather than the carrot-and-stick motivation of most classrooms—that best develops the discipline and perseverance required to be a successful innovator.

To graduate all students innovation-ready will require very different thinking from what's currently being touted in education. First, I believe the U.S. Department of Education and state education departments need to develop ways to assess essential skills with digital portfolios that follow students through school, and encourage the use of better tests like the College and Work Readiness Assessment. Administered by the Council for Aid to Education, the CWRA is an online test of problem-solving, complex thinking, and writing skills used by a growing number of independent schools, public school districts, and colleges around the country. Second, we need to learn how to assess teachers' effectiveness by analysis of their students' work, rather than on the basis of a test score. Teachers and administrators should also build digital portfolios, which their principals and superintendents should assess periodically. Third, to push educational innovation, districts

need to partner with one another, businesses, and nonprofits to establish true R&D labs—schools of choice that are developing 21st-century approaches to learning.

Finally, we need to incorporate a better understanding of how students are motivated to do their best work into our course and school designs. Google has a 20 percent rule, whereby all employees have the equivalent of one day a week to work on any project they choose. These projects have produced many of Google's most important innovations. I would like to see this same rule applied to every classroom in America, as a way to create time for students to pursue their own interests and continue to develop their sense of play, passion, and purpose.

Our students want to become innovators. Our economy needs them to become innovators. The question is: As educators, do we have the courage to disrupt conventional wisdom and pursue the innovations that matter most?

*Tony Wagner is currently the innovation education fellow at the Technology & Entrepreneurship Center at Harvard University. Previously, he was the founder and co-director of the Change Leadership Group at the Harvard Graduate School of Education. This Commentary was adapted by Mr. Wagner for Education Week from his recently published book, Creating Innovators: The Making of Young People Who Will Change The World (Scribner, 2012). His website is [www.tonywagner.com](http://www.tonywagner.com).*

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Articles