



Red Oak Community School District

604 S Broadway

Red Oak, Iowa 51566

712.623.6600

www.redoakschooldistrict.com

Regular Board of Directors Meeting

Meeting Location: Red Oak Jr./Sr. Virtual Learning Center OR

VIA Internet and phone -visit website for information

Go To Meeting Link: <https://meet.goto.com/914876685>

Wednesday, January 25, 2023 – 5:30 pm

- Agenda -

- 1.0 Call to Order – Board of Directors President Bret Blackman
- 2.0 Roll Call – Board of Directors Secretary Deb Drey
- 3.0 Approval of the Agenda – President Bret Blackman
- 4.0 Communications
 - 4.1 Good News from Red Oak Schools
 - 4.2 Visitors and Presentations
 - 4.2.1 Teacher Leadership and Compensation (TLC) Program Mid-Year Review
- 5.0 Consent Agenda
 - 5.1 Review and Approval of Minutes from December 19, 2022
 - 5.2 Review and Approval of Monthly Business Reports
 - 5.3 Out of State Trips
 - 5.3.1 3rd grade to travel to Durham Museum in Omaha Nebraska on March 9, 2023
 - 5.3.2 Band to travel to UNL for Honor Band on February 3rd-5th.
 - 5.3.3 Choir to travel to Lincoln NE on February 9-11.
 - 5.3.4 Choir to travel to Lincoln NE on March 27.
 - 5.4 Personnel Considerations
 - 5.4.1 Acceptance of Vivian Ogden as Jr High/High School Volunteer Assistant Track Coach for the 2022-2023 school year
 - 5.4.2 Hiring of Clay Selberg and Dillon Wiser as Sr HS Wrestling Assistant Coaches for the 2022-2023 school year
 - 5.4.3 Hiring of Brittany Evans as Paraprofessional at Jr./Sr. High for the 2022-2023 school year
 - 5.4.4 Hiring of Josephine Dalke as Paraprofessional at Inman Elementary for the 2022-2023 school year
 - 5.4.5 Hiring of Allison Petty as Paraprofessional at ROECC for the 2022-2023 school year
 - 5.4.6 Hiring of Lisa Joint as Accounting Clerk at the Administrative Office for the 2022-2023 school year

5.4.7 Resignation of Laura LaPrell as Sr High Fall Play Director and Yearbook Sponsor for the 2023-2024 school year

5.4.8 Resignation of Tammi VanMeter as Administrative Assistant effective January 30th, 2023

5.4.9 Resignation of Cheri Klimek as Jr High Student Council Sponsor effective at the end of the 2022-2023 school year

5.5 Fundraisers

5.5.1 Second Semester Approved Student Fundraisers

6.0 General Business for the Board of Directors

6.1 Old Business

6.1.1 Discussion/Approval of 2nd Reading of Board Policy 600-604

6.1.2 Discussion of Graduation Ceremony and Scholarship Recognition

6.2 New Business

6.2.1 Discussion/Approval of Leasing Three New 77 Passenger Diesel Buses (One with Luggage Storage) for the 2023-24 through 2025-26 School Years

6.2.2 Discussion/Approval of Purchasing a Minotour Handicap Accessible Bus with Wheelchair Lift (\$90,478)

6.2.3 Discussion/Approval of Senior Early Release Program

6.2.4 Discussion/Approval of 2023-2024 High School Course Book

6.2.5 Discussion/Approval of Increasing Central Office Support Staff Wages by \$1.50 per hour Effective February 1, 2023, and an Additional \$1.50 per hour Effective July 1, 2023

6.2.6 Discussion/Approval of Purchasing K-12 Documentation Management Software

6.2.7 Discussion/Approval of Purchasing New Teacher Devices Using ESSER Funds (Approximately \$89,746.00)

6.2.8 Discussion/Approval of Offering a Junior Varsity Girls Soccer Program for the 2023 Spring Season

6.2.9 Discussion/Approval of Prorating the One-Time \$1,000 Hiring Incentive for the 2022-2023 School Year Over the Remaining Months in the Year, Effective February 1, 2023 (i.e., \$100 per month).

7.0 Reports

7.1 Administrative

7.2 Future Conferences, Workshops, Seminar

7.3 Other Announcements

7.4 Board Member Requested Item(s) for next meeting agenda

8.0 Next Board of Directors Meeting:

Board Work Session

Wednesday, February 1, 2023 – 5:30 pm

Red Oak Virtual Learning Center

Red Oak Jr./Sr. High

Regular Board Meeting

Wednesday, February 15, 2023 – 5:30 pm

Red Oak Virtual Learning Center

Red Oak Jr./Sr. High

9.0 Adjournment

Special Note: Following the adjournment of the regular board of directors meeting, the board will meet in an exempt session to discuss negotiations strategy for upcoming contract discussions with the teacher unit per Iowa Code section 20.17(3).

Red Oak Community School District
Meeting of the Board of Directors
Meeting Location: Virtual Classroom/ Phone/Internet
Red Oak Junior Senior High School Campus
December 19, 2022

The regular meeting of the Board of Directors of the Red Oak Community School District was called to order by President Bret Blackman at 5:30 p.m. at the Red Oak Junior Senior High School Virtual Classroom.

Present

Directors: Bret Blackman, Roger Carlson, Jackie DeVries, Kathy Walker
Superintendent Ron Lorenz, Business Manager Deb Drey, Accounting Clerk Heidi Harris

Approval of Agenda

Motion by Director Walker, second by Director DeVries to approve the agenda with the order of agenda items at the discretion of the meeting chair. Motion carried unanimously.

Good News from Red Oak Schools

The District has hosted amazing holiday music programs by Kindergarten through 6th Grades and the Winter Extravaganza including the 6th Grade, Junior High and High School Bands and High School Choirs.

Six of the 15 students that auditioned for the Southwest Iowa Honor Band were selected to participate in the concert in Atlantic on January 16, 2023.

Teachers at Inman Elementary and the Junior/Senior High School participated in a fund raiser that brought in a number of food items and \$540 for Christ Cupboard.

High School Juniors took the Armed Services Vocation Aptitude Battery administered by Army, Navy, and National Guard members. The proctors complemented our students on their behavior and engagement throughout the test.

Radon testing results for Red Oak Early Childhood Center came back well below the EPA's action level and the World Health Organization's more stringent level.

Presentations

The High School Minisingers performed several Christmas songs for the Board and visitors.

Consent Agenda

Motion by Director Carlson, second by Director Walker to approve the revised consent agenda as presented including meeting minutes, monthly business reports, and personnel considerations. Motion carried unanimously.

Board Policy Series 509

Motion by Director Walker, second by Director DeVries to approve the second reading of the Board Policy Series 509. Motion carried unanimously.

Board Policy Series 600-604

Motion by Director DeVries, second by Director Carlson to approve the first reading of the Board Policy Series 600-604. Motion carried unanimously.

Continuation of December 19, 2022 Meeting Minutes-Page 2

December Invoice Payment

Motion by Director Carlson, second by Director Walker to approve authorizing the board secretary to pay December invoices prior to formal approval at the next board meeting per Board Policy 705.3. Motion carried unanimously.

Defined Insurance Contribution

Motion by Director DeVries, second by Director Walker to approve setting a defined district contribution for health insurance for the 2023-2024 school year for all covered employees at current levels. Motion carried unanimously.

2022-2023 Mid-Year Increase

Motion by Director Carlson, second by Director DeVries to approve increasing the hourly rate by \$2.00 per hour for para-professionals, building secretaries, and bus drivers for the remainder of the 2022-2023 school year effective January 1, 2023. Motion carried unanimously.

2023-2024 Increase

Motion by Director Walker, second by Director DeVries to approve increasing the hourly rate by \$2.00 per hour for para-professionals, building secretaries, and bus drivers for the 2023-2024 school year effective July 1, 2023. Motion carried unanimously.

At Risk/Drop Out MSA

Motion by Director Carlson, second by Director Walker to approve the At Risk/Drop Out Modified Supplemental Application in the amount of \$315,976. Motion carried unanimously.

Gym Floor Refinishing

Motion by Director Walker, second by Director Carlson to approve the Junior/Senior High School Orange Gym floor refinishing in an amount not to exceed \$5,678.50. Motion carried unanimously.

Adjournment

Motion by Director Walker, second by Director Carlson to adjourn the meeting at 6:20 p.m. Motion carried unanimously.

Next Board of Directors Meeting

Wednesday, January 25, 2023 – 5:30 p.m.
Virtual Classroom/Phone/Internet
Red Oak Junior Senior High School Campus

Bret Blackman, President

Deb Drey, Board Secretary

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Checking Account ID 1	Fund Number 10	OPERATING FUND
AHLERS & COONEY	835562	106.00
10 9010 2310 000 0000 342	Legal Fees - 12/2022	106.00
Vendor Name AHLERS & COONEY		<u>106.00</u>
CAMBLIN MECHANICAL INC	40868	1,624.69
10 0445 2620 000 0000 432	ROECC ERV Belt Repair	1,624.69
Vendor Name CAMBLIN MECHANICAL INC		<u>1,624.69</u>
CASEY'S BUSINESS MASTERCARD	123122CBMC	136.12
10 9010 2700 000 0000 626	Wrestling Gas 12/2022	136.12
Vendor Name CASEY'S BUSINESS MASTERCARD		<u>136.12</u>
CDW GOVERNMENT, INC.	gc55445	133.11
10 0109 1300 370 0000 612	Toner for Industrial Tech	133.11
CDW GOVERNMENT, INC.	gd07188	2,500.00
10 9010 1000 100 0000 358	Adobe Licensing for 500 Users	2,500.00
Vendor Name CDW GOVERNMENT, INC.		<u>2,633.11</u>
CHANEY ELECTRONICS, INC.	91318a	127.37
10 0109 1300 370 0000 612	Electronic Project Kits	127.37
Vendor Name CHANEY ELECTRONICS, INC.		<u>127.37</u>
CHEMSEARCH	8073026	492.23
10 0109 2640 000 0000 433	HS Boiler Treatment 12/22	492.23
Vendor Name CHEMSEARCH		<u>492.23</u>
CLARINDA COMMUNITY SCHOOLS	011023CCSD	3,788.04
10 9010 1000 130 3116 567	TLC Out 1st Sem 22-23	174.54
10 9010 1000 100 0000 567	OE Out 1st Sem 22-23	3,613.50
Vendor Name CLARINDA COMMUNITY SCHOOLS		<u>3,788.04</u>
COCA-COLA BTLG OF OMAHA	10941303	101.25
10 0418 3200 000 8901 618	Coca Cola order for IES	101.25
Vendor Name COCA-COLA BTLG OF OMAHA		<u>101.25</u>
CONTROL MASTERS	3934041	145.00
10 0109 2620 000 0000 432	Remote Maintenance Assistance	145.00
Vendor Name CONTROL MASTERS		<u>145.00</u>
CRAIG, PEGGY	11323PC	2,339.16
10 0418 2110 490 8027 618	Reimbursement to Yes Mentoring Supplies	2,339.16
Vendor Name CRAIG, PEGGY		<u>2,339.16</u>
DECKER EQUIPMENT	3000198165	504.15
10 0418 2630 000 0000 618	U Channel Post	182.00
10 0418 2630 000 0000 618	Handicap Sign	32.45
10 0418 2630 000 0000 618	Bus Parking Only Sign	154.95
10 0418 2630 000 0000 618	Shipping	134.75
Vendor Name DECKER EQUIPMENT		<u>504.15</u>

Vendor Name	Invoice Number	Amount	
Account Number	Detail Description		Amount
DICKEL DUIT OUTDOOR POWER, INC.	60169	37.60	
10 0109 2630 000 0000 618	Oil & Filter for Mower		37.60
DICKEL DUIT OUTDOOR POWER, INC.	60496	31.74	
10 9010 2630 000 0000 618	Chain Saw Supplies		31.74
Vendor Name	DICKEL DUIT OUTDOOR POWER, INC.		<u>69.34</u>
FAREWAY FOOD STORES	010423	526.30	
10 0109 1300 340 0000 612	Groceries for FACS Class		526.30
FAREWAY FOOD STORES	011023	87.44	
10 0109 1300 340 0000 612	Groceries for FACS Class		87.44
FAREWAY FOOD STORES	10423	34.17	
10 0109 1300 340 0000 612	Groceries for FACS Class		34.17
FAREWAY FOOD STORES	171146	91.92	
10 0109 1300 340 0000 612	Groceries for FACS Class		91.92
Vendor Name	FAREWAY FOOD STORES		<u>739.83</u>
FIRST BANKCARD - HEIDI HARRIS	FBCHH11023	69.12	
10 9010 2310 000 0000 531	Shipping UPS for Radon Testing		69.12
FIRST BANKCARD - HEIDI HARRIS	FBCHH11023-2	154.20	
10 0418 1000 100 8001 612	PTO: 5th Grade Books		163.11
10 0418 1000 100 8001 612	PTO: 5th Grade Books (credit)		(8.91)
FIRST BANKCARD - HEIDI HARRIS	FBCHH11023-3	53.68	
10 9010 2310 000 0000 611	Admin - Manilla Filing Folders		53.68
FIRST BANKCARD - HEIDI HARRIS	FBCHH11023-6	179.94	
10 9010 2235 000 0000 618	Black Tablecloths Board Room		179.94
FIRST BANKCARD - HEIDI HARRIS	FBCHH11023-7	64.14	
10 0418 2410 000 0000 611	Black Markers, Packing Tape		36.98
10 0418 1200 217 3303 612	SPED: Baby Wipes		27.16
FIRST BANKCARD - HEIDI HARRIS	FBCHH11023-9	41.14	
10 9010 2310 000 0000 611	Machine Tape, Scissors, White Out		41.14
Vendor Name	FIRST BANKCARD - HEIDI HARRIS		<u>562.22</u>
FIRST BANKCARD - OFFICE CARD 1	FBC111023	68.76	
10 9010 2310 000 0000 531	District Postage - Radon Tests		68.76
FIRST BANKCARD - OFFICE CARD 1	FBC111023-1	52.44	
10 0109 2620 000 0000 618	Man Hole Bar		52.44
FIRST BANKCARD - OFFICE CARD 1	FBC111023-2	313.00	
10 0418 2620 000 0000 618	Key Blanks		313.00
FIRST BANKCARD - OFFICE CARD 1	FBC111023-3	782.00	
10 0109 2620 000 0000 618	Door Locksets		782.00
Vendor Name	FIRST BANKCARD - OFFICE CARD 1		<u>1,216.20</u>
FIRST BANKCARD - OFFICE CARD 3	FBC311023	105.00	
10 0109 1000 421 3227 618	SBS Durham Museum Trip		105.00
FIRST BANKCARD - OFFICE CARD 3	FBC311023-1	144.45	
10 0109 2620 000 0000 618	Guidance Door Finish		144.45
FIRST BANKCARD - OFFICE CARD 3	FBC311023-3	39.62	
10 0109 2620 000 0000 618	Forklift Keys		39.62
FIRST BANKCARD - OFFICE CARD 3	FBC311023-4	43.20	
10 0109 2620 000 0000 618	HS Flag Pole Rope		43.20

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Vendor Name	FIRST BANKCARD - OFFICE CARD 3	332.27
GENERAL FIRE AND SAFETY EQUIPMENT CO.	366541	579.50
10 0109 2670 000 0000 490	Semi Annual Fire Inspection	579.50
Vendor Name	GENERAL FIRE AND SAFETY EQUIPMENT CO.	579.50
GLENWOOD COMMUNITY SCHOOLS	010423GCSD	1,846.28
10 9010 1200 217 3303 320	December 2022 Apex Lvl III	1,846.28
Vendor Name	GLENWOOD COMMUNITY SCHOOLS	1,846.28
GREEN HILLS AEA	4012	40,172.08
10 9010 2213 410 4644 320	Title III Counselor	20,086.04
10 9010 1000 100 4669 320	Title IV Counselor	20,086.04
Vendor Name	GREEN HILLS AEA	40,172.08
GREEN TREE COMPANY, THE	9618	1,600.00
10 9010 2630 000 0000 435	Snow Removal 12/21/22	1,600.00
Vendor Name	GREEN TREE COMPANY, THE	1,600.00
GRISWOLD COMMUNITY SCHOOLS	011023GCSD	35,139.60
10 9010 1000 100 3116 567	TLC Out 1st Sem 22-23	2,618.10
10 9010 1000 100 0000 567	OE Out 1st Sem 22-23	32,521.50
GRISWOLD COMMUNITY SCHOOLS	011023GCSD-1	604.16
10 9010 1000 100 0000 567	Concurrent Enrollment 1st Sem	604.16
Vendor Name	GRISWOLD COMMUNITY SCHOOLS	35,743.76
J. F. AHERN	548881	605.00
10 0109 2670 000 0000 490	HS Sprinkler Inspection	340.00
10 0418 2670 000 0000 490	IES Sprinkler Inspection	265.00
Vendor Name	J. F. AHERN	605.00
LORENZ, RONALD	123122-2RL	500.00
10 9010 2321 000 0000 532	1st/2nd Qtr Mobile Reimbursement	500.00
LORENZ, RONALD	123122RL	250.00
10 9010 2321 000 0000 580	Mileage Reimbursement	250.00
Vendor Name	LORENZ, RONALD	750.00
MATHESON TRI-GAS	27032401	23.85
10 0109 1300 370 0000 612	Aluminum Filler Rod	23.85
Vendor Name	MATHESON TRI-GAS	23.85
MIDAMERICAN ENERGY	534915182	155.61
10 0109 2620 000 0000 622	HS Sports Complex Electricity 12/22	155.61
MIDAMERICAN ENERGY	534923153	495.57
10 0418 2620 000 0000 622	12/2022 IES Portable Electricity	495.57
Vendor Name	MIDAMERICAN ENERGY	651.18
MONTGOMERY CO. MEMORIAL HOSP.	700000821	115.00
10 9010 2700 000 0000 346	DOT Required Physical	115.00

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Vendor Name	MONTGOMERY CO. MEMORIAL HOSP.	115.00
OELWEIN COMMUNITY SCHOOL DISTRICT	122122OCSD	141.57
10 9010 1000 100 3116 567	TLC Out 1st Sem 22-23	141.57
Vendor Name	OELWEIN COMMUNITY SCHOOL DISTRICT	141.57
QUADIEN	123122Quad	1,000.00
10 9010 2310 000 0000 531	District Postage Refill	1,000.00
Vendor Name	QUADIEN	1,000.00
REA, CHRISTINE	123122CR	56.88
10 9010 2235 000 0000 580	Mileage Reimbursement	56.88
Vendor Name	REA, CHRISTINE	56.88
REALITYWORKS, INC.	43523	4,748.00
10 0109 1000 300 3261 739	Swine Breeder - AI Simulator	2,749.00
10 0109 1000 300 3261 739	Swine Litter Simulator	1,999.00
Vendor Name	REALITYWORKS, INC.	4,748.00
RED OAK CHAMBER & INDUSTRY ASSOC	2171	1,600.00
10 9010 2310 000 0000 810	2023 Annual Membership RO CIA	1,600.00
Vendor Name	RED OAK CHAMBER & INDUSTRY ASSOC	1,600.00
RED OAK CHRYSLER, INC.	200936	175.00
10 9010 2700 000 0000 434	Back-Up Camera for Lunch Van	175.00
Vendor Name	RED OAK CHRYSLER, INC.	175.00
RED OAK HARDWARE HANK	123122HH	616.20
10 0418 1000 100 8001 612	PTO - 6th Grade Paint	616.20
Vendor Name	RED OAK HARDWARE HANK	616.20
RED OAK PUBLISHING LLC	123122ROP	13.64
10 9010 2572 000 0000 540	Nov/Dec Board Info	13.64
Vendor Name	RED OAK PUBLISHING LLC	13.64
RIVERSIDE TECHNOLOGIES, INC	03719795	1,400.00
10 9010 2235 000 0000 359	1/2023 Managed Svcs	1,400.00
Vendor Name	RIVERSIDE TECHNOLOGIES, INC	1,400.00
ROGERS PLUMBING & HEATING	35021	729.24
10 0418 2620 000 0000 432	IES Water Leak Repair	729.24
ROGERS PLUMBING & HEATING	35931	374.75
10 0109 2620 000 0000 432	Sewer Clear and Repair	374.75
Vendor Name	ROGERS PLUMBING & HEATING	1,103.99
ROSE, THE	22-LA-2J37	347.75
10 0418 1000 100 8001 612	PTO Field Trip to The Rose Theatre	347.75
Vendor Name	ROSE, THE	347.75
SCHOOL SPECIALTY LATTA DIV.	208131632430	15.98
10 0418 1000 100 0000 618	22-23 4th Grade School Supplies	15.98

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
SCHOOL SPECIALTY LATTA DIV.	208131653495	88.91
10 0418 1000 100 8001 612	PTO Stickers, Headphones, Sharpies	55.25
10 0418 1000 100 8001 612	Ball Assortments and Velcro Dots	33.66
SCHOOL SPECIALTY LATTA DIV.	208131698228	35.60
10 0418 1000 100 0000 618	22-23 2nd Classroom Supplies	35.60
Vendor Name SCHOOL SPECIALTY LATTA DIV.		<u>140.49</u>
SELLERS PEST CONTROL-ART SELLERS	31195	175.00
10 9010 2620 000 0000 425	12/2022 Pest Control	175.00
Vendor Name SELLERS PEST CONTROL-ART SELLERS		<u>175.00</u>
SHENANDOAH COMMUNITY SCHOOLS	010323SCSD	21,465.58
10 9010 1000 100 0000 567	OE 1st Sem 22-23	20,476.50
10 9010 1000 100 3116 567	TLC 1st Sem 22-23	989.08
Vendor Name SHENANDOAH COMMUNITY SCHOOLS		<u>21,465.58</u>
STANEK FIRE PROTECTION	36877	216.00
10 0418 2640 000 0000 433	IES Fire CS Repair	216.00
Vendor Name STANEK FIRE PROTECTION		<u>216.00</u>
SW IA TIRE & SERVICE	127518	22.06
10 9010 2700 000 0000 434	#17 Suburban Tire Patch	22.06
SW IA TIRE & SERVICE	127650	77.44
10 9010 2640 000 0000 618	District Trailer Tire	77.44
SW IA TIRE & SERVICE	127651	970.58
10 9010 2700 000 0000 434	#17 Suburban Tires	970.58
Vendor Name SW IA TIRE & SERVICE		<u>1,070.08</u>
UNITED FARMERS COOPERATIVE	123122UFMC	362.57
10 0418 2620 000 0000 618	IES Maintenance Supplies - 12/2022	33.19
10 0109 2620 000 0000 618	HS Maintenance Supplies - 12/2022	329.38
UNITED FARMERS COOPERATIVE	123122UFMC-1	4,597.48
10 9010 2700 000 0000 626	Ethanol - 12/2022	1,669.14
10 9010 2700 000 0000 626	Truck/.Utility Ethanol - 12/2022	659.71
10 9010 2700 000 0000 627	Diesel - 12/2022	348.81
10 9010 2700 000 0000 623	Propane - 12/2023	844.70
10 9010 2700 217 3303 626	Sped Ethanol - 12/2022	685.77
10 9010 2700 217 3303 627	Sped Diesel - 12/2022	389.35
Vendor Name UNITED FARMERS COOPERATIVE		<u>4,960.05</u>
US CELLULAR	555747384	22.08
10 9010 2236 000 0000 536	Internet Failover 2/2023	22.08
Vendor Name US CELLULAR		<u>22.08</u>
VISUAL EDGE IT dba COUNSEL	23AR1149054	45.94
10 0109 2410 000 0000 618	Copier Staplies - HS	45.94
VISUAL EDGE IT dba COUNSEL	23AR1164011-1	37.47
10 0418 1000 100 0000 359	Add'l Click Overage - IES	37.47
Vendor Name VISUAL EDGE IT dba COUNSEL		<u>83.41</u>

RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
WARD'S SCIENCE	8811783752	954.15
10 0109 1000 100 0000 612	Plain Preserved Rats	269.85
10 0109 1000 100 0000 612	Pipet Graduated, 182971	47.10
10 0109 1000 100 0000 612	TI-30XIIS Calculator	190.20
10 0109 1000 100 0000 612	Compact Scales	447.00
Vendor Name WARD'S SCIENCE		<u>954.15</u>

Fund Number 10 137,293.50

Checking Account ID	Fund Number	Amount
1 ALLEY, POYNER, MACCHIETTO, ARCHITECTURE, INC	33 22025-3	CAPITAL PROJECTS - LOST 7,595.55
33 9010 4700 000 0000 450	Building Masterplan Svcs	7,595.55
Vendor Name ALLEY, POYNER, MACCHIETTO, ARCHITECTURE, INC		<u>7,595.55</u>

Checking Account ID	Fund Number	Amount
33 9010 2620 000 0000 490	115895p Security/Risk Assessment Svcs	16,182.00
Vendor Name STRATEGOS INTERNATIONAL, LLC		<u>16,182.00</u>

Fund Number 33 23,777.55

Checking Account ID	Fund Number	Amount
1 UMB BANK N.A.	40 938235	DEBT SERVICES FUND 1,000.00
40 9010 5000 000 0000 349	Paying Agent Fees	1,000.00
UMB BANK N.A.	938288	500.00
40 9010 5000 000 0000 349	Paying Agent Fees	500.00
Vendor Name UMB BANK N.A.		<u>1,500.00</u>

Fund Number 40 1,500.00

Checking Account ID	Fund Number	Amount
1		<u>162,571.05</u>
2 FIRST BANKCARD - HEIDI HARRIS	61 FBCHH11023-1	SCHOOL NUTRITION FUND 96.48
61 9010 3110 000 0000 618	District Kitchen Supplies	96.48
FIRST BANKCARD - HEIDI HARRIS	FBCHH11023-4	615.12
61 9010 3110 000 0000 618	Kitchen Supplies	615.12
Vendor Name FIRST BANKCARD - HEIDI HARRIS		<u>711.60</u>

Checking Account ID	Fund Number	Amount
61 9010 3110 000 4557 631	44608 FFVP Program 11/2022	2,076.84
OPAA! FOOD MANAGEMENT INC	44919	51,243.89
61 9010 3110 000 0000 570	November 2022 Food Services	51,243.89
OPAA! FOOD MANAGEMENT INC	45289	35,508.90
61 9010 3110 000 0000 570	12/2022 Food Expenses	35,508.90
OPAA! FOOD MANAGEMENT INC	45400	2,710.79
61 9010 3110 000 4557 631	12/2022 FFVP Program	2,710.79
Vendor Name OPAA! FOOD MANAGEMENT INC		<u>91,540.42</u>

Fund Number 61 92,252.02

Checking Account ID	Fund Number	Amount
2		<u>92,252.02</u>
3 ADM HIGH SCHOOL	21 011623ADMCS	STUDENT ACTIVITY FUND 135.00
21 0109 1400 920 6790 810	Wrestling Tourney	135.00
Vendor Name ADM HIGH SCHOOL		<u>135.00</u>

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
ATLANTIC COMMUNITY SCHOOLS	010923ACSD	110.00
21 0109 1400 920 6790 810	Rollin Dyer Wrestling Tourney	110.00
Vendor Name ATLANTIC COMMUNITY SCHOOLS		<u>110.00</u>
BLOMSTEDT, JOHN	10323JB	65.00
21 0109 1400 920 6710 345	BBB Scrimmage	65.00
Vendor Name BLOMSTEDT, JOHN		<u>65.00</u>
BROTHERS, KEITH	011323KB	65.00
21 0109 1400 920 6710 345	JV Girls Basketball	65.00
Vendor Name BROTHERS, KEITH		<u>65.00</u>
Burt, Zach	011323ZB1	140.00
21 0109 1400 920 6710 345	V G/B Basketball Official	140.00
Vendor Name Burt, Zach		<u>140.00</u>
CAMPBELL, JORDAN	010523JC	140.00
21 0109 1400 920 6710 345	V G/B Basketball Official	140.00
CAMPBELL, JORDAN	011323JC	140.00
21 0109 1400 920 6710 345	V G/B Basketball Official	140.00
Vendor Name CAMPBELL, JORDAN		<u>280.00</u>
CLUB'S CHOICE	382628	2,565.86
21 0109 1400 910 6210 618	HS Vocal Fundraising	2,565.86
CLUB'S CHOICE	382629	750.41
21 0109 1400 910 6220 618	HS Band Fundraising	750.41
Vendor Name CLUB'S CHOICE		<u>3,316.27</u>
County Line Design	16307	74.00
21 0109 1400 920 6845 618	Bowling Awards	74.00
Vendor Name County Line Design		<u>74.00</u>
DINKLA, GARY	010923	140.00
21 0109 1400 920 6710 345	JV/V G Basketball Official	140.00
Vendor Name DINKLA, GARY		<u>140.00</u>
FAREWAY FOOD STORES	00040262	213.50
21 0109 1400 950 7407 618	FFA Pickled Herring	213.50
Vendor Name FAREWAY FOOD STORES		<u>213.50</u>
FIRST BANKCARD - HEIDI HARRIS	FBCHH11023-10	237.22
21 0109 1400 910 6220 618	Music - Foundry	237.22
FIRST BANKCARD - HEIDI HARRIS	FBCHH11023-5	29.99
21 0109 1400 920 6600 618	Mutiport USB Charger	29.99
FIRST BANKCARD - HEIDI HARRIS	FBCHH11023-8	794.44
21 0109 1400 920 6790 580	KC Stampede Hotel and Gas	794.44
Vendor Name FIRST BANKCARD - HEIDI HARRIS		<u>1,061.65</u>
FIRST BANKCARD - OFFICE CARD 4	FBC411023	33.28
21 0109 1400 920 6790 580	KC Stampede Hotel and Gas	33.28
Vendor Name FIRST BANKCARD - OFFICE CARD 4		<u>33.28</u>

RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
FRENCH, DALE	010523DF	120.00
21 0109 1400 920 6710 345	JV/9th Boys Basketball Official	120.00
FRENCH, DALE	011323DF	65.00
21 0109 1400 920 6710 345	JV Boys Basketball Official	65.00
Vendor Name FRENCH, DALE		<u>185.00</u>
GIRRES, CHRIS	011323CG	140.00
21 0109 1400 920 6710 345	V G/B Basketball Official	140.00
Vendor Name GIRRES, CHRIS		<u>140.00</u>
GREBERT, RON	010523RG	140.00
21 0109 1400 920 6710 345	V G/B Basketball Official	140.00
Vendor Name GREBERT, RON		<u>140.00</u>
HASH, JAMES	010523JH2	140.00
21 0109 1400 920 6710 345	V G/B Basketball Official	140.00
HASH, JAMES	010923JH1	140.00
21 0109 1400 920 6710 345	JV/V G Basketball Official	140.00
Vendor Name HASH, JAMES		<u>280.00</u>
JARRETT, DON	0103DJ	65.00
21 0109 1400 920 6710 345	BBB Scrimmage Official	65.00
Vendor Name JARRETT, DON		<u>65.00</u>
JUHL, KELLY	11323KJ	65.00
21 0109 1400 920 6710 345	JV G Basketball Official	65.00
Vendor Name JUHL, KELLY		<u>65.00</u>
MCDERMOTT, MIKE	11323MM	120.00
21 0109 1400 920 6710 345	JV/9th B Basektball Official	120.00
Vendor Name MCDERMOTT, MIKE		<u>120.00</u>
MULLER, ANDREA	011323AM	65.00
21 0109 1400 920 6710 345	JV Boys Basketball Official	65.00
MULLER, ANDREA	11323AM	65.00
21 0109 1400 920 6710 345	JV G Basketball Official	65.00
MULLER, ANDREA	122122AM	110.00
21 0109 1400 920 6710 345	JH B Basketball Official	110.00
Vendor Name MULLER, ANDREA		<u>240.00</u>
NATIONAL FFA ORGANIZATION	MDS284795	38.00
21 0109 1400 950 7407 618	Scrapbook Supplies for FFA	38.00
Vendor Name NATIONAL FFA ORGANIZATION		<u>38.00</u>
OSBORN, CURTIS	10523CO	65.00
21 0109 1400 920 6710 345	JV G Basketball Official	65.00
OSBORN, CURTIS	122122CO	110.00
21 0109 1400 920 6710 345	JH B Basketball Official	110.00
Vendor Name OSBORN, CURTIS		<u>175.00</u>
PELZER, CASEY	11323-1	140.00

RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
21 0109 1400 920 6710 345	V G/B Basketball Official	140.00
PELZER, CASEY	11323CP	140.00
21 0109 1400 920 6710 345	V G/B Basketball Official	140.00
Vendor Name PELZER, CASEY		<u>280.00</u>
REALITYWORKS, INC.	43523	302.41
21 0109 1400 950 7407 618	Shipping/Handling	302.41
Vendor Name REALITYWORKS, INC.		<u>302.41</u>
RED OAK LANES	10423ROL	2,000.00
21 0109 1400 920 6845 618	Bowling Alley Rental 22-23	2,000.00
Vendor Name RED OAK LANES		<u>2,000.00</u>
SHANKS, KIP	11323KS	140.00
21 0109 1400 920 6710 345	V G/B Basketball Official	140.00
Vendor Name SHANKS, KIP		<u>140.00</u>
WEST CENTRAL VALLEY CSD	011323WCVCS	100.00
21 0109 1400 920 6790 810	Girls Wrestling Entry	100.00
Vendor Name WEST CENTRAL VALLEY CSD		<u>100.00</u>
WHITEHILL, KEVIN	010523KW	65.00
21 0109 1400 920 6710 345	JV G Basketball Official	65.00
Vendor Name WHITEHILL, KEVIN		<u>65.00</u>
WRIGHT, TOM	010323TW	65.00
21 0109 1400 920 6710 345	B Basketball Scrimmage Official	65.00
Vendor Name WRIGHT, TOM		<u>65.00</u>
WYMAN, JOSH	011323JW	140.00
21 0109 1400 920 6710 345	JV/V G Basketball Official	140.00
Vendor Name WYMAN, JOSH		<u>140.00</u>
Fund Number 21		<u>10,174.11</u>
Checking Account ID 3		<u>10,174.11</u>

2022-2023 SECONDARY FUNDRAISER				*DENOTES All Year Long
Month	Week	Department	Sale(s):	Notes:
August	#1	ROAB	Pride Drive	Annual Tiger Pride Drive - during the month of August
	#1	ROAB	Concessions	*August though July
	#1	ROAB	Team Apparel	*August through July
	#1	ROMB	Concessions	*August through July
	#1	ROMB	Apparel	*August through July
	#1	ROAB/Football		*Touchdown Club
	#2	ROAB/S&C	Camp	Strength and Agility Camp
	#3	ROMB	Letter	Membership Drive
	#4	ROMB	RO Express	RO Express Subscriptions (Sept-Nov)
	#5	Vocal/Instrumental	and Frozen	August 25-Sept 7 Lots A Dough
September	#1	Student Council	HOCO	Spirit Sales and Homecoming Dance 09/12-16/22
	#2	ROMB	Mum Sales	mums for sale for \$30 each
	#2	Elem PTO	Trash Bags	Annual Trash Bag sales for PTO fundraiser
	#3	FFA	Apparel	9/20-10/12/22
	#4			
	#5	ROAB/FB Cheer	Spirit Leaders	09/30/22
October	#1			
	#2	HS Band	Fan-Pledge	10/12/22
	#3			
	#4			
	#5			
November	#1	ROAB/BBB	3 for 3 Sponsors	11/1/22
	#2	ROAB/Wrestling	Pin Pledge	11/14/2022
	#3			
	#4			
	#5	ROAB	Silent Auction	
December	#1	ROAB/Wrestling	Wrestle-Offs	12/1/2022
	#1	Elem PTO	Plant Sales	
	#1	ROMB	Extravaganza	Free Will Donation/Auctioning Fruitcake
	#1 & 2			
	#2			

	#3			
	#4			
January	#1			
	#2			
	#3			
	#4	ROAB - WR Cheer	Camp	
	#5	After Prom	Raffle	All of January
February	#1	ROAB - BB Cheer	Leaders	
	#2			
	#3	FFA Alumni	Auction	Will add date when set
	#4	ROMB	Silent Auction	Will add date when set
	#4			
March	#1	ROAB/Baseball	March Madness	Baseball Apparel
	#2			
	#3			
	#4			
	#5			
April	#1	ROMB	Easter Lily Sales	
	#2			
	#3			
	#4	ROAB - Football		Football Combine - 5/6/23 or 04/29/23
May	#1	ROAB	Golf Toumey	
	#2	ROMB	Duck Race	Working with Kiwanis
	#3	Elem PTO	Carnival	
	#4			
	#5			
June	#1			
	#2			
	#3			
	#4	ROAB/Football		BBQ at Benda - During Junction Days
	#5			
July	#1			
	#2			

#3			
#4			
#5	ROAB	Lift-A-Thon	July 21, 2023

600 - Goals and Objectives of the Education Program [No Changes]

This series of the board policy manual is devoted to the goals and objectives for the delivery of the education program. The board's objective in the design, contents and the delivery of the education program is to provide an equal opportunity for students to pursue an education free of discrimination on the basis of sex, race, color, national origin, religion, creed, age (except for permitting/prohibiting students to engage in certain activities), marital/parental status, sexual orientation, gender identity, genetic information, disability or socioeconomic status.

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

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

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

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

Approved October 8, 2018

Reviewed ~~October 8, 2018~~ December 19, 2022

Revised October 8, 2018

601.1 - School Calendar [minor changes—clarifications]

The school calendar will accommodate the education program of the school district. The school calendar is for a minimum of 1080 hours and includes, but is not limited to, the days for student instruction, staff development, in-service days and parent/teacher conferences.

~~The academic school year for students is for a minimum of 1080 hours in the school calendar.~~

The academic school year for students shall begin no sooner than ~~the first date allowed by the State of Iowa and the Iowa Department of Education~~ **August 23**. Employees may be required to report to work at the school district prior to this date.

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

The board, in its discretion, may excuse graduating seniors from up to **five days** or 30 hours of instruction after the school district requirements for graduation have been met. The board may also excuse graduating seniors from making up days missed due to inclement weather if the student has met the school district's graduation requirements.

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

The board may amend the official school calendar when the board considers the change to be in the best interests of the school district's education program. The board shall hold a public hearing on any proposed school calendar prior to adopting the school calendar.

Approved August 22, 2016

Reviewed ~~October 8, 2018~~ **December 19, 2022**

Revised October 8, 2018

602.1 - Curriculum Development [minor changes-update responsibilities]

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. **The board delegates the curriculum development process to**

the Superintendent, who will make curriculum development recommendations and submit them to the board for final approval.

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 ~~Director of Curriculum & Instruction through the Red Oak Curriculum Council~~ **Administrative Team** with involvement by 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/guardian, 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.

It is the responsibility of the Director of Curriculum & Instruction to communicate in a timely manner with the Superintendent concerning the work of the Red Oak Curriculum Council. 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.

Approved February 25, 2013

Reviewed ~~October 8, 2018~~ **December 19, 2022**

Revised October 8, 2018

602.2 - Curriculum Adoption [minor changes-update responsibilities]

Curriculum of the district must be approved by the board. The board shall consider the changes to existing curriculum or the introduction of new curriculum that is recommended by the ~~Director of Curriculum & Instruction and/or~~ the Superintendent.

The board may authorize the use of curriculum guides when it adopts curriculum. Such guides will be used when, in the opinion of the ~~Director of Curriculum & Instruction and/or~~ the Superintendent, they will be of assistance to the instructional program and will provide a consistent approach in the instructional program.

Approved October 8, 2018

Reviewed ~~October 8, 2018~~ **December 19, 2022**

Revised October 8, 2018

602.3 - Curriculum Implementation [minor changes]

Implementation refers to what actually happens in practice as compared to what was supposed to happen. 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.

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 of Schools, working with the ~~Director of Curriculum & Instruction~~ and 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/guardians, students, and community members in curriculum implementation decisions.
- **Ensure the curriculum framework complies with applicable laws;**
- **Provide professional development to staff to support effective curriculum implementation.**

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 February 25, 2013

Reviewed ~~October 8, 2018~~

December 19, 2022

Revised October 8, 2018

602.4 - Curriculum Evaluation [minor changes]

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. 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 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;
- 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/guardians, students, and community members in curriculum evaluation;
- Ensure participation of eligible students receiving special education services in district-wide assessments.
- **Ensure curriculum complies with applicable laws.**

It is the responsibility of the Superintendent (~~with assistance from the Director of Curriculum & Instruction~~) 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.

Approved February 25, 2013

Reviewed ~~October 8, 2018~~ **December 19, 2022**

Revised October 8, 2018

602.5 - Pilot, Experimental, and Innovation Projects [no changes]

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

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

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

Approved January 28, 2013

Reviewed ~~October 8, 2018~~ **December 19, 2022**

Revised October 8, 2018

603.1 - Basic Instruction Program [moderate changes- The financial literacy requirement is effective with the 2021 graduation class. The computer science requirement for grades one through eight are effective with the school year beginning July 1, 2023. The computer science requirement for grades nine through twelve is effective with the school year beginning July 1, 2022. Districts must also develop and implement a kindergarten through grade twelve computer science plan by July 1, 2022, which incorporates the educational standards.]

The basic instruction program will include the courses required for each grade level by the State Department of Education. The instructional approach will be gender fair and multicultural.

The basic instruction program of students enrolled in kindergarten is designed to develop healthy emotional and social habits, language arts and communication skills, mathematics, the capacity to complete individual tasks, character education, and the ability to protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development.

The basic instruction program of students enrolled in grades one through six will include English-language arts, reading, social studies, mathematics, science, health, human growth and development, **family and consumer, technology education**, physical education, traffic safety, music, character education, and visual art.

The basic instruction program of students enrolled in grades seven and eight will include English-language arts, social studies, mathematics, science, health, human growth and development, family and consumer, career, technology education, physical education, music, and visual art, **and computer science. Computer science will be offered during at least one grade level.**

The basic instruction program of students enrolled in grades nine through twelve will include character education, English-language arts (6 units), social studies (5 units), mathematics (6 units), science (5 units), health (1 unit), physical education (2 units), fine arts (3 units), foreign language (4 units), **financial literacy (1/2 unit)**, and vocational education (12 units), **and computer science (1/2 unit)**. Specific courses shall include instruction in the subjects for college preparatory, comprehensive, and vocational training approved annually by the board.

The curriculum established for each grade level shall meet or exceed the educational requirements as established by state statute and the State Department of Education. The board may, in its discretion, offer additional courses in the instruction program for any grade level.

Each instruction program is carefully planned for optimal benefit taking into consideration the financial condition of the school district and other factors deemed relevant by the board or superintendent. Each instruction program's plan should describe the program, its goals, the effective materials, the activities and the method for student evaluation.

It is the responsibility of the superintendent to develop administrative regulations stating the required courses and optional courses for kindergarten, grades one through six, grades seven and eight, and grades nine through twelve.

Approved June 24, 2013

Reviewed ~~October 8, 2018~~ **December 19, 2022**

Revised October 8, 2018

603.2 - Summer School [minor changes-clarifications]

Generally, only credit recovery school will be offered during summer school. However, the board, in its discretion, may offer summer school for one or more courses and student activities for students who need additional help and instruction or for enrichment in those areas. This decision is within the discretion of the board.

If a child who is eligible for special education has been determined to need extended school year services as necessary to receive a free appropriate public education, as determined according to state and federal law, such services shall be provided as described in the child's individualized education program.

Upon receiving a request for summer school, the board will weigh the benefit to the students and the school district as well as the school district's budget and availability of licensed employees to conduct summer school.

The superintendent may develop administrative regulations regarding this policy.

Approved June 24, 2013

Reviewed ~~October 8, 2018~~ **December 19, 2022**

Revised October 8, 2018

603.3 - Special Education [minor changes—clarification]

The board recognizes some students have different educational needs than other students. The board will provide a free appropriate public education program and related services to students identified in need of special education. The special education services will be provided from birth until the appropriate education is completed, age twenty-one or to maximum age allowable in accordance with the law.

Students requiring special education will attend general education classes, participate in nonacademic and extracurricular services and activities and receive services in a general education setting to the maximum extent appropriate to the needs of each individual student. ~~Students requiring special education shall be placed in the least restrictive environment possible appropriate to the needs of each individual student.~~

~~The appropriate education for each student is written in the student's Individualized Education Program (IEP). The IEP may state that a special education student's interests are best served by the student attending school on a different school calendar than regular education students.~~ Special education students are required to meet the requirements stated in board policy ~~or~~ **and** in their IEPs for graduation. It is the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for appropriate special education and related services.

Children from birth through age 2 and children age 3 through age 5 are provided comprehensive special education services within the public education system. The school district will work in conjunction with the area education agency to provide services, at the earliest appropriate time, to children with disabilities from birth through age 2. This is done to ensure a smooth transition of children entitled to early childhood special education services.

Approved June 24, 2013

Reviewed ~~October 8, 2018~~

December 19, 2022

Revised October 8, 2018

603.4 - Multicultural and Gender Fair Education [no changes]

The education program of the Red Oak Community School District revolves around a philosophy of equal educational opportunities and non-discrimination in educational programs and activities. The educational objectives outlined in the board's policies are the means whereby the school district will achieve its philosophy. Students will have an equal opportunity for a quality education without discrimination, regardless of their sex, race, color, national origin, religion, creed, age (except for permitting/prohibiting students to engage in certain activities), marital/parental status, sexual orientation, gender identity, genetic information, disability or socioeconomic status.

The education program is free of discrimination and provides equal opportunity for the students. The education program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Special emphasis is placed on Asian Americans, African Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities. It will also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

Approved June 24, 2013

Reviewed ~~October 8, 2018~~ **December 19, 2022**

Revised October 8, 2018

603.5 - Health Education [no changes]

Students in grade levels one through twelve will receive, as part of their health education, instruction about personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance abuse and non-use, including the effects of alcohol, tobacco, drugs and poisons on the human body; human sexuality; self-esteem; stress management; interpersonal relationships; emotional and social health; health resources; prevention and control of disease; and communicable diseases, including, but not limited to human papillomavirus and acquired immune deficiency syndrome.

The purpose of the health education program is to help each student protect, improve and maintain physical, emotional and social well-being. The health/human growth and development instruction shall be research-based, which means that the curriculum is verified or supported by the weight of the research conducted in compliance with accepted scientific professional organizations and agencies with relevant expertise in the field.

The areas stated above are included in age-appropriate health education, and the instruction are adapted at each grade level to aid understanding by the students.

Parents/guardians who object to health education instruction in human growth and development may file a written request that the student be excused from the instruction. The written request will include a proposed alternate activity or study acceptable to the superintendent. The superintendent will have the final authority to determine the alternate activity or study.

Approved June 24, 2013
Reviewed October 8, 2018
Revised October 8, 2018

December 19, 2022

603.5E1 - Human Growth and Development Student Excuse Form [no changes]

Student Name: _____ Grade: _____

Parent/Guardian: _____ Phone #: _____

Please list the curricular objective(s) from which you wish to have your child excused and the class or grade in which each is taught. An example is provided for you to follow.

<u>Objective</u>	<u>Class/Grade</u>
<i>Ex: To understand the consequences of responsible and irresponsible sexual behavior.</i>	<i>Health Education/6</i>

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

I have reviewed the Human Growth and Development program goals, objectives, and materials and wish my child to be excused from class when these objectives are taught. I understand my child will incur no penalty but may/will be required to complete an alternative assignment that relates to the class and is consistent with assignments required of all students in the class.

Signed: _____ Date: _____
(Parent or Guardian)

Signed: _____ Date: _____
(School Administrator)

603.6 - Physical Education

Students in grades one through twelve are required to participate in physical education courses unless they are excused by the principal of their attendance center.

Students may be excused from physical education courses if the student presents a written statement from a doctor stating that such activities could be injurious to the health of the student or the student has been exempted because of a conflict with the student's religious beliefs. Parents/guardians of students requesting such exemption should file a written request that shall include the basis for the request (e.g. verified health concerns and/or a religious conflict) and a proposed alternative activity or study acceptable to the superintendent. The superintendent will have the final authority to determine the alternate activity or study.

Students in grades 9-12 may also be excused from physical education courses if:

- the student is enrolled in academic courses not otherwise available, or
- the student has obtained a physical education waiver for a semester because the student is actively involved in an athletic program.
- **the student is participating in the Legislative Page Program at the state capitol for a regular session of the general assembly; or**
- **the student is enrolled in a junior reserve officer training corps.**

Twelfth grade students may also be excused from physical education courses if the student is enrolled in a cooperative, work-study or other educational program authorized by the school which requires the student's absence from school.

Students who will not participate in physical education must have a written request or statement from their parents/guardians.

Approved June 24, 2013

Reviewed ~~October 8, 2018~~ **December 19, 2022**

Revised October 8, 2018

603.7 - Career Education [no changes]

Preparing students for careers is one goal of the education program. Career education will be written into the education program for grades kindergarten through twelve. This education will include, but not be limited to, awareness of self in relation to others and the needs of society, exploration of employment opportunities, experiences in personal decision-making, and experiences of integrating work values and work skills into their lives.

It is the responsibility of the superintendent to assist licensed employees in finding ways to provide career education in the education program. Special attention should be given to courses of vocational education nature. The board, in its review of the curriculum, will review the means in which career education is combined with other instructional programs.

Approved June 24, 2013

Reviewed ~~October 8, 2018~~ **December 19, 2022**

Revised October 8, 2018

603.8 - Teaching About Religion [no changes]

The school district is required to keep the practice of religion out of the school curriculum. The board recognizes the key role religion has played in the history of the world and authorizes the study of religious history and traditions as part of the curriculum. Preferential or derogatory treatment of a single religion will not take place.

It is the responsibility of the superintendent to ensure the study of religion in the schools in keeping with the following guidelines:

- the proposed activity must have a secular purpose;
- the primary objective of the activity must not be one that advances or inhibits religion; and
- the activity must not foster excessive governmental entanglement with religion.

Approved June 24, 2013

Reviewed ~~October 8, 2018~~ **December 19, 2022**

Revised October 8, 2018

603.8R1 - Teaching About Religion Regulation [no changes]

The historical and contemporary significance of religious holidays may be included in the education program provided that the instruction is presented in an unbiased and objective manner; has a secular purpose; is not intended to advance or inhibit religion; is not preferential or derogatory towards any particular religion(s), and does not foster an excessive government entanglement with religion.

The selection of holidays to be studied will take into account major celebrations of several world religions, not just those of a single religion. Holiday-related activities will be educationally sound and sensitive to religious differences and will be selected carefully to

avoid the excessive or unproductive use of school time. Teachers will be especially careful in planning activities that are to take place immediately preceding or on a religious holiday.

Music, art, literature and drama having religious themes (including traditional carols, seasonal songs and classical music) will be permitted if presented in an objective manner without sectarian indoctrination. The emphasis on religious themes is only as extensive as necessary for a balanced and comprehensive study or presentation. Religious content included in student performances is selected on the basis of its independent educational merit and will seek to give exposure to a variety of religious customs, beliefs and forms of expression. Holiday programs, parties or performances will not become religious celebrations or be used as a forum for religious worship, such as the devotional reading of sacred writings or the recitations of prayers.

The use of religious symbols (e.g. a cross, menorah, crescent, Star of David, lotus blossom, nativity scene or other symbol that is part of a religious ceremony) is permitted as a teaching aid, but only when such symbols are used temporarily and objectively to give information about a heritage associated with a particular religion. The Christmas tree, Santa Claus, Easter eggs, Easter bunnies and Halloween decorations are secular, seasonal symbols and as such can be displayed in a seasonal context.

Expressions of belief or nonbelief initiated by individual students are permitted in composition, art forms, music, speech and debate. However, teachers may not require projects or activities that indoctrinate or force students to contradict their personal religious beliefs or nonbeliefs.

603.9 - Academic Freedom [minor changes]

The board believes students should have an opportunity to reach their own decisions and beliefs about conflicting points of view. Academic freedom is the opportunity of licensed employees and students to study, investigate, present, interpret, and discuss facts and ideas relevant to the subject matter of the classroom and appropriate to and in good taste with the maturity and intellectual and emotional capacities of the students.

It is the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or biased positions in the classroom or through teaching methods. Teachers are not discouraged from expressing personal opinions as long as students are aware it is a personal opinion, and students are allowed to reach their own conclusions independently. It is the responsibility of the principal to ensure academic freedom is allowed but not abused in the classroom.

It is the responsibility of the principal to ensure academic freedom is allowed but not abused in the classroom.

Approved June 24, 2013

Reviewed October 8, 2018

December 19, 2022

Revised October 8, 2018

603.9R1 - Teaching Controversial Issues Regulation [no changes]

A “controversial issue” is a topic of significant academic inquiry about which substantial groups of citizens of this community, this state or this nation hold sincere, conflicting points of view.

It is the belief of the board that controversial issues should be fairly presented in a spirit of honest academic freedom so that students may recognize the validity of other points of view but can also learn to formulate their own opinions based upon dispassionate, objective, unbiased study and discussion of the facts related to the controversy.

It is the responsibility of the instructor to present full and fair opportunity and means for students to study, consider and discuss all sides of controversial issues including, but not limited to, political philosophies.

It is the responsibility of the instructor to protect the right of the student to study pertinent controversial issues within the limits of good taste and to allow the student to express personal opinions without jeopardizing the student’s relationship with the teacher.

It is the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or selfish propaganda of any kind through any classroom or school device; however, an instructor will not be prohibited from expressing a personal opinion as long as students are encouraged to reach their own decisions independently.

The board encourages full discussion of controversial issues in a spirit of academic freedom that shows students that they have the right to disagree with the opinions of others but that they also have the responsibility to base the disagreement on facts and to respect the right of others to hold conflicting opinions.

603.10 - Global Education [no changes]

Because of our growing interdependence with other nations in the world, global education is incorporated into the education program for grades kindergarten through twelve so that students have the opportunity to acquire a perspective on world issues, problems, and prospects for an awareness of the relationship between an individual’s self-interest and the

concerns of people elsewhere in the world. Global education, in the education program, focuses on the lifelong growth in understanding through the study and participation of the world community and the interdependency of its people and systems - social, cultural, racial, economic, linguistic, technological, and ecological.

Approved June 24, 2013

Reviewed ~~October 8, 2018~~ **December 19, 2022**

Revised October 8, 2018

603.11 Citizenship Education [no changes]

Being a citizen of the United States, of Iowa and of the school district community entitles students to special privileges and protections as well as requiring the students to assume civic, economic and social responsibilities and to participate in their country, state and school district community in a manner that entitles them to keep these rights and privileges.

As part of the education program, students will have an opportunity to learn about their rights, privileges, and responsibilities as citizens of this country, state and school district community. As part of this learning opportunity students are instructed in the elements of good citizenship and the role quality citizens play in their country, state and school district community.

Approved June 24, 2013

Reviewed ~~October 8, 2018~~ **December 19, 2022**

Revised October 8, 2018

604.1 - Individualized Instruction [no changes]

The board's primary responsibility in the management of the school district is the operation and delivery of the regular education program. Generally, students attending the school district will receive the regular education program offered by the district. Only in exceptional circumstances will the board approve students receiving individualized instruction at the expense of the school district.

Recommendations from the superintendent for individualized instruction will state the need for the instruction, the objectives and goals sought for the instruction, the employee requirements for the instruction, the implementation procedures for the instruction and the evaluation procedures and processes that will be used to assess the value of the instruction.

Approved September 9, 2013
Reviewed ~~October 8, 2018~~
Revised October 8, 2018

December 19, 2022

604.2 - Student Promotion, Acceleration, and Retention [no changes]

The board believes that the primary goal of the education system is to educate all students to their highest level of achievement. Since each child develops physically, mentally, emotionally, and socially at an individual rate, every student will not complete twelve grade levels of work at the same time. Some students will need more than twelve years, while others may need less.

The state standards in the state of Iowa and the school district's curriculum define what students should know and be able to do at various stages of their school careers. Schools are responsible in providing opportunities to master the curriculum. Promotion from grade to grade as well as acceleration and retention should be based on a student's ability to meet the standards over time.

Approved October 8, 2018
Reviewed ~~October 8, 2018~~
Revised October 8, 2018

December 19, 2022

604.2R1 - Student Promotion, Acceleration, and Retention Regulation [no changes]

Definitions

Promotion is the single grade step most students take from year to year. Promotion practices at the school district shall have as their objective the placing of the student in an environment where his/her maximum development will take place.

Acceleration is the advancement of a student by a singular course or grade beyond the current grade level.

Retention allows a student to repeat all or part of a grade in order to fully prepare for the work of the next grade.

Implementation

Classroom educators are responsible for assessing student progress and recommending the promotion or retention of students each year. Educators will assess academic readiness using a thorough evaluation process that may include but is not limited to; district-based testing,

portfolios, and teacher observation. The evaluation will also take into account social, emotional, physical and mental growth, past academic performance and behavior, motivation, attendance, and other pertinent circumstances.

The principal will develop rules to implement this policy that will specify a process for the consideration of acceleration that will include the following characteristics:

1. Will seek the involvement of parents/guardians in a highly collaborative working relationship.
2. Will seek the input from peer teachers at the same academic level to review and give recommendation based upon the student documentation.
3. Will seek input from teachers at the grade that the student will be accelerated to review and give recommendation based upon the student documentation.
4. Acceleration should be considered in rare cases after all enrichment opportunities have been thoroughly explored and exhausted.
5. Students will be accelerated if it is expected that the action will be beneficial to the student socially, emotionally, academically and when there are no other means which meets the student's needs. Before considering acceleration, actions such as inclusion in a talented enrichment program, enrichment in the classroom, or other advanced courses through correspondence, or distance learning should be examined.
6. Will outline steps and time frames that provide for a great deal of interaction with parents/guardians.
7. The final decision will be made by the principal after consultation with parents/guardians, classroom teachers, committee of peer teachers, committee of receiving staff, and other professional staff.
8. Parents may appeal a decision of the principal to the superintendent.

Retention Procedures

The principal will develop rules to implement this policy that will specify a process for the consideration of retention that will include the following characteristics:

1. Will seek the involvement of parents/guardians in a highly collaborative working relationship.
2. Will seek input from curriculum specialists, classroom teachers, and counselors to review and give a recommendation based upon the student documentation.
3. Retention should be considered in rare cases after all remediation opportunities have been thoroughly explored and exhausted.
4. Students will be retained if it is expected that the action will be beneficial to the student socially, emotionally, academically and when there are no other means which meets the student's needs. Before considering retention, such actions as remediation in class or out, tutoring in class or after school, mentoring, credit-recovery opportunities, cooperative efforts with families, or summer school should be evaluated.

5. Will outline steps and time frames that provide for a great deal of interaction with parents/guardians.
 6. The final decision will be made by the principal after consultation with parents/guardians, classroom teachers, committee of receiving staff, and other professional staff.
 7. Parents/guardians may appeal a decision of the principal to the superintendent.
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604.3 - Program for Talented and Gifted Students [no changes]

The board recognizes some students require programming beyond the regular education program. The board will identify students with special abilities and provide education programming.

It is the responsibility of the superintendent to develop a talented and gifted program which provides for identifying students, for program evaluation, and for training of employees.

Approved September 9, 2013

Reviewed ~~October 8, 2018~~ **December 19, 2022**

Revised October 8, 2018

604.4 - Program for At-Risk Students [no changes]

The board recognizes some students require additional assistance in order to graduate from the regular education program. The board will provide a plan to encourage and provide an opportunity for at-risk students to achieve their potential and obtain their high school diploma.

It is the responsibility of the superintendent to develop a plan for students at-risk which provides for identifying students, for program evaluation, and for the training of employees.

Approved September 9, 2013

Reviewed ~~October 8, 2018~~ **December 19, 2022**

Revised October 8, 2018

604.5 - Program for Limited English-Proficient Students [no changes]

A limited English proficient student is defined as a student whose native language is not English and whose inability or limited ability to speak, understand, read or write English significantly impedes educational progress.

Identification of LEP Students

For the purpose of identifying potential LEP students, a language survey is to be filled out for each student at the time of initial registration for school. The survey ascertains the first language acquired by the student, the language most often spoken by the student, and the language spoken in the home.

Assessment of LEP Students

A student whose language survey indicates that s/he may have limited English proficiency is assessed specifically for English language proficiency. If the results of the assessment demonstrate inability or limited ability to speak, understand, read, or write English, the school will design a program designed to promote functional ability in English in the preceding skill areas.

Since it is also important for placement decisions to assess content area knowledge, the school will seek this information through previous school records, nonverbal measures, and so on.

The district will also attempt to assess native language proficiency, as indicative of conceptual development for younger children, and degree of literacy for older children.

Student Placement

Students deemed to be Limited English Proficient are to be placed at the grade level of their age group as much as possible in order to facilitate language acquisition and social adaptation. Placement in a language instruction program depends on the age and English proficiency of the student.

Language Instruction Programs

Due to small numbers of students of widely varying language backgrounds and levels of English proficiency, English as a Second Language programs are those commonly chosen to meet the instructional needs of LEP students at the district. Such a program is designed to provide LEP students with a functional ability in the English language and an awareness of American cultural patterns.

Program Goals

The major aim of ESL instruction is to develop the skills of LEP students so they can function in school and in society at a level comparable to their native English-speaking peers. The goals of the program are to:

1. provide students with English language skills appropriate to their grade level as efficiently and carefully as possible.

2. orient students to the cultural patterns of American life so they can fully participate in classroom activities and community activities.
3. develop students' awareness of cultural diversity and encourage pride in their own bilingualism and biculturalism.
4. enable students to make as much progress as possible in their academic subjects by providing them with supplementary materials, instruction and tutoring.
5. provide a person in the school environment who understands the growth and development patterns of the learner.

Design a Program

Assessment measures used to determine English proficiency are also used diagnostically, along with any other measures deemed necessary. Based on this diagnosis, a specific program design is selected (pull-out, content area English, and so on).

ESL Teacher/Tutor

The teacher in the ESL program must be certified in the state of Iowa.

Reassessment of Student

LEP students are reassessed annually in order to determine whether they are ready to exit the program or need continued instructional support. In order to exit the program, the following areas are considered:

1. teacher observation and assessment
2. parent/guardian reports
3. student attitudes and behaviors
4. self-image
5. cultural pride and adjustment to new culture
6. awareness of new value system
7. positive school attitudes
8. language proficiency assessment instruments
9. student grade reports
10. standardized test results

If continued support is needed, diagnosis takes place again, and the program may be modified to meet changing student needs.

Evaluation of Program

The program itself is evaluated at the end of the year by the ESL teacher and the school principal with input from various client groups.

Approved October 8, 2018
Reviewed ~~October 8, 2018~~
Revised October 8, 2018

December 19, 2022

604.6 - Religious-Based Exclusion from a School Program [no changes]

Parents/guardians who wish to have their child excluded from a school program because of religious beliefs must inform the superintendent. The board authorizes the administration to allow the exclusion if it is not disruptive to the education program and it does not infringe on a compelling state or educational interest. Further, the exclusion must not interfere with other school district operations. Students who are allowed to be excluded from a program or activity which violates their religious beliefs are required to do an alternate supervised activity or study.

Parents/guardians may request to have their child excluded from a school program or activity because of religious beliefs if:

- The notice is in writing;
- The objection is based on religious beliefs;
- The objection states which activities or studies violate their religious beliefs;
- The objection states why these activities or studies violate their religious beliefs; and
- The objection states a proposed alternate activity or study.

The superintendent will have discretion to make this determination. The factors the superintendent will consider when a student requests to be excluded from a program or activity because of religious beliefs include, but are not limited to, staff available to supervise a student who wishes to be excluded, space to house the student while the student is excluded, available superintendent-approved alternative course of study or activity while the student is excluded, number of students who wish to be excluded, whether allowing the exclusion places the school in a position of supporting a particular religion, and whether the program or activity is required for promotion to the next grade level or for graduation.

Approved September 9, 2013
Reviewed ~~October 8, 2018~~
Revised October 8, 2018

December 19, 2022

604.7 - Instruction at a Post-Secondary Educational Institution [significant changes that reflect Iowa Code §§ 256.7, 11; 258; 261E; 279.61, 280.3, 280.14, 281 I.A.C. 12 and 22]

Students in grades nine through twelve may receive academic or vocational-technical credits that count toward the graduation requirements set out by the board for courses successfully completed in post-secondary educational institutions. ~~The student may receive academic or vocational-technical credits through an agreement between a post-secondary educational institution or with the board's approval on a case-by-case basis.~~ **Students and parents or guardians shall be made aware of the post-secondary instructional opportunities as part of the development of each student's individual career and academic plan as required by law. The Superintendent or designee is responsible for developing the appropriate forms and procedures for implementing this policy and the following post-secondary educational opportunities:**

Concurrent Enrollment

The board may, in its discretion, enter into a contractual agreement with a community college to provide courses for eligible students in grades nine through twelve when comparable courses are not offered by the school district. Notice of the availability of the concurrent enrollment program shall be included in the school district's course description handbook, and the handbook shall identify which courses, if successfully completed, generate post-secondary credit. Students shall not be charged tuition for concurrent enrollment courses and shall not be required to reimburse the school district for tuition if they do not successfully complete a course. Students or their parents or guardians may be required to pay a fee consistent with the school district's established textbook policy and other materials for the concurrent enrollment course to the extent permitted by law. Students or their parents or guardians may also be required to provide their own transportation to and from concurrent enrollment courses to the extent permitted by law. However, transportation shall be the responsibility of the school district for any contracted course that is used to meet school district accreditation requirements.

Students who successfully complete a concurrent enrollment course, as determined by the postsecondary institution, shall receive postsecondary credit in accordance with the institution's policies and high school credit that will be reflected on their high school transcript. The Superintendent or designee shall grant to a student who successfully completes a concurrent enrollment course a unit of high school graduation credit for every unit of high school level instruction successfully completed.

Post-Secondary Enrollment Option

Ninth and tenth grade students who have been identified by the school district as gifted and talented, and eligible eleventh and twelfth grade students, may utilize the Post-Secondary Enrollment Option ("PSEO") program. To qualify, a course must be a nonsectarian, credit-bearing course that leads to a degree, and in the areas of mathematics, science, social sciences, humanities, career and technical education. A course is not eligible for PSEO if a comparable course is offered by the school district. In addition, courses at a community

college with which the district has a concurrent enrollment agreement are not eligible for PSEO. Students shall not be charged for tuition, textbooks, materials, or fees related to a PSEO course with the exception of equipment that becomes the property of the student unless they fail to receive credit (e.g., fail the course or withdraw from the course after the prescribed drop date) for the course.

The school district shall reimburse the post-secondary institution for tuition and other expenses for each PSEO course up to \$250. Students who successfully complete a PSEO course, as determined by the postsecondary institution, shall receive postsecondary credit and high school credit. The Superintendent or designee shall grant to a student who successfully completes a PSEO course a unit of high school graduation credit for every unit of high school level instruction successfully completed.

Transportation to and from the postsecondary institution is the responsibility of the student or parent or legal guardian of the student enrolled in a PSEO course. Eligible students may take up to seven hours of post-secondary credit during the summer months and receive high school credit upon successful completion of a post-secondary course. However, the student or student's parent or legal guardian are responsible for all costs associated with courses taken during the summer.

Students who fail a PSEO course and fail to receive credit are required to reimburse the school district for all costs directly related to the course up to the \$250.00 reimbursement maximum. Prior to registering, students under the age of eighteen are required to have a parent or guardian sign a form indicating that the parent is responsible for the costs of the course should the student fail the course and fail to receive credit. Reimbursement waivers may be granted by the board if sufficient verification is provided to show that the student was unable to complete the course for reasons outside the student's control, including but not limited to physical incapacity, a death in the student's immediate family, or a move out of the school district.

If a student is unable to demonstrate proficiency or the school district or accredited nonpublic school determines that the course unit completed by the student does not meet the school district's standards, the superintendent shall provide in writing to the student's parent or guardian the reason for the denial of credit.

~~Students in grades nine (9) and ten (10) who the district has identified as talented and gifted students and any students in grades eleven (11) and twelve (12) are eligible to take post-secondary educational courses. Students are eligible to take post-secondary educational courses if they meet all of the requirements outlined in this policy and as required by the post-secondary educational institution, and if the student has obtained the approval of the superintendent and/or designee. Eligible students wishing to participate in the post-secondary educational courses may be required to apply to the eligible post-secondary educational institution.~~

Students may not enroll in a post-secondary education course if the district offers a comparable course through its curricular program. For purposes of this policy, comparable course is determined at the discretion of administration and generally means that the content of a course provided to a high school student for post-secondary credit consists of substantially the same concepts and skills as the content of a course provided by the district.

Students in grades nine (9) and ten (10) who are in the talented and gifted program and all students in grades eleven (11) and twelve (12) who successfully complete courses at post-secondary educational institutions under an agreement between the district and the post-secondary educational institution or with the board's approval shall be reimbursed for tuition and other costs directly related to taking any post-secondary education course during the school year up to \$250, except as otherwise outlined in this policy. The district may, instead of reimbursing the student, directly pay the post-secondary educational institution.

Students in grades nine (9) and ten (10) who are not in the talented and gifted program and students in grades eleven (11) and twelve (12) who take courses, other than courses taken under an agreement between the district and the post-secondary educational institution and/or approved by the board, are responsible for tuition, transportation to and from the location where the course is being offered, and other costs directly related to taking any post-secondary education course. The students and/or their parents/guardians shall not receive reimbursement for tuition, transportation or other expenses. Students who take courses during the summer months when school is not in session are responsible for tuition, transportation to and from the location where the course is being offered, and other costs directly related to taking any post-secondary education course.

Students in grades nine through twelve who successfully complete courses in post-secondary educational institutions under an agreement between the school district and the post-secondary educational institution will receive academic and vocational-technical credits in accordance with the agreement and consistent with this policy.

Students who have completed the eleventh grade but who have not completed the graduation requirements set out by the board may take up to seven semester hours of credit at a post-secondary educational institution during the summer months when school is not in session if the student pays for the courses. Upon successful completion of these summer courses, the students will receive academic or vocational-technical credit toward the graduation requirements set out by the board and consistent with this policy.

Successful completion of any course at a postsecondary educational institution is determined by the post-secondary educational institution. The board will have complete discretion to determine the academic credit to be awarded to the student for the courses taken during the school year and for the courses taken during the summer.

The following factors are considered in the board's determination of whether a student will receive academic or vocational-technical credit toward the graduation requirements set out by the board for a course at a post-secondary educational institution:

- ~~the course is taken from a public or accredited private post-secondary educational institution;~~
- ~~a comparable course is not offered in the school district. A comparable course is one in which the subject matter or the purposes and objectives of the course are similar, in the judgment of the board, to a course offered in the school district;~~
- ~~the course is in the discipline areas of mathematics, science, social sciences, humanities, vocational-technical education, or a course offered in the community college career options program;~~
- ~~the course is a credit-bearing course that leads to a degree or certificate;~~
- ~~the course is not religious or sectarian; and~~
- ~~the course meets any other requirements set out by the board.~~

~~Should a student fail any course at a post-secondary educational institution and fail to receive credit for any course at a post-secondary educational institution, the student over the age of eighteen (18) or the parent/guardian of a student under the age of eighteen (18) shall be responsible for the costs of the course. Prior to registering for the course, students under age eighteen will have a parent/guardian sign a form indicating that the parent/guardian is responsible for the costs of the course should the student fail the course and fail to receive credit for the course. Students who fail the course and fail to receive credit for the course for reasons beyond their control, including, but not limited to, the student's incapacity, death in the family or a move to another district, may not be responsible for the costs of the course. The school board, in its discretion, may waive reimbursement of costs to the school district for the previously listed reasons. Students dissatisfied with a school board's decision may appeal to the AEA for a waiver of reimbursement.~~

~~All courses approved and paid for by the district, and those courses approved by the district and paid for by the student/family will:~~

- ~~a) Be recorded on the official student transcript, including the letter grade granted by the post-secondary educational institution or the pass-fail indication granted by the post-secondary educational institution.~~
- ~~b) Be included in figuring class rank, including valedictorian and salutatorian status, and GPA at the high school.~~
- ~~c) Be given graduation credit, as determined by the board. Typically, a three (3) or four (4) semester hour post-secondary course will be awarded one (1) graduation credit.~~

~~The superintendent is responsible for annually notifying students and parents/guardian of the opportunity to take courses at post-secondary educational institutions in accordance with this policy. The superintendent will also be responsible for developing the appropriate forms and procedures for implementing this policy.~~

Approved September 9, 2013

Reviewed October 8, 2018 **December 19, 2022**

Revised October 8, 2018

604.8 - Home School Assistance Program [no changes]

The board, recognizing alternatives to education outside the formal public-school system, may authorize the establishment of a home school assistance program. If authorized, this program will assist students receiving competent private instruction by providing licensed employees of the school district to assist the parent/guardian or legal custodian in the education of the student.

The parent/guardian or legal custodian registering for the home school assistance program will agree to comply with the requirements established by the faculty of the program.

Students registered for the home school assistance program will be counted in the basic enrollment.

Approved September 9, 2013

Reviewed ~~October 8, 2018~~

December 19, 2022

Revised October 8, 2018

604.9 - Virtual/On-Line Courses [no changes]

The board recognizes that on-line coursework may be a good alternative for students to not only meet graduation requirements but, also have the opportunity to take advanced or other courses not offered by the school district.

High school students may earn a maximum of six (6) credits to be applied toward graduation requirements by completing on-line courses offered through agencies approved by the board, such as the Iowa On-Line Learning. Credit from an on-line or virtual course may be earned only in the following circumstances:

- The course is not offered at the high school;
- Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict that would keep the student from meeting graduation requirements;
- The course will serve as a supplement to extend homebound instruction;
- The student has been expelled from the regular school setting, but educational services are to be continued; or
- The principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.

Students applying for permission to take a virtual course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity

level needed to function effectively in an on-line learning environment. In addition, the express approval of the principal shall be obtained before a student enrolls in an on-line course. The school must receive an official record of the final grade before credit toward graduation will be recognized.

Provided courses are part of the student's regular school day coursework and within budgetary parameters, the costs for a virtual course, such as textbooks or school supplies, shall be borne by the school district or parents/guardians of the student for students enrolled full-time, depending on the circumstances associated with taking the course(s).

Approved September 9, 2013

Reviewed ~~October 8, 2018~~ **December 19, 2022**

Revised October 8, 2018

604.10 - Appropriate Use of Online Learning Platforms

It is important to embrace technology that can foster a creative, interactive learning environment for students, and facilitate employee professional development and collaboration. The use of online platforms to host remote interaction between students and employees and to facilitate learning is encouraged in the district.

While student and employee instruction and communication using virtual and online platforms provides a wide array of learning opportunities, it is imperative that employees and students recognize that the use of such platforms is a privilege. Training related to the use of online learning platforms will be provided to employees and students.

The district shall carefully safeguard the right of students and employees to learn and teach in a respectful environment regardless of the method. All instruction and communication through online learning platforms should be appropriate to the age and ability of the participants. Students and employees should be aware that online platforms may be monitored by the district. Verbal and written communication occurring on these platforms may be recorded and stored by the district in accordance with applicable laws.

Any verbal or written communication on these platforms deemed to be inappropriate will subject the student and/or employee to the same disciplinary measures that would exist if the interaction took place through traditional in-person learning. Students and employees who have concerns about the proper use of these platforms are encouraged to speak with their teachers or building principal. The superintendent will make administrative regulations necessary to enforce this policy.

Approved August 28, 2020
Reviewed ~~October 8, 2018~~
Revised October 8, 2018

December 19, 2022

604.11 – Dual Enrollment. [new policy reflecting Iowa dual enrollment law; Iowa Code §§ 279.8, 299A, 281 I.A.C. 31 – will require third reading]

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

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

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

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

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

Approved
Reviewed
Revised

Discussion of Graduation Ceremony and Scholarship Recognition
Red Oak CSD Regular Board Meeting
January 20, 2023

On November 7, the Board approved striking Policy 506.9 that pertained to Valedictorian and Salutatorian selection. With the elimination of weighted grade point averages, in 2018, there is no longer a reliable way to distinguish the top two students in each class from all the others who earn a 4.0 grade point average. The Board directed the administration to determine alternate ways to recognize outstanding scholars and select J.R. Inman Scholarship recipients.

Mr. Perrien and the high school leadership team propose recognizing the top ten percent of students in each graduating class by conferring academic achievement medals. These medals would be awarded during the Academic Awards Night and worn during the graduation ceremony. Recipients would be asked to stand and be formally recognized during the graduation ceremony as well.

The J.R. Inman Scholarship would be awarded to the two outstanding academic students during the Academic Awards Night. It would be awarded based on grade point averages if possible. If two students cannot be distinguished by grade point average alone, the following criteria would be used to select J.R. Inman Scholarship recipients:

1. Cumulative GPA;
2. Total number of the highest academic level or most rigorous courses completed in each core content area (e.g., AP History, AP Calculus, Physics)
3. Total number of college (i.e., dual enrollment) courses completed; and
4. Most recent Iowa Statewide Assessment of Student Progress (ISASP) standard scores in English-Language Arts, Mathematics, and Science

The legacy of J.R. Inman would be formally noted and honored when the top ten percent of graduates are recognized.

Two graduating seniors would speak during the graduation ceremony. Student would apply to speak during graduation. These speakers would be selected by a committee of staff members based on a review of their academic records, co-curricular/extra-curricular participation, community service, character, and proposed talking points. One of these student speakers would be selected from among the top ten percent of students. Another at-large student speaker would be selected from the remaining applications. (They need not be from among the top 10%.)

Bus Purchase/Lease Quote Summary
Red Oak Community School District
January, 2023

Purchase Price		
	Bluebird	Thomas
purchase price of 77 passenger bus #1 without storage	\$132,973.00	\$137,632.00
purchase price of 77 passenger bus #2 without storage	\$132,973.00	\$137,632.00
purchase price of 77 passenger bus #3 with storage	\$135,373.00	\$139,070.00
Total Cost to Purchase Buses	\$401,319.00	\$414,334.00
Difference	-\$13,015.00	+\$13,015.00

3 Year Lease		
	Bluebird (5.98%)	Thomas (5.8%)
annual lease cost 77 passenger buses #1 without Storage	\$25,312.25	\$27,792.33
annual lease cost 77 passenger buses #2 without Storage	\$25,312.25	\$27,792.33
annual lease cost of 77 passenger bus #3 with storage	\$25,839.00	\$28,756.34
Total Yearly Lease Cost	\$76,463.50	\$84,341.00
Total Cost to Lease for Three years (no purchase)	\$229,390.50	\$253,023.00
Total balloon payment to purchase at end of lease	\$220,725.45	\$207,167.00
Total Cost to Lease and Purchase Buses at the end of three years	\$450,115.95	\$460,190.00
	-\$7,877.50/-\$23,632.50/. -\$10,074.05	+\$7,877.50/+\$23,632.50/. +\$10,074.05

	Minotour MiniBus with Wheelchair Lift Thomas Built Buses (Des Moines, IA)		
	<i>Lease (3 year)</i>	<i>Lease (5 year)</i>	<i>Purchase</i>
purchase price of Minotour Minibus with Wheelchair Lift	n/a	n/a	\$90,478.00
Annual lease cost of Minotour Minibus with Wheelchair Lift	\$18,417.00	\$16,431.00	n/a
Total balloon payment to purchase at end of lease (5.8% interest)	\$45,239.00	\$22,619.50	n/a
Total Cost to Purchase Buses	\$100,490.00	104,774.50	\$90,478.00
Difference	n/a	n/a	n/a

We must place the order by February 16, 2023, to lock in this pricing, but we cannot lock in the interest rate. We will not likely receive the bus for up to 18 months due to supply issues. We do not pay for anything until we take receipt of the bus.

SCHOOL BUS SALES, CO.

4537 TEXAS STREET • WATERLOO, IOWA 50704 • (800) 772-2414 • www.sbsales.com

DATE QUOTE ISSUED: JANUARY 16, 2023

QUOTE # 219076-1

QUOTE PREPARED BY:

WADE CAMPBELL
CELL PHONE (319) 230-0415
EMAIL ADDRESS: wade@sbsales.com

QUOTE PREPARED FOR:

RED OAK CSD
604 S. BROADWAY
RED OAK, IOWA 51566

Thank you for the opportunity to price **BLUEBIRD** school buses to your school district.
This quote is valid for 45 days.

<u>QTY</u>	<u>MODEL</u>	<u>DESCRIPTION</u>	<u>UNIT PRICE</u>	<u>TOTAL PRICE</u>
1	VISION	77 PASSENGER DIESEL SCHOOL BUS	\$132,973.00	\$132,973.00

BODY OPTIONS INCLUDED

- LED 8-WAY WARNING LIGHTS
- LED BRAKE LIGHTS
- LED TAIL LIGHTS
- LED TURN SIGNALS
- LED BACKUP LIGHTS
- LED BOARDING LIGHT
- LED DOME LIGHTS
- LED STEPWELL LIGHT
- FULL ACOUSTIC CEILING
- **EMERGENCY EQUIP COMPT**
- ARMOR BUMPERS
- ELECTRIC CROSS ARM
- ELECTRIC DOOR
- RUBBER FENDERS
- GRAY FLOOR
- **SEE II AIR FOIL**
- AM-FM RADIO
- **SPHEROS ROOF HATCHES**
- GRAY SEATS
- AIR SEAT, DRIVER
- RH ARM REST, DRIVER
- STUDDERED STEP TREADS
- AIR STOP ARMS
- VANDAL LOCKS
- TINTED WINDOWS
- **REI HD5-1200-5-500**
- **REI ALPRCAM**
- **REI EVENT MARKER**
- MIDSHIP HEATER
- SUMMER BUG SCREEN

CHASSIS OPTIONS INCLUDED

- **CUMMINS ISB 6.7 DIESEL ENGINE**
- ALLISON PTS2500 TRANSMISSION
- AIR DISC BRAKES
- DUST SHIELDS
- **100 GALLON FUEL TANK**
- 8,500# FRONT SPRINGS
- 12,000# FRONT AXLE
- REAR AIR RIDE
- **23,000# REAR AXLE**
- 2100 CCA BATTERIES
- 240 AMP ALTERNATOR
- **BATTERY DISCONNECT SWITCH**
- KUHMO TIRES
- **ALUMINUM RIMS**

SCHOOL BUS SALES, CO.

4537 TEXAS STREET • WATERLOO, IOWA 50704 • (800) 772-2414 • www.sbsales.com

DATE QUOTE ISSUED: JANUARY 16, 2023

QUOTE # 219076-2

QUOTE PREPARED BY:

WADE CAMPBELL
CELL PHONE (319) 230-0415
EMAIL ADDRESS: wade@sbsales.com

QUOTE PREPARED FOR:

RED OAK CSD
604 S. BROADWAY
RED OAK, IOWA 51566

Thank you for the opportunity to price **BLUEBIRD** school buses to your school district.
This quote is valid for 45 days.

<u>QTY</u>	<u>MODEL</u>	<u>DESCRIPTION</u>	<u>UNIT PRICE</u>	<u>TOTAL PRICE</u>
1	VISION	77 PASSENGER DIESEL SCHOOL BUS	\$135,373.00	\$135,373.00

BODY OPTIONS INCLUDED

- LED 8-WAY WARNING LIGHTS
- LED BRAKE LIGHTS
- LED TAIL LIGHTS
- LED TURN SIGNALS
- LED BACKUP LIGHTS
- LED BOARDING LIGHT
- LED DOME LIGHTS
- LED STEPWELL LIGHT
- FULL ACOUSTIC CEILING
- **EMERGENCY EQUIP COMPT**
- ARMOR BUMPERS
- ELECTRIC CROSS ARM
- ELECTRIC DOOR
- RUBBER FENDERS
- GRAY FLOOR
- **SEE II AIR FOIL**
- AM-FM RADIO
- **SPHEROS ROOF HATCHES**
- GRAY SEATS
- AIR SEAT, DRIVER
- RH ARM REST, DRIVER
- STUDDERED STEP TREADS
- AIR STOP ARMS
- VANDAL LOCKS
- TINTED WINDOWS
- **REI HD5-1200-5-500**
- **REI ALPRCAM**
- **REI EVENT MARKER**
- MIDSHIP HEATER
- SUMMER BUG SCREEN
- **MID MOUNT LUGGAGE**

CHASSIS OPTIONS INCLUDED

- **CUMMINS ISB 6.7 DIESEL ENGINE**
- ALLISON PTS2500 TRANSMISSION
- AIR DISC BRAKES
- DUST SHIELDS
- **100 GALLON FUEL TANK**
- 8,500# FRONT SPRINGS
- 12,000# FRONT AXLE
- REAR AIR RIDE
- **23,000# REAR AXLE**
- 2100 CCA BATTERIES
- 240 AMP ALTERNATOR
- **BATTERY DISCONNECT SWITCH**
- KUHMO TIRES
- **ALUMINUM RIMS**

SCHOOL BUS SALES CO., INC.

4537 TEXAS STREET • WATERLOO, IOWA 50702 • (800) 772-2414

LEASE QUOTE

DATE: JANUARY 16, 2023

QUOTE TO:

RED OAK CSD
604 S. BROADWAY
RED OAK, IOWA
BARB LOMBARD

QUOTE FROM:

SCHOOL BUS SALES CO.
4537 TEXAS STREET
WATERLOO, IOWA 50702
WADE CAMPBELL, SALES

	NO LUGGAGE	LUGGAGE
BUS QUOTE#	#219076-1	#219076-2
MODEL:	VISION BBCV3507 DIESEL	VISION BBCV3507 DIESEL
QUANTITY:	2	1
PURCHASE PRICE EACH:	\$132,973.00	\$135,373.00
TOTAL PURCHASE PRICE:	\$265,946.00	\$135,373.00
ANNUAL MILES:	17,000	17,000
TERM LENGTH (YEARS):	3	3
PAYMENT FREQUENCY:	ANNUAL	ANNUAL
PAYMENT MODE:	ADVANCE	ADVANCE
LEASE TYPE:	RESIDUAL	RESIDUAL
ANNUAL LEASE PAYMENT	\$50,624.50	\$25,839.00
BALLOON AMOUNT:	\$146,270.30	\$74,455.15
LEASE RATE:	5.98%	5.98%

This quote is valid for 30 days. To secure the interest rate quote the lease must comment prior to the expiration date.

NOTICE TO LESSEE:

For all language in the school being quoted to shall be known as the **LESSEE** and Wells Fargo Equipment Finance, Inc. shall be known as the **LESSOR**.

This quote is for proposal purposes only and does not represent a commitment to a lease.

This quote shall remain active and valid for 30 days.

The lease shall be designated as a "qualified tax-exempt obligation" with in the meaning of Section 265(b)(3) of the Internal Revenue Code of 1986.

The residual payment if applicable is the responsibility of the **LESSEE**. The dealer, School Bus Sales will make the payment of the school does not elect to

meets the agreed upon specifications for being returned.

The **LESSEE** shall provide board approval authorizing the terms of the lease.

This is a net lease transaction whereby insurance, maintenance and any applicable taxes are the responsibility of the Lessee.

Manufacturer's guarantees and warranties are passed onto the **LESSEE**.

Insurance Requirements: Personal property damage insurance equal to the equipment cost and the **LESSOR** is to be named as loss payee.

Liability insurance of a combined single limit of \$1,000,000.00 or the state required amount whichever is higher, and with the **LESSOR** named as an additional insured.



Customer Quotation

Prepared For:
RED OAK COMMUNITY SCHOOL
DISTRICT 1901 N BROADWAY STREET
RED OAK, IA 51566

Prepared By :
Marty Mullins 515-422-
6293mmullins@truckcentercompanies.com

Quote Number:
392518

Quote Date:
1/16/2023

Customer Order No:
REDOAK 77

Model Profile: Saf-T-Liner C2 341TS

Product Type:	School Transportation
Year:	2024
Chassis Model:	B2 106
Chassis MFG:	FREIGHTLINGER
GVWR:	35,000
Passenger Capacity:	77
Headroom:	78
Wheelbase:	279
Brake Type:	AIR
Engine Type:	CUMMINS B6.7 250 DIESEL, 6 Cyl, 250 HP, 2600 RPM
Fuel Type:	DIESEL
Fuel Tank Capacity:	100
Transmission Type:	AUTOMATIC
Axle, Front:	12000-lb Capacity
Axle, Rear:	23000-lb Capacity
Tires, Front:	FRONT HANKOOK AH24 11R22.5 14 PLY TIRES
Tires, Rear:	REAR HANKOOK DH06 11R22.5 14 PLY TIRES
Suspension Front:	SPRING
Suspension Rear :	AIR RIDE

Total for 1 complete unit(s):	\$ 137,632.00
Delivery Cost:	INCLUDED

Includes the Following Equipment:

BODY

ACCESSORIES

- 1 VISOR-TINTED DRIVER'S SIDE WINDOW 6"X18"
- 1 LOCKS-KEYED ALIKE #CH545
- 1 LATCH-DR INT STOR OVR W/S W/LOCK AND BUZZER
- 1 Device-Rear Deflection Wing Yellow

CERTIFICATION/SAFETY

- 1 REFLECTTAPE-RR END YEL 2"
- 4 REFLECTTAPE-P/O WDO YEL
- 1 REFLECTIVE TAPE-EMERGENCY DOOR REAR YELLOW
- 1 REFLECTTAPE-SIDE 2" @ FLR YEL
- 1 FIRE EXTINGUISHER-5 3A-40BC
- 1 REFLECTORS-AMBER (4) MID/FRONT 3"
- 1 REFLECTORS-RED (4) RR/RR SI 3"
- 1 ELECTRICAL-ROOF ESCAPE HATCH POS 3
- 1 HANDLES-W/S SERVICE, BLACK
- 1 KIT,FIRST AID 24 UNIT IOWA
- 1 KIT,BODY FLUID CLEAN UP IOWA
- 1 SWITCH-ROCKER CROSSING ARM DEACTIVATION
- 1 LABEL-PASS ADVISOR INSTRUCTION
- 1 LOC-VEST.FLR.PLT.LEFT 5LB F.E. & BOX
- 1 LOC-VEST.FLR.PLT.RT.BFC,24 FAK
- 1 CUTTER-SEAT BELT W/HAND GRIP
- 1 TRIANGLES-REFL. 3 W/BOX
- 1 MOTOR-XING ARM ELEC.SPECIALTY
- 1 BRACKET-XING ARM STOWAGE 1/4" BUMP



Customer Quotation

Prepared For:
RED OAK COMMUNITY SCHOOL DISTRICT
1901 N BROADWAY STREET
RED OAK, IA 51566

Prepared By :
Marty Mullins
515-422-6293
mmullins@truckcentercompamies.com

Quote Number:
394446

Quote Date:
1/16/2023

Customer Order No:
Red Oak 77/LU

Model Profile: Saf-T-Liner C2 341TS

Product Type:	School Transportation
Year:	2024
Chassis Model:	B2 106
Chassis MFG:	FREIGHTLINGER
GVWR:	35000
Passenger Capacity:	77
Headroom:	78
Wheelbase:	279
Brake Type:	AIR
Engine Type:	CUMMINS B6.7 250 DIESEL, 6 Cyl, 250 HP, 2600 RPM
Fuel Type:	DIESEL
Fuel Tank Capacity:	100
Transmission Type:	AUTOMATIC
Axle, Front:	12000-lb Capacity
Axle, Rear:	23000-lb Capacity
Tires, Front:	FRONT HANKOOK AH24 11R22.5 14 PLY TIRES
Tires, Rear:	REAR HANKOOK DH06 11R22.5 14 PLY TIRES
Suspension Front:	SPRING
Suspension Rear :	AIR RIDE

Total for 1 complete unit(s):	\$ 139,070.00
Delivery Cost:	INCLUDED

Includes the Following Equipment:

BODY

ACCESSORIES

- 1 VISOR-TINTED DRIVER'S SIDE WINDOW 6"X18"
- 1 LOCKS-KEYED ALIKE #CH545
- 1 LATCH-DR INT STOR OVR W/S W/LOCK AND BUZZER
- 1 LATCH-STORAGE COMPARTMENT 100 LOCK LEFT SIDE 1ST
- 1 Device-Rear Deflection Wing Yellow

CERTIFICATION/SAFETY

- 1 REFLECTTAPE-RR END YEL 2"
- 4 REFLECTTAPE-P/O WDO YEL
- 1 REFLECTIVE TAPE-EMERGENCY DOOR REAR YELLOW
- 1 REFLECTTAPE-SIDE 2" @ FLR YEL
- 1 FIRE EXTINGUISHER-5 3A-40BC
- 1 REFLECTORS-AMBER (4) MID/FRONT 3"
- 1 REFLECTORS-RED (4) RR/RR SI 3"
- 1 ELECTRICAL-ROOF ESCAPE HATCH POS 3
- 1 HANDLES-W/S SERVICE, BLACK
- 1 KIT,FIRST AID 24 UNIT IOWA
- 1 KIT,BODY FLUID CLEAN UP IOWA
- 1 SWITCH-ROCKER CROSSING ARM DEACTIVATION
- 1 LABEL-PASS ADVISOR INSTRUCTION
- 1 LOC-VEST.FLR.PLT.LEFT 5LB F.E. & BOX
- 1 LOC-VEST.FLR.PLT.RT.BFC,24 FAK
- 1 CUTTER-SEAT BELT W/HAND GRIP
- 1 TRIANGLES-REFL. 3 W/BOX
- 1 MOTOR-XING ARM ELEC.SPECIALTY

January 17, 2023

Daimler Truck Financial Services USA LLC ("DTF") is pleased to offer the following proposal to finance the acquisition of various vehicles as described below.

Borrower: **Red Oak CSD**

Issue Type: Tax-exempt installment financing of various equipment subject to annual appropriation

Equipment Type: (1) Thomas Built Minotour

Amount Financed¹: \$90,478.00

	Option 1	Option 2	Option 3
Term:	3 yrs/Annual/Advance	5 yrs/Annual/Arrears	yrs/Annual/Arrears
Rate:	5.80%	5.90%	%
Payment:	\$18,417.00	\$16,431.00	\$
+ Balloon:	50%	25%	

	Option 4	Option 5	Option 6
Term:	yrs/Annual/Arrears	yrs/Annual/Arrears	yrs/Annual/Arrears
Rate:	%	%	%
Payment:	\$	\$	\$
+ Balloon:			

The Rate(s) shown above assumes the Borrower designates the Installment Purchase as Tax Exempt pursuant to the IRS Code. To preserve the structure of this Installment Purchase, all payments listed above (including balloon if any) are REQUIRED payments, not optional and are required to be made by Borrower to DTFS. -

Subject to credit qualification and based on the terms described above, DTF is quoting the Rate(s) as shown in the table provided above. This quote and the Rate(s) stated herein expires as of the date shown on this pricing quote and shall have no effect on any prior documentation signed by the parties. Should funding of this schedule occur after the expiration date, current pricing may be used. This pricing quote is not a commitment and is subject to credit approval by DTF; credit qualification based on the terms of the transaction; verification of eligibility for tax-exempt financing; and mutually agreeable documentation executed and submitted to DTF for funding. Any subsequent pricing quote, Commitment Letter or documentation executed by the parties will supersede and replace this pricing quote.

No changes in federal or applicable state or local tax law, regulations, case law, rulings, or other interpretations by the Internal Revenue Service that would affect any federal, state or local tax benefits are assumed in determining the above quote.

LEGAL OPINION: In the event the Borrower's total outstandings or "Amount Financed" is over \$500,000, the Borrower's Counsel shall furnish DTF with an opinion covering this transaction and the documents used herein. This Opinion shall be in a form and substance satisfactory to DTF.

This proposal expires on February 16, 2023

I look forward to working with you on this transaction.

Sincerely,

Shannon Karoly
Daimler Truck Financial

¹ Amount Financed is subject to change if conditions of acceptance are not met by expiration date.

January 17, 2023

Daimler Truck Financial Services USA LLC ("DTF") is pleased to offer the following proposal to finance the acquisition of various vehicles as described below.

Borrower: **Red Oak CSD**

Issue Type: Tax-exempt installment financing of various equipment subject to annual appropriation

Equipment Type: (3) Thomas Built C2

Amount Financed¹: \$414,334.00

	<u>Option 1</u>	<u>Option 2</u>	<u>Option 3</u>
Term:	3 yrs/Annual/Advance	5 yrs/Annual/Arrears	yrs/Annual/Arrears
Rate:	5.80%	5.90%	%
Payment:	\$84,341.00	\$75,243	\$
+ Balloon:	50%	25%	

	<u>Option 4</u>	<u>Option 5</u>	<u>Option 6</u>
Term:	yrs/Annual/Arrears	yrs/Annual/Arrears	yrs/Annual/Arrears
Rate:	%	%	%
Payment:	\$	\$	\$
+ Balloon:			

The Rate(s) shown above assumes the Borrower designates the Installment Purchase as Tax Exempt pursuant to the IRS Code. To preserve the structure of this Installment Purchase, all payments listed above (including balloon if any) are REQUIRED payments, not optional and are required to be made by Borrower to DTFS. -

Subject to credit qualification and based on the terms described above, DTF is quoting the Rate(s) as shown in the table provided above. This quote and the Rate(s) stated herein expires as of the date shown on this pricing quote and shall have no effect on any prior documentation signed by the parties. Should funding of this schedule occur after the expiration date, current pricing may be used. This pricing quote is not a commitment and is subject to credit approval by DTF; credit qualification based on the terms of the transaction; verification of eligibility for tax-exempt financing; and mutually agreeable documentation executed and submitted to DTF for funding. Any subsequent pricing quote, Commitment Letter or documentation executed by the parties will supersede and replace this pricing quote.

No changes in federal or applicable state or local tax law, regulations, case law, rulings, or other interpretations by the Internal Revenue Service that would affect any federal, state or local tax benefits are assumed in determining the above quote.

LEGAL OPINION: In the event the Borrower's total outstandings or "Amount Financed" is over \$500,000, the Borrower's Counsel shall furnish DTF with an opinion covering this transaction and the documents used herein. This Opinion shall be in a form and substance satisfactory to DTF.

This proposal expires on February 16, 2023

I look forward to working with you on this transaction.

Sincerely,

Shannon Karoly
Daimler Truck Financial

¹ Amount Financed is subject to change if conditions of acceptance are not met by expiration date.



Customer Quotation

Prepared For:
RED OAK COMMUNITY SCHOOL DISTRICT
1901 N BROADWAY STREET
RED OAK, IA 51566

Prepared By :
Marty Mullins
515-422-6293
mmullins@truckcentercompanies.com

Quote Number:
392603

Quote Date:
1/16/2023

Customer Order No:
REDOAK WC

Model Profile: Minotour DRW 051MS

Product Type:	School Transportation
Year:	2024
Chassis Model:	CG33803
Chassis MFG:	CHEVY
GVWR:	12,900
Passenger Capacity:	14
Headroom:	73
Wheelbase:	159
Brake Type:	HYDRAULIC
Engine Type:	GM V8 GASOLINE, 8 Cyl, 401 HP, 5200 RPM
Fuel Type:	GASOLINE
Fuel Tank Capacity:	33
Transmission Type:	AUTOMATIC
Axle, Front:	4300-lb Capacity
Axle, Rear:	8600-lb Capacity
Tires, Front:	LT225/75R16E
Tires, Rear:	LT225/75R16E
Suspension Front:	SPRING
Suspension Rear :	SPRING

Total for 1 complete unit(s):	\$ 90,478.00
Delivery Cost:	INCLUDED

Includes the Following Equipment:

BODY

ACCESSORIES

- 1 ACCESSORY COMPT LOCATED OVER WDSHLD W/GLASS NO LOC (DRW)
- 1 PROP ROD - ACCESS DOOR ABOVE WINDSHIELD

CERTIFICATION/SAFETY

- 1 FIRE EXTINGUISHER - 5 LB.
- 1 FIRE EXTINGUISHER MOUNTING BRACKET - FRICTION TYPE
- 1 KIT - FIRST AID, 24 UNIT, COMPLIES WITH IOWA STATE SPECS
- 1 KIT - BODY FLUID CLEAN-UP, COMPLIES WITH IOWA STATE SPEC
- 1 REFLECTORIZED TRIANGLES-(3) ON DRIVER'S COMPARTMENT FLOOR
- 1 INTERIOR REAR SURVEILLANCE MIRROR
- 1 GM - DRW, HEATED,REMOTE, STAINLESS STEEL, ACCUSTYLE REARVIEW
- 1 GM-SRW/DRW, HEATED, TINTED, HAWKEYE
- 1 SIGN-STOP,ELECTRIC LED FRONT SE1-7980
- 1 HIGH WIND GUARD-FRONT ELECTRIC STOP ARM
- 1 LABEL - U.S. CERTIFICATION
- 1 ELECTRIC-DEFENDER XING CONTROL ARM
- 1 APPLICATION - SCHOOL

DOORS

- 1 ELECTRIC DOOR CONTROL-MINO,W/EXTERNAL ROTARY KEYED RELEASE
- 1 PEDESTAL-MOUNTING,F/FAN & WARNING LGHT SWITCHES W/ELEC DOOR
- 1 DOOR HANDLE - NICKEL-PLATED
- 1 ELECTRIC ENTRANCE DOOR - W/VANDALOCK
- 1 SINGLE LIFT DOOR-44"X60"CLEAR OPENING,REAR
- 1 VANDALOCK - REAR EMERGENCY DOOR WITH INTERLOCK & BARREL BOLT
- 1 STRAP HINGES REAR EMERGENCY DOOR

Proposed changes to the 23-24 course offerings and Course Description Book

Formatting of the book has changed significantly.

- The counseling department wanted to integrate SWCC offerings into the book so that students could see those offerings and descriptions in the content area sections rather than as a separate document. SWCC offerings, while part of the book, will not be approved until new contracts come out later in the spring.
- Sections of the book have been moved around in order to better assist counselors and students with navigation of important information. For example, concurrent enrollment information is now at the front of the book on page 9.
- Course offering tables that simply list out courses for each content area have been removed as they are not used by the counselors or students.

Significant changes to offerings:

- Pending approval of senior release, page 4 outlines the minimum school day for high school students. This has been changed to remove work release and add senior release with the qualifications outlined. This section will be returned to outline work release if senior release is not approved.
- Our art classes are very full and we have limited offerings as Curt Adams is our only art teacher. To increase courses, we are proposing to change Ceramics and Drawing and Printmaking courses to biennial offerings starting this year. We propose that Advanced Drawing and Printmaking and Sculpture and 3D Design be offered biennially starting in 23-24. In addition to giving students more classes to take in general, it also increases offerings for studio-based art classes which are required for Advanced Studio Art.
- Students were surveyed to help determine the best way to address our PE offerings so that students are able to take advantage of more advanced and physically challenging classes while giving other students the opportunity to learn skills necessary for life-long fitness. Based on these surveys, we are proposing adding 2 additional classes that would meet the PE requirement. We would accomplish this by reducing the number of sections of PE and Athletic Strength and Conditioning. Our first addition is Tiger Wellness on page 25. This course focuses more on personal health and growth with topics including cardio, flexibility, strength, stress management and health goals. This allows our PE classes to focus more on group activities and games. The 2nd addition would be Strength & Fitness. This course would become a prerequisite for Athletic Strength & Conditioning and students would need to achieve an 85% in order to qualify for Athletic Strength & Conditioning. We have noticed that students are not fully prepared for the physical requirements necessary to safely and successfully participate in Athletic Strength & Conditioning, but they want to learn the skills. Adding Strength & Fitness allows students to learn prerequisite skills to help prevent injury. Emphasis will be on fundamental strength movements such as squats, hinges, lunges, presses, pulls and carries. The goal of this course is to help students learn the skills necessary to maintain a natural range of motion to live healthy and pain free.
- Surveys were also completed with students to determine how to best grow our Ag department. Based on the results, we are proposing the addition of 4 semester-long courses that can be

found on page 28: Natural Resources, Vet Science, Food Science, and Landscape Design. We are also proposing a change to the traditional course order and requirements by allowing students to take several courses concurrently with Intro to Ag I. This change will allow students more flexibility with scheduling and give them a chance to take a variety of courses without completing them in the traditional succession of year-long courses.

- Mrs. Wiig also conducted surveys to determine how to expand Business offerings. Her program is growing rapidly having increased by 70 students in the last 2 years. Based on the survey results, we propose to remove the Careers course which was offered for 3 periods, and replace it with Accounting II, Personal Finance II, and Sports & Entertainment Marketing. These begin on page 30.
- As mentioned above, Work Release has been removed from the course offerings. We propose an addition of Media Tech Work Experience. The addition of this course gives students the opportunity to learn technology skills that are in high demand, specifically in the area of multi-media productions. Mrs. Erickson would facilitate instruction, but students would work with various school staff to complete projects that facilitate daily operations in our school district. Project areas will include digital signage, content creation, video board content creation, and advertisements.

This is more of an exciting FYI - While these courses will not be approved until the SWCC contract comes out later in the spring, I do want to point out that we have added a section for SWCC Career Academies and Pathways on page 38. We have laid out the requirements and courses for nursing, welding, and education. This is particularly exciting as we are able to show students pathways to certifications in nursing and welding that students are able to complete while still in high school. There are also pathways outlined that can help them further their education beyond those certifications once they leave high school. On page 39 you can see the LPN and RN pathway. Additionally, our welding academy courses can be stacked after graduation and earned credits can be applied to the welding technology diploma and welding technology AAS degree at SWCC. The academy courses are all prerequisites of these programs. We are working with SWCC to hopefully add some certifications in education as well. For now, the teacher prep academy courses are outlined on page 41.



RED OAK COMMUNITY SENIOR HIGH SCHOOL

COURSE DESCRIPTION BOOK

2023-2024

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The curricula of Red Oak High School have been developed through the combined efforts of the faculty and administration. The following course offerings provide evidence that we are continuously seeking methods and means to improve our schools and outcomes for our students. The school district acknowledges that its programs must meet the needs of the community it serves by preparing students for college and career opportunities.

GRADUATION COURSE & CREDIT REQUIREMENTS
All classes earn 1 credit per semester

SUBJECT	REQUIRED CREDITS	COURSE PATHWAY	LENGTH OF COURSE	CREDITS EARNED
English	8	9th - Language Arts 9 * 10th - Language Arts 10 * 11th - elective choices 12th - elective choices	Year Year Varies Varies	2 2 2 2
Math	6	9th - Pre Algebra OR Algebra 1 * 10th - Algebra I * OR Geometry * 11th - Geometry * OR Algebra II * 12th - elective option	Year Year Year Varies	2 2 2 2
Science	6	9th -Biology * 10th - Physical Science * 11th - Earth & Space * 12th - elective option	Year Year Year Varies	2 2 2 2
Social Studies	6	9th - US History I * 10th - US History II * 11th - Government* 12th - elective option	Year Year Semester Semester	2 2 1 1
Fine Arts	1	9th - 12th elective option (Music, Band, Art)	Varies	Varies
CTE Career Technical Education	2	11th - Personal Finance * 1 credit- elective option (taken in 9, 10, 11, or 12) (Business, FCS, AG, Industrial Arts)	Semester Varies	1 Varies
Physical Education	8	9th 10th 11th 12th	Year Year Year Year	2 2 2 2
Electives	15	Any class which is not required or not used toward the number of credits needed for each subject	Varies	Varies
Foreign Language	0	2 years recommended for 4 year college/university bound students (elective credit)		
CPR	-	State of Iowa Education requirement CPR provided by school		
TOTAL CREDITS	52			

*Required courses in year as indicated

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CREDIT RECOVERY

Students have the opportunity to recover credit from a failed required course due to work completion, failed assessments, or attendance.

Whenever a student fails a required course, the course must be made up or retaken as soon as possible. Failed courses will be added to the upcoming correlating semester in the students 4-year academic plan by the School Counselor to ensure proper scheduling. Credit recovery courses will be scheduled within the classroom.

Whenever a student fails an elective course, the particular course failed need not be made up or retaken; however, the student must be sure he or she will have enough credits to graduate. In each and every situation, the best procedure to follow whenever a course is failed is for the student to visit with the school counselor. No credit is given for failed courses.

Credit recovery in the summer may be available. This is determined on an individual basis.

DUPLICATING COURSES

In most cases when a course is successfully completed, it may not be retaken for credit. There are exceptions and you should review each course description. Written permission from the teacher is required to duplicate any course. The student's 4-year academic plan should reflect the duplication.

MINIMUM SCHOOL DAY FOR HIGH SCHOOL STUDENTS

The Board of Directors encourages all students to make maximum use of curricular offerings, supplemental resources, and all other educational facilities.

To that end, it shall be the policy of the Red Oak Community School District that all high school students are in attendance for a school day. Each student is to be enrolled in a minimum of eight courses and a seminar class per semester.

Juniors are allowed to schedule and leave campus for MOC (Multi-Occupational Careers) for 2 periods per day with prior approval from the coordinating CTE teacher and administration. (Documentation required from the workplace.)

Seniors are allowed to schedule and leave campus for up to 4 periods per day for MOC (Multi-occupational Careers) with prior approval from the coordinating CTE teacher and administration or for Senior Release with prior approval from administration. (Documentation required from the workplace.)

Senior Release allows seniors who are on target to graduate, an opportunity to reap the benefits of hard work throughout their high school career. Application, administrator review and permission are required. Students must be enrolled in and attend 4 class periods at the high school throughout their senior year. Students will only be allowed to leave and return to the building 1 time per school day. Students are able to apply for Senior release for the following reasons:

- The student has successfully completed 48 credits prior to their senior year.
OR
- The student is on target to graduate and meets the following requirements:
 - 2.5 GPA or higher
 - 90% Attendance rate
 - Student has a job that has been verified by school personnel. Continued, periodic documentation of employment is required.

RECOMMENDED PATHWAY COURSES

Grade	Content Area	2 or 4 year college/tech school	Military	Work Force
9	Language Arts	Language Arts 9	Language Arts 9	Language Arts 9
	Math	Algebra I	Pre-Algebra/Algebra	Pre-Algebra/Algebra
	Science	Biology	Biology	Biology
	Social Studies	US History I	US History I	US History I
	Foreign Language	Spanish I	Elective choice	Elective choice
10	Language Arts	Language Arts 10	Language Arts 10	Language Arts 10
	Math	Geometry	Algebra/Geometry	Algebra/Geometry
	Science	Physical Science	Physical Science	Physical Science
	Social Studies	US History II	US History II	US History II
	Foreign Language	Spanish II (as required by college institution/major of study)	Elective choice	Elective choice
11	Language Arts	Language Arts Elective / College course	Language Arts Elective	Language Arts Elective
	Math	Algebra II	Geometry/Algebra II	Geometry/Algebra II
	Science	Earth & Space	Earth & Space	Earth & Space
	Social Studies	Government / Social Studies Elective	Government / Social Studies Elective	Government / Social Studies Elective
	Foreign Language	Spanish III (as required by college institution/major of study)	Elective choice	Elective choice
12	Language Arts	Language Arts Elective / College course	Language Arts Elective	Language Arts Elective
	Math	Trigonometry & Pre-Calculus /Calculus / College Math	Elective choice	Elective choice
	Science	Chemistry / Physics	Elective choice	Elective choice
	Social Studies	Government / Social Studies Elective	Government / Social Studies Elective	Government / Social Studies Elective
	Foreign Language	Spanish IV (as required by college institution/major of study)	Elective choice	Elective choice

There are additional district course requirements for graduation: Physical Education, Fine Arts, Career Technical, Electives (refer to graduation requirements on page 3).

College courses can be taken in grades 9-12 if requirements are met. Courses are contracted through Southwestern Community College. Students apply through the School Counselor.

**College classes do not replace required high school classes. Example:
Taking the college class US History to 1877 does not replace the required high school US History I.**

GRADING SYSTEM

Every student will receive quarter and semester grades. The only grades maintained in the school's permanent record and used to determine class rank are those shown as final semester grades. Letter grades are used in the reporting system.

<u>Letter Grade</u>	<u>Percentage</u>	<u>Course Grade</u>
A	100 – 93	4.000
A-	92 – 90	3.667
B+	89 – 87	3.333
B	86 – 83	3.000
B-	82 – 80	2.667
C+	79 – 77	2.333
C	76 – 73	2.000
C-	72 – 70	1.667
D+	69 – 67	1.333
D	66 – 63	1.000
D-	62 – 60	.667
F	59 and below	0.0
P	Pass	
NC	No Credit	
I	Incomplete	
W	Withdraw	
M	Student didn't complete course for medical reasons	

SCHEDULING PARAMETERS

Red Oak Senior High School will schedule students during the second semester for both semesters of the forthcoming school year. All classes are considered to be one semester in length so far as an individual student's schedule is concerned.

Teacher assignments for two semesters may vary. Students are able to access their schedule via Infinite Campus.

To ensure that both parents and the School Counselor are actively involved in the scheduling process, both parent and counselor signatures are required before a schedule is deemed "finalized."

SCHEDULE CHANGES

Schedules are built through the development of the 4-year academic plan. All students and parents are actively involved each year in reviewing and modifying their 4-year academic plan to align with graduation requirements as well as their post-secondary plan - career, military, college. Parents are asked to approve the initial plan and review their student's 4-year academic plan every year.

Schedule changes may be made within the first 2 days of a course according to a student's 4-year academic plan using the following criteria:

- proficiency level on Iowa Statewide Assessment of Student Progress (ISASP)
- failure in first or second semester courses
- completion of summer school courses or independent study projects
- special education placement
- seniors who need courses for graduation in their schedule
- failure to have the necessary prerequisites of a course
- wanting to simply add a course without disturbing the rest of the schedule
- computer and/or clerical error

Changes deemed unnecessary will not be done. Examples of these include but are not limited to: (1) requesting a specific teacher for a course; and (2) requesting a specific hour for a class.

[See Southwestern Community College parameters for scheduling information and requirements including dropping a course on page 9.](#)

INDEPENDENT STUDY

The purpose of independent study is twofold: (1) to organize student exploration of a subject area so that a student may examine an area of interest in depth and under the direction of a faculty member or a department; and (2) to resolve a schedule conflict.

Plan for Independent Study (teacher and administrator approval required):

1. Student contacts the teacher under whom an independent study project class will be conducted.
2. Student completes schedule request form - teacher/parent signature required.
3. Counselor reviews the proposal, ascertains parental consent, signs the request, and sends the form to the principal for approval.

Guidelines for Participation:

1. Independent study courses are recommended only for grades 11 and 12.
2. The student and teacher advisor must have mutually agreeable free time for consultation and planning.
3. Students must complete all work on courses for credit at least one week prior to the close of the semester in which the work will be recorded.
4. All requests must be approved by the student's parent or guardian.
5. Students must complete all necessary regularly offered courses in a particular area before approval will be given for an independent study course unless this is to resolve a schedule conflict.

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SENIOR YEAR PLUS PROGRAM

The Senior Year Plus (SYP) Program serves as an umbrella for a variety of programs designed to provide high school students access to courses that have the potential to generate college credit. The program was enacted to promote rigorous academic pursuits and to provide a wider variety of options to all high school students. It enables 9-12 grade students who qualify to enroll part-time in nonsectarian courses in eligible post-secondary institutions of higher learning in Iowa. Different programs have specific grade, competency, and application requirements as listed within the program and course descriptions. Students must have self-discipline, time management and motivation to meet deadlines and complete work independently.

For more information on the Senior Year Plus Program visit

<https://educateiowa.gov/adult-career-and-community-college/senior-year-plus-syp>

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COLLEGE CLASSES - SOUTHWESTERN COMMUNITY COLLEGE (SWCC)

Students must have self-discipline, time management and motivation to meet deadlines and complete work independently.

PREREQUISITES FOR ALL SWCC COURSES:

- Student must be in grade 9-12.
- Student must be proficient in Reading AND Math AND Science on the statewide assessments each year to participate. Assessment proficiency starts in 8th grade.
- Online application for admission to SWCC must be completed.
- Completion of SWCC Registration Form* - parent, student, and school official signatures.
- Submission of high school transcript for Composition or Math courses.
- Meet any additional requirements as set forth by the college.

***Completion of application and registration form does not guarantee enrollment in the courses selected. Roster availability, pre-requisites, and placement scores will be evaluated before enrollment is confirmed.**

Students may participate in classes at the Red Oak campus, online, or in district as offered.

ACADEMIC AWARENESS:

All college courses are 1 semester in length.

Taking a college course begins your college transcript and college GPA.

A college course also affects your high school transcript and GPA.

Students are responsible to communicate with the teacher any questions or concerns they have.

Students are given one block per college class if their schedule allows. All online college courses are supervised. Grade checks will be completed every 2 weeks. Parents will be notified by email of grades.

WITHDRAW FROM A COURSE:

Students who elect to drop a college course must complete the add/drop form which requires a parent signature of approval.

If the course is dropped within the SWCC 100% refund period (date set by SWCC):

- student will receive a W (withdraw) on high school transcript.
- student must enroll in a regular high school course.

Within 3 weeks (of the college course start date):

- student will receive an F on high school transcript for college course.
- student must enroll in a regular class elective high school course (**teacher approval needed**).
- student must make up missed work in high school course as determined by the teacher.

Past 3 weeks (of the college course start date):

- student will receive an F on high school transcript for college course.
- students must enroll in a high school online semester course for elective credit only.
- course must be completed by the end of the semester to receive an earned grade.
- failure to complete the course will result in an F on transcript.
- Course options: course options will be a minimum at grade level. Options will be based on the remaining duration of the semester and the student's ability to complete the course to receive a grade. **Credit will be prorated.**

COURSE DESCRIPTIONS

LANGUAGE ARTS

Language Arts 9 & 10

These year-long courses focus on the Iowa Core strands: Reading, Writing, Language, and Speaking and Listening. Throughout these courses, students are provided opportunities to advance various 21st century skills along with the Iowa Core skills that are embedded in each strand. As students work towards developing their individual writing and overall reading comprehension skills, they will learn writing techniques, take part in class discussions, advance presentation skills, develop leadership skills, improve their teamwork capabilities, and progress their decision making skills that are necessary in the work world.

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>
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Language Arts 9	2	Year	9	Required
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An emphasis will be given to the Iowa Core reading literature strand, research standards, and informational writing standard. Students will engage in the writing process on a continual basis and produce pieces of writing that will exemplify individual writing abilities and progress.

Language Arts 10 Prerequisite: Successful completion of both semesters of Language Arts 9	2	Year	10	Required
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An emphasis will be given to the Iowa Core reading informational text strand, research standards, and argumentative writing standard. Students will engage in the writing process on a continual basis and produce pieces of writing that will exemplify individual writing abilities and progress.

Literature Explorations Prerequisite: Successful completion of both semesters of Language Arts 9	2	Year	10-12	Elective
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This course offers a variety of texts and builds strategies for comprehension, interpretation, and analysis through the study of American literature, English literature, and World Literature. Students will experience independent and small group work, project work, and large group discussion.

Communication in the Real World I Prerequisite: Successful completion of both semesters of Language Arts 10	1	Sem (Fall)	11-12	Elective
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In this course, students will study communication forms, processes, and strategies for use in all aspects of life. Students will speak, listen, read and write. They will work as individuals and in groups. Career and college readiness skills will be emphasized as students learn writing techniques, critical thinking skills, and leadership skills needed in the real world.

Communication in the Real World II Prerequisite: Successful completion of both semesters of Language Arts 10	1	Sem (Spring)	11-12	Elective
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This course is a continuation of Communication in the Real World I. Students will expand their study of communication forms, processes, and strategies to build concrete skills for use in the real world. Students will benefit from taking Communication in the Real World I first, but it is not required for successful completion of this course.

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Course Name	Credit	Term	Grade	Required/Elective
Debate Prerequisite: Successful completion of both semesters of LA 9	1	Sem (Fall)	10-12	Elective
A special emphasis will be placed on the Iowa Core Speaking & Listening strand, Iowa Core Writing strand, critical thinking skills, as well as argument resolution. Students will learn argumentation, research, and advocacy skills that they can use in a variety of experiences in different curricular areas. Students will engage in the writing process on a continual basis as they create and prepare cases.				
21st Century Communication Prerequisite: Successful completion of both semesters of LA 9	1	Sem (Spring)	10-12	Elective
This course will emphasize the skills and knowledge required to produce stories through digital photography, layout, design, and advertising. Students will learn the importance of media and visual literacy in our ever-changing world. They will learn how to conduct interviews, write in journalistic forms, and use social media as a communication platform in various contexts.				
Creative Writing	1	Sem (Fall)	9-12	Elective
Creative Writing will focus on the process of producing quality creative pieces (short stories, poems, etc.) in a workshop environment. Students will think through writing, use literature as a springboard for writing, and make use of publication to improve skills in grammar and usage. Students will learn to give meaningful feedback to other writers as well as identifying and problem-solving issues in their own work by going through an extensive revision process. Mini-lessons will focus on the narrative arc, dialogue in fiction, metaphors, symbols in poetry, etc. Students will leave this course with a portfolio of their creative work.				
Young Adult Literature	1	Sem	9-12	Elective
Young Adult Literature is designed for students who enjoy reading and desire an opportunity to strengthen their skills in comprehension and literary analysis. Students will study young adult literature by genre, such as fantasy, science fiction, action/adventure. Students will choose a novel from selected texts for each genre, then dig into literary components such as character development, theme, symbolism, conflict, irony, setting, style, and point of view. This class will use a small group structure where students will read then present their novels to the class. Oral and written communication skills will be reinforced. Film adaptations of some young adult novels will be used to further our study of genre and reinforce students' ability to compare and contrast.				
Yearbook Prerequisite: Application & Interview	2	Year	10-12	Elective
This course deals with all phases of yearbook preparation: planning, design, layout, photography, copywriting, advertising, sales, assembly, and distribution. The course will include information about preparation and printing, and hands-on production experience in assembling the yearbook. This class requires time spent outside the school day. The class is open to all students in grades 10-12 upon teacher approval.				

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<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>
AP Language and Composition* <i>*Pending College Board Approval and teacher availability</i> Prerequisite: Successful completion of Language Arts 9 & 10.	2	Year	11-12	Elective
Following the College Board's suggested curriculum designed to parallel college-level English courses, AP Language and Composition exposes students to prose written in a variety of periods, disciplines, and rhetorical contexts. The course emphasizes the interaction of the author's purpose, intended audience, and the subject at hand, and through them, students learn to develop stylistic flexibility as they write compositions covering a variety of subjects that are intended for various purposes. Students should be able to read a college-level textbook independently and write grammatically correct, complete sentences.				

Southwestern Community College Dual Enrollment Options

These semester-long ELA courses are available for qualifying students who meet the SWCC Concurrent Enrollment requirements. Talk to a counselor to learn more.

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>
ENG 105 - Composition I Prerequisite: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit 3 College Credits	Sem	9-12	Elective
This is an intensive writing course designed to develop skills in the use of language, clear thinking, critical reading, and effective writing within an essay format. Special emphasis will be placed on development of content, clear organization, sentence and paragraph structure, and correctness in usage, grammar, and mechanics. Research documentation is introduced.				

ENG 106 - Composition II Prerequisites: English 105 Composition I Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit 3 College Credits	Sem	9-12	Elective
This course is intended to build upon the skills students develop in ENG 105 Composition I. As such, the course assumes that students have a basic control of paragraphing, mechanics, grammar, and punctuation. The primary focus of the course shifts from the personal writing of ENG 105 Composition I to analytical, persuasive, and research writing. The course emphasizes critical thinking and clear, coherent developments of thought. Using their research skills and the ability to organize the results of information gathering, students will be expected to analyze and present the results of their research in clear, organized, persuasive, and interesting writing projects.				

LIT 101 - Introduction to Literature Prerequisite: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit 3 College Credits	Sem	9-12	Elective
As a study of the nature and purpose of literature in our culture, this course will include reading, discussion, and evaluation of literary works (including short stories, drama, and poetry) from different countries and different time periods.				

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<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/ Elective</u>
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LIT 178 - Mythological and Biblical Literature Prerequisite: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			

Every culture tells stories of where we came from, who we are, and how we should act toward each other. An understanding of various world mythologies, especially Greek and Roman, and of some basic stories from the Bible, is vital for understanding and appreciating much of the world's literature and art. This course will examine these early oral stories as pieces of literature and how Western culture has referred to these stories.

SPC 101 - Fundamentals of Oral Communication Prerequisite: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			

Students will develop speaking and listening skills by studying and applying communication theories and principles. Public speaking, small group communication, and interpersonal communication will be emphasized.

SPC 112 - Public Speaking Prerequisite: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			

Principles of speech communication; preparation, delivery, and adjustment to the audience; informative and persuasive speaking. Emphasis on both speaking and listening.

MATHEMATICS

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>
Pre-Algebra Prerequisite: Placement in Pre-algebra will be based on the student's math standing at the end of 8th grade.	2	Year	9	Required
This course is designed for those that have been previously identified as students that may struggle with Algebra. It will use problems and explorations to help improve mathematical thinking. Students will focus on number sense, operational sense, equation structure, and the coordinate plane.				
Algebra I	2	Year	9-10	Required
This course is a study of equations, functions, coordinate systems, and applications of each in problem solving. Algebra I is the first math class expected to meet graduation requirements.				
Geometry Prerequisite: Successful completion of Algebra I	2	Year	10-12	Required
A standard study of Euclidean plane (flat) geometry with a strong emphasis on the solving of geometric proofs. Included are brief studies of logic, trigonometric functions, and coordinate geometry.				
Algebra II Prerequisite: Successful completion of Geometry	2	Year	10-12	Required (determined by math track)
This is an integrated course in algebra and trigonometry containing the modern mathematical viewpoints. Emphasis is placed on mathematical structure, various number systems from natural to complex numbers, and the properties of each.				
Trigonometry/Precalculus Prerequisite: Successful completion of Geometry/Alg II	2	Year	11-12	Elective
An introduction to calculus with functions, graphs, limits, area under a curve, and rates of change. A focus on algebra is woven throughout the course. This course is highly recommended for those going to college in an area where calculus will be required.				
AP Calculus* <i>*Pending teacher availability</i> Prerequisite: Successful completion of Trig/Precalc	2	Year	12	Elective
Following the College Board's suggested curriculum designed to parallel college-level calculus courses, this course provides students with an understanding of the concepts of calculus and experience with its methods and applications. This course introduces calculus and includes the following topics: functions, graphs, limits, and continuity; differential calculus (including definition, application, and computation of the derivative at a point; derivative as a function; and second derivatives); and integral calculus (including definite integrals and antidifferentiation). This course is highly recommended for those going to college in an area where calculus will be required.				

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Southwestern Community College Dual Enrollment Options

These semester-long math courses are available for qualifying students who meet the SWCC Concurrent Enrollment requirements. Talk to a counselor to learn more.

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/ Elective</u>
MAT 110 - Math for Liberal Arts (Face to Face only) Prerequisites: 2 years of high school algebra or MAT 101 Intermediate Algebra or recommended ACCUPLACER score; Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			
Students will use critical thinking in their study of logic, sets, and statistical reasoning. Students will perform problem-solving and decision-making by studying probability and application of statistical data, modeling, and financial mathematics. Abuses of mathematical data, the history of mathematics, and applications of mathematics in art, music, business, and politics will also be surveyed.				
MAT 120 - College Algebra (Face to Face only) Prerequisites: MAT 101 Intermediate Algebra or recommended ACCUPLACER score; Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			
Topics to include: the real and complex number systems and Cartesian coordinate system. Additional concepts include polynomial, exponential, and logarithmic functions as well as matrix algebra, systems of equations, conic sections and sequences and series.				
MAT 156 - Statistics (Face to Face only) Prerequisites: MAT 101 Intermediate Algebra or recommended ACCUPLACER score; Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			
This course provides a foundation of statistical concepts and procedures that can aid the student as both a consumer and producer of statistical information. The course emphasizes descriptive and inferential statistical methods, probability, estimation, hypotheses testing and linear regression. Students are introduced to technology as it applies to introductory statistical methods.				
MAT 210 - Calculus I (Face to Face only) Prerequisites: MAT 127 College Algebra and Trigonometry or recommended ACCUPLACER score; Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	4 College Credits			
This course continues where MAT 127 College Algebra and Trigonometry left off. Topics will include, but are not limited to: limits and continuity, derivatives, applications of derivatives, and integration.				
MAT 216 - Calculus II (Face to Face only) Prerequisites: MAT 210 Calculus I; Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	4 College Credits			
This course studies transcendental functions, techniques of integration, infinite series, conic sections, parameterized curves, and polar coordinates.				

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SCIENCE

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>
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Biology	2	Year	9	Required
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This course is designed to provide information regarding the fundamental concepts of life and life processes. It includes such topics as cell structure and function, general plant and animal physiology, genetics, taxonomy, biochemistry, evolution, and ecology.

Physical Science	2	Year	10	Required
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In Physical Science, students will study the structures and states of matter. Students are introduced to various topics including forms of energy, wave phenomenon, electromagnetism, and physical and chemical reactions.

Earth & Space	2	Year	11	Required
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In this course, students will explore the Iowa Core's Earth and Space standards. Topics will include the Earth's formation, early history, and place in the universe as well as human interactions with and impact on natural resources. Students will also explore the atmosphere, weather, and climate.

Chemistry	2	Year	11-12	Elective
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Chemistry is a survey course of inorganic chemistry. The properties of the elements, their compounds, reactions, and practical uses constitute the main portion of the course. One or more labs accompany each unit of study. College bound students should consider this course a must. A calculator is required, a scientific calculator is recommended.

Physics	2	Year	11-12	Elective
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A survey of the basic fields of physics including mechanics, heat, light, sounds, electricity, and nuclear physics is presented. Since physics is an attempt to describe the physical world in mathematical terms, this course makes use of many mathematical equations. One or more labs accompany each unit of study. This course is highly recommended for students planning to take additional science courses in college. A calculator is required, a scientific calculator is recommended.

SOCIAL STUDIES

US History courses will be taught in a chronological sequence. Students will learn skills such as argumentation, corroboration, contextualization, and sourcing, that are vital to transfer knowledge across historical and current events. This knowledge and skill set is meant to develop strong citizens of local, state, national, and global societies.

Course Name	Credit	Term	Grade	Required/Elective
US History I	2	Year	9	Required
Topics to be covered in this course over the full year include: Reconstruction, Growth in the West, Industrialization and Immigration, The Progressive Era, Imperialism, World War I, the Roaring Twenties, the Great Depression and the New Deal.				
US History II	2	Year	10	Required
Topics to be covered in this course over the full year include: The Rise of Dictators and World War II, the Korean War, the Cold War Era, the Civil Rights Era, the Vietnam War, and Foreign & Domestic Policies of the 1980s-Present Day.				
World History I	1	Sem (Fall)	9-12	Elective
In this course, students will learn and apply the skills of historians by breaking down primary and secondary sources and contexts of events throughout world history. Each unit will focus on using primary and secondary sources to explore different perspectives. Topics include World Religions, Medieval Empires Around the World, and Revolutions from Around the World within the past 150 years.				
World History II	1	Sem (Spring)	9-12	Elective
In World History II, students will continue to apply the skills of historians as they study contemporary issues from around the world and consider overall themes throughout history. Primary and secondary sources will again be a point of emphasis in looking at multiple perspectives from historical events and implications of these events seen in our world today. Themes to be covered include war, poverty and technology. Specific topics will include: imperialism around the world and contemporary historical events from the past 100 years. Students will greatly benefit from taking World History I first, but it is not required for successful completion of this course.				
Human Studies	2	Year	9-12	Elective
Human studies is designed to assist young people in a better understanding of themselves, others, and behavioral impacts on society. Topics discussed include: how groups form, societal influences on individuals and groups, what makes up cultures and how people acquire their belief systems, ethical issues and behavior, social inequalities, and the impact of culture and institutions on societies.				
Geography	1	Sem	9-12	Elective
This course focuses on the physical and cultural features of local, national, and global regions. Students will create geographical representations and will demonstrate understanding of the interrelationships between geographical features and human population & movement patterns. Topics of study include: economics within and among regions, including economies, unemployment, supply and demand, taxes, government policies, and business.				

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<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>
Government	1	Sem	11-12	Required
<p>Government is a one-semester class for all juniors or seniors and a requirement for graduation. It covers introductory government concepts including: U.S. Constitutional Principles; Executive, Legislative, and Judicial branches; Comparative Government; Politics and Elections of the United States government. Current events are an integral part of this course. This course meets the local, state, and U.S. government requirements of the Iowa Core Curriculum.</p>				

AP [®] World History: Modern* <i>*Pending teacher availability</i>	2	Year	11-12	Elective
<p>Following the College Board's suggested curriculum designed to parallel college-level World History courses, AP[®] World History: Modern examines world history from 1200 to the present with the aim of helping students make connections of historical evolution across times and places. This course highlights the interaction between humans and the environment; development and interaction of cultures; state-building, expansion and conflict; creation, expansion and interaction of economic systems; and development and transformation of social structures. Students should be able to read a college-level textbook independently.</p>				

Southwestern Community College Dual Enrollment Options

These semester-long social sciences courses are available for qualifying students who meet the SWCC Concurrent Enrollment requirements. Talk to a counselor to learn more.

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/ Elective</u>
GEO 121 - World Regional Geography Prerequisite: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit 3 College Credits	Sem	9-12	Elective
<p>A geographic survey of nations and continents with emphasis on important physical characteristics of the major regions of the world. Attention is devoted to their demographics, economic, political, and cultural development with each other. The course covers physical and cultural geography as well as basic geographical literacy. The human impact on the environment and growing problems of resources are discussed.</p>				

HIS 110 - Western Civilization: Ancient to Early Modern Prerequisite: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit 3 College Credits	Sem	9-12	Elective
<p>This course explores the cultural, political, literary, and economic aspects of Western civilization from the first civilizations in Mesopotamia and Egypt to the Greeks and Romans. This course also discusses the conflicts of the Middle Ages, Renaissance, and Reformation.</p>				

HIS 111 - Western Civilization: Early Modern to Present Prerequisite: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit 3 College Credits	Sem	9-12	Elective
<p>This course explores the cultural, political, literary, and economic aspects of Western civilization from the practice of absolutism to the intellectual revolutions of science, agriculture, and philosophy. This course also discusses the conflicts of the 18th through 21st centuries.</p>				

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<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/ Elective</u>
HIS 151 - U.S. History to 1877 Prerequisite: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem (Fall)	9-12	Elective
	3 College Credits			
This course explores the cultural, political, literary, and economic aspects of the colonies as they developed into the United States of America. Such topics as the American Revolution, the Constitution, the Trail of Tears, and the Civil War will be examined.				
HIS 152 - U.S. History since 1877 Prerequisite: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem (Spring)	9-12	Elective
	3 College Credits			
This course explores the cultural, political, artistic, and economic aspects of the United States after the Civil War. Such topics as Reconstruction, World War I, the Roaring Twenties, World War II, the Cold War, and the subsequent events will be discussed.				
HIS 268 - American Experience in Vietnam Prerequisite: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			
A survey of the 2,000-year history of Vietnam, the French Indochina War and U.S. involvement, the military role, the view from those who participated and discussion of the consequences of American participation in the Asian conflict. The conflict will be viewed with the context of the Cold War and explore the events, attitudes and political scene leading up to the United States' commitment in Southeast Asia. Exploration of the anti-Vietnam War movement will also take place.				
PSY 111 - Introduction to Psychology Prerequisite: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			
An introductory course to the scientific study of human behavior and mental processes. This course includes such topics as the background of modern psychology, personality development, brain and behavior, heredity and environment, learning and motivation, emotional processes, intelligence, human interaction, and psychological disorders.				
PSY 121 - Developmental Psychology Prerequisite: PSY 111 Introduction to Psychology; Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			
This course affords the student an overview of the psychology of human growth and development from conception through death. Emphasis is placed upon the continuous interactions and interrelationship of these processes with environmental forces and conditions that influence patterns of behavior. Major developmental theories are presented: cognitive, personality, social, and behavioral.				

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<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/ Elective</u>
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SOC 110 - Introduction to Sociology Prerequisite: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			

This survey course explores the discipline of sociology which focuses on human interaction, groups, and society. Topics will include but are not limited to: culture, socialization, social structure and interaction, organization, and various social institutions such as family, religion, politics, deviance, etc. Appropriate language, theory, and research process will be covered. This course is focused primarily upon United State cultural patterns.

CRJ 100 - Introduction to Criminal Justice (face to face only) Prerequisite: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			

This course will offer an introduction to the varying and ever evolving fields in criminal justice with primary emphasis on the three main areas of the criminal justice system: police, courts, and corrections. The student will gain a realistic understanding of the various fields and career opportunities in criminal justice while learning of the interactions and complexities of each area. Further, this course will challenge students to think critically about the concept of justice.

ECN 120 - Principles of Macroeconomics Prerequisite: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			

An introduction to the concepts and terminology of macroeconomics. This course covers national income and national output, money and banking, fiscal and monetary policy, inflation, unemployment, and international trade.

ECN 130 - Principles of Microeconomics Prerequisite: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			

An introduction to the concepts and terminology of microeconomics. A study of supply and demand, individual consumer and firm behaviors, pricing and the market system, market structure, and the allocation of resources.

FINE ARTS

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>
Studio Art	1	Sem (Fall)	9-12	Elective
<p>Studio Art is a one semester course for the student interested in exploring several creative art mediums. Units covered will include: drawing, pastels, painting, ceramics, and sculpture. Students will also learn art terminology and some art history. <i>This course is one of the prerequisites for Advanced Studio Art.</i></p>				
Drawing & Printmaking <i>Offered biennially starting in 2022</i>	1	Sem (Fall)	9-12	Elective
<p>This is a one semester course in which the student has the opportunity to work with and explore different drawing media and printmaking media. Pencil, charcoal, pen & ink, pastel, and printmaking will be explored. <i>This is a studio-based course that can help fulfill prerequisites for Advanced Studio Art.</i></p>				
Advanced Drawing & Printmaking <i>Offered biennially starting in 2023</i> Prerequisite: Successful completion of Drawing & Printmaking	1	Sem (Fall)	10-12	Elective
<p>This course builds on Drawing & Printmaking with the opportunity to work with and explore different drawing media and printmaking media. Students will refine their creative processes and develop their own artistic styles following and breaking from traditional conventions. This course includes a study of historical and contemporary art from a worldwide perspective. <i>This is a studio-based course that can help fulfill prerequisites for Advanced Studio Art.</i></p>				
Digital Media Arts	1	Sem	9-12	Elective
<p>Digital Media Arts is intended for high school level students to gain an understanding of digital print and online media. Students will do digital photography and use graphic design software to demonstrate creative thinking, construct knowledge, and to develop innovative products and processes. Students will visually communicate information and ideas effectively through these media. Maximum class size: 24.</p>				
Virtual Design Prerequisite: Successful completion of Digital Media Arts	1	Sem (Spring)	9-12	Elective
<p>Virtual Design uses a computer to create simulated 3-dimensional experiences, environments, products, presentations, and objects. Students are free to explore and learn a variety of techniques used in computer graphics, virtual reality and 3-D printing. Students that are in this class must be self-motivated, have a desire to learn and have a good imagination. Students will spend a significant amount of time on their own doing research and designing various projects that will be due throughout the semester. Maximum class size: 24.</p>				
Ceramics <i>Offered biennially starting in 2022</i>	1	Sem	9-12	Elective
<p>This is a one semester course in which the student will learn the basic principles of working in clay. Students will focus on learning several hand building techniques. An additional lab fee may be imposed based on the amount of materials used. <i>This is a studio-based course that can help fulfill prerequisites for Advanced Studio Art.</i> Maximum class size: 20.</p>				

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Course Name	Credit	Term	Grade	Required/Elective
Sculpture & 3D Design <i>Offered biennially starting in 2023</i>	1	Sem	9-12	Elective
Sculpture & 3D Design promotes creative expression through three-dimensional works. Students will explore representational and abstract sculpture through subtractive (carving), additive (modeling), and assemblage techniques in one or more media. This course includes the production of representational and abstract sculpture while incorporating elements of art and principles of design, along with a study of historical and contemporary sculpture and sculptors from a worldwide perspective. <i>This is a studio-based course that can help fulfill prerequisites for Advanced Studio Art. Maximum class size: 20.</i>				
Advanced Studio Art Prerequisite: Successful completion of Studio Art AND one other studio-based art classes as well as teacher approval	1	Sem (Spring)	11-12	Elective
Advanced Studio Art is a course for the serious art student. Students will select one or several artistic areas to explore in depth during the semester, with the goal to develop pieces for a portfolio. Students may elect to pursue advanced studies in sculpture, pottery, painting, drawing, digital media, and in other areas. Students will learn the basics of taking and preparing digital images of their completed work and develop a resume to submit when applying to art schools, scholarships, and art shows. Students may be required to purchase their own materials. May be repeated once for credit.				
Junior Varsity Choir	1	Sem	9-12	Elective
This is a non-auditioned choir for students in grades 9-12. The course is designed to work on the fundamentals of reading musical scores, vocal production, and musicianship. Performances will include all school choral concerts (up to 3 a year). Students will be eligible to audition for the All-State Chorus, the spring musical, state small group contests, Minningsers, and all other student singing ensembles.				
Varsity Choir Prerequisite: Audition & Teacher approval	1	Sem	9-12	Elective
This class is an auditioned group selected from students who demonstrate advanced levels of musical ability and a strong work ethic. Performances will include all school choral concerts. Students will perform advanced choral literature that will include Iowa All-State repertoire. Varsity choir will compete at state/district music contests and will be involved in the Spring Musical. Students from this choir may also audition for the All-State Choir, be involved in solo/small group contests, festivals, honor choirs, Minningsers, and other student singing ensembles.				
Music Theory Prerequisite: Theory students will be enrolled in chorus or band for the year, enrollment by instructor permission only.	1	Sem (Fall)	10-12	Elective
This course is offered for 10th through 12th grade students who are serious about music , especially those with goals of a major or minor in music at the college level. <u>Teacher approval required.</u> The course will include the study of basic theory fundamentals.				

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<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>
Advanced Music Theory Prerequisite: Theory students will be enrolled in chorus or band for the year, enrollment by instructor permission only.	1	Sem (Spring)	10-12	Elective
This course is a continuation of Music Theory and is offered for 10th through 12th grade students who are serious about music , especially those with goals of a major or minor in music at the college level. <u>Teacher approval required.</u> The course will include the study of basic theory fundamentals.				

Minnisingers (Vocal Ensemble) Prerequisite: Audition and teacher approval	2	Year	10-12	Elective
An auditioned vocal ensemble that helps students develop vocal techniques and refine their abilities to sing parts in a small ensemble. Students will perform popular styles of music. Students will create, rehearse, and perform multiple shows during the school year with a focus on vocal development, vocal independence, choreography, musicality, and showmanship.				

Band Prerequisite: Instructor permission only	2	Year	9-12	Elective
In band students gain mastery over performance skills on their instrument and learn to collaborate and perform effectively as an ensemble. Students will perform music as a summative experience for their learning in the classroom, as a demonstration of their learning to the public, for professional feedback at music festivals, and as a service to the community. Students have the opportunity to perform a wide variety of literature for many different purposes, including music from classical and contemporary music composers, jazz artists, and contemporary popular music artists. Additionally, students in band explore new ways of connecting with music, responding to music, and creating music through personalized learning experiences.				

Southwestern Community College Dual Enrollment Options

These semester-long fine arts courses are available for qualifying students who meet the SWCC Concurrent Enrollment requirements. Talk to a counselor to learn more.

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/ Elective</u>
ART 101 - Art Appreciation Prerequisite: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit 3 College Credits	Sem	9-12	Elective
Art Appreciation is an introduction to the visual arts and explores the nature of art and the mechanisms of creativity, the materials and methods of making art, the purpose of art in various cultures both ancient and contemporary, and the significance of visual literacy in today's world.				

MUS 101 - Music Appreciation Prerequisite: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit 3 College Credits	Sem	9-12	Elective
This course will help the student learn how to listen to music, to make sense of what he/she hears, and increase his/perceptive powers. The course covers the changing musical scene from the Renaissance to the present.				

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FOREIGN LANGUAGE

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>
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Spanish I	2	Year	9-12	Elective
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Spanish I is a course developed for those students who would like to learn another language while exploring the culture and everyday life of the Spanish-speaking world. Emphasis is placed on learning the vocabulary and grammar needed to communicate in Spanish.

Spanish II Prerequisite: Successful completion of Spanish I	2	Year	10-12	Elective
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As a continuation of Spanish I, students again expand and focus on their vocabulary and grammar skills. Emphasis continues to be on communication skills as well as the understanding and appreciation of Hispanic culture.

Spanish III Prerequisite: Successful completion of Spanish I and Spanish II	2	Year	11-12	Elective
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Students begin an in-depth look at the Spanish language. Conversation and reading skills are reviewed and practiced and grammar structures are analyzed. Emphasis continues to be placed on communication and the everyday life of persons in Spanish-speaking countries.

Spanish IV Prerequisite: Successful completion of Spanish I, II, III	2	Year	12	Elective
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Students continue an in-depth look at the Spanish language. Conversation and reading skills are reviewed and practiced and grammar structures are analyzed. Emphasis continues to be placed on communication and the everyday life of persons in Spanish-speaking countries.

PHYSICAL EDUCATION & HEALTH

Every student is required to enroll in a physical education course every semester each year unless he or she presents a written excuse from a doctor. Student's limitations and disabilities will be considered individually. If necessary, an adaptive program will be set up to meet those needs.

***Waivers do not earn credit - therefore a student must take other classes to complete the graduation requirement of 52 credits.**

Seniors may be excused from physical education if requested in writing and if:

1. *The student is enrolled in a cooperative or work study program or other educational program authorized by the school which requires the students to leave the school premises during the school day, or*
2. *The student is involved in winter and/or spring sports and want to fill their schedule with other academic coursework.*

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>
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Physical Education	1	Sem	9-12	Required
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Students will actively engage in various physical activities and games as they learn and build physical and social skills. Topics include: movement, rhythm, personal and social behavior, social interaction, and safety.

Tiger Wellness	1	Sem	9-12	Elective (meets PE requirement)
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If traditional game play in PE isn't your cup of tea, give Tiger Wellness a try! Tiger Wellness is a physical education course geared toward focusing on one's own personal health and growth. Topics include: cardio, flexibility, strength, stress management, and health goals.

Strength & Fitness	1	Sem	9-12	Elective (meets PE requirement)
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Throughout this course, students will follow the guidelines in place for the Red Oak Community School District Strength & Conditioning program, focusing on long term athletic development and life-long fitness components. Students will follow a strategically designed program that emphasizes proper movement patterns through fundamental strength movements such as squats, hinges, lunges, presses, pulls and carries. This course will have an emphasis on human movement and maintaining a natural range of motion to live healthy and pain free.

Athletic Strength & Conditioning Prerequisite: Successful completion of Strength & Fitness with at least 85%	1	Sem	10-12	Elective (meets PE requirement)
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Throughout this course, students will follow the guidelines in place for the Red Oak Community School District Strength & Conditioning program, focusing on long term athletic development and life-long fitness components. This course builds on Strength & Fitness and will serve as a tool to advance students through **intense, explosive movements** such as jumping, sprinting and throwing. Students will follow a strategically designed program that emphasizes proper movement patterns, running/sprinting mechanics, ability to change direction and progresses the students based on the student's specific needs. Students enrolled in this course will be involved in a program that is designed to focus on the progress of the student over their four-year high school career.

Health I	1	Sem (Fall)	9-12	Elective (does not meet PE requirement)
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This semester course will provide students with knowledge, skills and resources to help build mental, emotional, and social health. Areas of focus include self-empowerment, safe and healthy relationships, and conflict resolution.

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<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>
Health II	1	Sem (Spring)	9-12	Elective (does not meet PE requirement)
This elective semester course focuses on students' physical health. Areas of study include the body and body systems, human growth and development, nutrition, first aid, and disease prevention including STI's and HIV/AIDS.				

Southwestern Community College Dual Enrollment Options

This semester-long coaching course is available for qualifying students who meet the SWCC Concurrent Enrollment requirements. Talk to a counselor to learn more.

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/ Elective</u>
PEC 108 - Sports and Society Prerequisite: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit 3 College Credits	Sem	9-12	Elective
Explores the pervasive appeal of sports in American society. Interrelationships among sport, behavior, culture and social institutions of business, religion, politics, education and family will be examined.				

AGRICULTURE

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>
Introduction to Agriculture I	1	Sem (Fall)	9	Elective
<p>This course is designed for 9th grade students. The course will include the following leadership topics: FFA, Supervised Agricultural Experience, basic plant and animal science, and parliamentary procedure. In addition, the course will focus on agriscience research concepts and general agricultural information. <i>(Other grades by permission of instructor)</i></p>				
Introduction to Agriculture II Prerequisite: Successful completion of Introduction to Agriculture I	1	Sem (Spring)	9	Elective
<p>This course builds upon Introduction to Agriculture I and is designed for 9th grade students. Successful completion of this course is a prerequisite for other ag courses. See course descriptions for details. The course will include the following leadership topics: FFA, Supervised Agricultural Experience, basic plant and animal science and parliamentary procedure. In addition, the course will focus on agriscience research concepts and general agricultural information. <i>(Other grades by permission of instructor)</i></p>				
Plant and Soil Science I Prerequisite: Successful completion of or concurrent enrollment in Introduction to Agriculture I	1	Sem (Fall)	9-12	Elective
<p>Any student may enroll if they have completed or are simultaneously enrolled in Introduction to Agriculture I. The course will include the following topics: soil evaluation, basic plant science concepts, natural resources, and agriscience research. The leadership aspects of the FFA and Supervised Agricultural Experience will also be included.</p>				
Plant and Soil Science II Prerequisite: Successful completion of Plant and Soil Science I	1	Sem (Spring)	9-12	Elective
<p>This course builds upon topics in Plant and Soil Science I. The course will include the following topics: soil evaluation, basic plant science concepts, natural resources, and agriscience research. The leadership aspects of the FFA and Supervised Agricultural Experience will also be included.</p>				
Animal Science I Prerequisite: Successful completion of or concurrent enrollment in Introduction to Agriculture I	1	Sem (Fall)	9-12	Elective
<p>Students will explore hands-on projects and activities to learn the characteristics of large animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, or industry personnel face in their respective careers. This course deals mainly with large animal (cattle, hogs, horses, sheep, goats) anatomy, reproduction, nutrition, and health. Small animals (dog and cats) and other pets will NOT be a focus in this course.</p>				

Course Name	Credit	Term	Grade	Required/Elective
Animal Science II Prerequisite: Successful completion of Animal Science I	1	Sem (Spring)	9-12	Elective
<p>Students will explore hands-on projects and activities to learn the characteristics of large animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, or industry personnel face in their respective careers. This course deals mainly with large animal (cattle, hogs, horses, sheep, goats) anatomy, reproduction, nutrition, and health. Small animals (dog and cats) and other pets will NOT be a focus in this course. This course can be taken any Spring semester during high school after completing Animal Science I. The coursework builds upon the concepts from Animal Science I.</p>				
Natural Resources Prerequisite: Successful completion of or concurrent enrollment in Introduction to Agriculture I	1	Sem (Fall)	9-12	Elective
<p>Any student may enroll in Natural Resources if they have completed or are simultaneously enrolled in Introduction to Agriculture I. The course will include the following topics: the use of land, food, wildlife, forest, air, hunting, trapping, and aquatic animals. This course will be one semester long.</p>				
Vet Science Prerequisite: Successful completion of Animal Science I	1	Sem (Spring)	9-12	Elective
<p>This course can be taken any semester after successful completion of Animal Science I. The course will include the following topics: anatomy of animals, general procedures, types of injections, grooming, and general care of companion animals and livestock. This is a one semester course.</p>				
Food Science Prerequisite: Successful completion of or concurrent enrollment in Introduction to Agriculture I	1	Sem (Fall)	9-12	Elective
<p>Any student may enroll in Food Science if they have completed or are simultaneously enrolled in Introduction to Agriculture I. The course will include the following topics: safety and sanitation in the food industry, nutrition, food products, and processing. Labs will be included where students will be able to create different foods. This is a one semester long class.</p>				
Landscape Design Prerequisite: Successful completion of Introduction to Agriculture I	1	Sem (Spring)	9-12	Elective
<p>Any student may enroll in Landscape Design if they have completed Introduction to Agriculture I. During this course, students will design/implement landscape designs, learn about turf and lawn care, and practice plant identification. This is a one semester long course.</p>				
Ag Business I Prerequisite: Successful completion of Introduction to Agriculture II or instructor approval	1	Sem (Fall)	10-12	Elective
<p>This course is designed for 10th through 12th grade students. The course will include the following topics: Ag Sales and Marketing, Job Interview Skills, and Basic Recordkeeping. The Ag Business portion will prepare students to seek future employment and expose them to job opportunities in Ag Business. <i>(Other grades by permission of instructor)</i></p>				

Ag Business II Prerequisite: Successful completion of Ag Business I	1	Sem (Spring)	10-12	Elective
<p>This course is designed for 10th through 12th grade students and can be taken any Spring semester after successful completion of Ag Business I. The course will include the following topics: Ag Sales and Marketing, Job Interview Skills, and Basic Recordkeeping. The Ag Business portion will prepare students to seek future employment and expose them to job opportunities in Ag Business. <i>(Other grades by permission of instructor)</i></p>				

Southwestern Community College Dual Enrollment Options

This semester-long agriculture course is available for qualifying students who meet the SWCC Concurrent Enrollment requirements. Talk to a counselor to learn more.

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/ Elective</u>
AGA 114 - Principles of Agronomy Prerequisite: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit 3 College Credits	Sem	9-12	Elective
<p>A foundation course in agronomy applying crop, soil, and environmental sciences in understanding agricultural systems in the world. Includes introductory concepts of plant, soil, tillage, pest, environmental, and sustainable aspects of crop production. The laboratory portion of the course will consist of hands-on learning experiences via the college farm, field trips, or the utilization of interactive computer-based programs.</p>				

BUSINESS EDUCATION

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>
Accounting I	1	Sem (Fall)	9-12	Elective
<p>This course introduces and expands upon the fundamental accounting principles and procedures used in businesses. Course content includes the full accounting cycle, payroll, taxes, debts, depreciation, ledger and journal techniques, and periodic adjustments. Students may learn how to apply standard auditing principles and to prepare budgets and final reports. Calculators and other automated tools are used. Specific focus on accounting for a service business organized as a proprietorship.</p>				
Accounting II Prerequisite: Successful completion of Accounting I	1	Sem (Spring)	9-12	Elective
<p>This course is a continuation of Accounting I which introduces and expands accounting principles and procedures used in businesses. Students will continue to learn about the accounting cycle, payroll, taxes, debts, depreciation, ledger and journal techniques, and periodic adjustments. Students may learn how to apply standard auditing principles and to prepare budgets and final reports. Calculators and other automated tools are used. Accounting II specifically focuses on accounting for a merchandising business organized as a partnership.</p>				
Introduction to Business	1	Sem (Fall)	9-12	Elective
<p>Students will survey an array of topics and concepts related to the field of business. The course will introduce business concepts such as banking and finance, the role of government in business, business ethics, marketing, entrepreneurship, and management. Students will also be provided with a brief overview of the American economic system and corporate organization. <i>This course is highly recommended before taking Small Business Management with SWCC.</i></p>				
Marketing	1	Sem (Fall)	9-12	Elective
<p>This course teaches students to market themselves as well as their business ideas. Sales and marketing concepts are important to everyone. The skills students learn in this course are used to understand and promote individual and business ideas. The class focuses on the psychology of consumer decision making, and deciphers each area of the marketing mix: place, product, price, and promotion.</p>				
Principles of Management	1	Sem (Spring)	9-12	Elective
<p>This course is designed to be an overview of the major functions of management. Emphasis is on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management.</p>				
Personal Finance	1	Sem	11-12	Required
<p>Personal Finance is a requisite course that provides students with an understanding of the concepts and principles involved in managing one's personal finances. Topics include: banking (checking and savings), retirement, credit (types and managing), FAFSA, and taxes.</p>				

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<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>
Personal Finance II Prerequisite: Successful completion of Personal Finance I	1	Sem	11-12	Elective
This course is a continuation of Personal Finance I that provides students with an understanding of the concepts and principles that involve managing one's personal finances. Topics include: paying for college, budgeting, behavioral economics, insurance, investing, and consumer skills.				

Sports and Entertainment Marketing Prerequisite: Marketing	1	Sem (Spring)	9-12	Elective
This course provides students with a thorough understanding of fundamental marketing concepts and theories as they relate to the sports and entertainment industries. Topics include promotion of sports/events, licensing, sponsorship and endorsements, branding, marketing research, product development, pricing and distribution strategies, sales, event planning, and the role of existing and emerging technologies.				

Computer Science Basics	1	Sem (Spring)	9-12	Elective
This course provides students with foundational skills in problem-solving, software, and algorithms. The course includes topics in maintaining privacy, safety, and security when using computers and while being innovators of new computing applications. The course allows students to discover the powers of computer science through rewarding yet challenging concepts. This course does not count towards the CTE credit requirement.				

Southwestern Community College Dual Enrollment Options

These semester-long business and computer science courses are available for qualifying students who meet the SWCC Concurrent Enrollment requirements. Talk to a counselor to learn more.

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/ Elective</u>
BUS 121 - Business Communications Prerequisite: ENG 101 Elements of Writing or minimum ACCUPLACER sentence structure score of 86; Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit 3 College Credits	Sem	9-12	Elective
This course is a study of communications for the typical business situation. Topics to be covered are reports and letters of inquiry, orders, credit, collections, sales, and handling disputes.				

MGT 110 - Small Business Management Prerequisite: Must meet SWCC Concurrent Enrollment Requirements High school Intro to Business highly recommended	1 HS Credit 3 College Credits	Sem	9-12	Elective
This course introduces the student to various types of small business opportunities. Students will use concepts from the course to develop a business plan designed to guide the startup of a new business. The course also covers topics relevant to small business management, including marketing, operational management, financial management, human resource management, and regulations.				

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<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/ Elective</u>
CSC 110 - Introduction to Computers Prerequisite: Keyboarding skills; Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			
This course is an introductory course that surveys a variety of topics to include history, hardware, software, terminology, communications, computer ethics, and societal impact of computers. In addition to computer literacy, students will complete hands-on modules using operating systems, word processing, database, presentation, and spreadsheet software, such as Microsoft Office programs.				

FAMILY AND CONSUMER SCIENCES

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>
FACS for You	1	Sem (Fall)	9-12	Elective
<p>An introductory course designed to help students explore all the areas of family and consumer sciences and the student organization FCCLA, Family Career and Community Leaders of America. Areas of study include: personal development, communication skills, interior design, child development, families, clothing care, nutrition, and food preparation. Students will work individually and cooperatively in groups.</p>				
Early Childhood Development	1	Sem (Spring)	10-12	Elective
<p>This course will help prepare students for parenting or a career in childcare or early childhood education. It explores the physical, social, emotional, and intellectual growth and development of children. Developing a safe, stimulating and nurturing environment that fosters the optimum growth and development of infants, toddlers, and early elementary-aged children are examined. Units include: nutrition, toy selection, children's literature, an examination of conception through birth, birth defects, and human development theories.</p>				
Foods I	1	Sem (Fall)	9-12	Elective
<p>In this course, students learn the management and culinary skills needed for a career in the foodservice industry. Within the course, students will learn aspects of safety and sanitation, communication, management, and customer service as well as basic culinary skills. Lab experiences will include soups, sauces, fruits, vegetables, and grains. Practical experiences will be gained as students offer various meals and snacks in conjunction with other classes through the culinary program's Westside Cafe. Additionally, students will engage in various food competitions within the school's culinary program. This course is a prerequisite for Foods II. Maximum class size: 20.</p>				
Foods II Prerequisite: Successful completion of Foods I	1	Sem (Spring)	9-12	Elective
<p>Emphasis in this course is on restaurant business management as well as expanding culinary skills. Lab experiences include pastas, meat, poultry, seafood, yeast doughs, plating, and garnishing. Practical experiences will be gained as students offer various meals and snacks in conjunction with other classes through the culinary program's Westside Cafe. Additionally, students will engage in various food competitions within the school's culinary program. Maximum class size 20.</p>				
Baking I Prerequisite: Successful completion of Foods I (or taken during the same semester)	1	Sem (Fall)	10-12	Elective
<p>This is an advanced level culinary course with challenging content. Students will need to work flexibly with both standard and metric units of measure as well as learn and utilize advanced terminology. This course prepares students for a career in culinary arts, with a special emphasis on the Baking and Pastry strand of restaurant and food service management. Food and workplace safety are an integral part of the class instruction. Units of study include: ingredient function, pastry basics, quick breads, yeast breads, and chocolate. This course is a prerequisite for Baking II. Maximum class size: 20.</p>				

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<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>
Baking II Prerequisite: Successful completion of Baking I	1	Sem (Spring)	10-12	Elective
<p>Baking II is a continuation of Baking I, which prepares students for a career in culinary arts, with a special emphasis on the Baking and Pastry strand of restaurant and food service management. Food and workplace safety continue to be an integral part of instruction. Units include but are not limited to: cookies, tarts, cake mixing, baking, and decorating, frozen desserts, custards, and pies. Maximum class size: 20.</p>				

INDUSTRIAL TECH

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>
Introduction to Engineering Design	1	Sem (Fall)	9-12	Elective
<p>Introduction to Engineering Design is a fundamental drafting course that will provide the basic skills needed to pursue advanced courses in the program. Concepts covered include: reading and scaling techniques, geometric construction, orthographic views, dimensioning and sectional views. Computer-aided design (CAD) is also introduced. Successful completion of this course is a prerequisite to Engineering Design Technology and Material Processing Technology.. Maximum class size: 10.</p>				
Engineering Design Technology Prerequisite: Successful completion of Intro to Engineering Design	1	Sem (Spring)	9-12	Elective
<p>EDT is the last course in the Engineering Design series. This is an advanced course for more in depth study of mechanical and working drawings. Concepts include: tolerance keyways, gears and cams, weld assemblies, piping components, assembly drawings and animation of components. Manual and computer drawing techniques will be used in this course. Maximum class size: 10.</p>				
Introduction to Manufacturing	1	Sem (Fall)	9-12	Elective
<p>Manufacturing provides the study of materials and processes used in industry. Areas of study will include sheet, metal, oxy acetylene and arc welding, machining, foundry, forging and heat treating and tempering. Laboratory experiences will enhance classroom activities through hands-on projects. A fee for some materials will be assessed to the student. Maximum class size: 14.</p>				
Advanced Manufacturing Prerequisite: Successful completion of Intro to Manufacturing	1	Sem (Spring)	9-12	Elective
<p>Advanced Manufacturing is designed for more in-depth study of the manufacturing processes. Areas of study will include design and layout of sheet metal patterns, experience with various welding technologies (Mig, Tig), machine tool processes, precision measurement, foundry pattern design and mold production and forging processes. A fee will be assessed to the student. Maximum class size: 14</p>				
Electricity	1	Sem	10-12	Elective
<p>This course is designed for students interested in exploring a career in the electricity or electronics field. Areas of discussion will include electrical safety, electron theory, characteristics of resistors and circuit breakers, Ohm's law, and series, parallel, and combination circuits. The course of study will include a limited amount of house electrical systems. Maximum class size: 15</p>				

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<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>
Material Processing Technology Prerequisite: Intro to Engineering Design	2	Year	10-12	Elective
<p>The material processing tech course is a yearlong course where students will study the following areas.</p> <ol style="list-style-type: none"> 1. Basic shop and safety practices (personal safety equipment, general safety and equipment practices, maintaining a safe work environment, and maintaining equipment). 2. Design and Problem Solving (Utilizing design processes and problem solving strategies, working with and editing working drawings, material estimating). 3. Development Skill Competencies (the use of rubric skill sheets are used to develop the following layout work, tool and technique selection, assembly and finishing techniques and materials). 4. Careers and Society (exploration of woodworking careers and industry, lumbers impact on the environment) <p>Small project work is incorporated into the course to reinforce curriculum.</p>				

WORK EXPERIENCE

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>
iJAG (Iowa Jobs For America's Graduates)	1	Sem	9-12	Elective
<p>Introduction to iJAG, a career exploration and preparation program, provides an educational, hands-on approach to exploring personal strengths and weaknesses. Students will work to build strengths in academic areas, time management; learn about personality and temperament, understand communication models for personal and career use, identify values and understand the relationship between personal actions and consequences that follow. Students will make connections to their career interests, abilities and aptitudes by determining their education and career goals. Students will be able to demonstrate core competency attainment. Intended to take through senior year. Limit 50 students per year.</p>				
MOC (Multi Occupation Careers) Prerequisites: Application, Instructor and School Counselor approval	1	Sem	11-12	Elective
<p>The MOC course is designed for students looking for real life job experience at a local business. The students are matched to a job that matches their interests and/or qualifications. The student meets with the MOC coordinator once a week for progress reports and information. The student is evaluated bi-weekly by their supervisor. Students must be on target for graduation. Juniors may request MOC for 2 periods per day. Seniors may request MOC for 4 periods per day.</p>				
Media Tech Work Experience Prerequisites: Application & Administrative approval	1	Sem	11-12	Elective
<p>This work experience course engages students in learning in the field of multi-media productions. With support from the instructor, students will work collaboratively with various school staff to complete projects that facilitate the daily operations within the school district. Students will develop communication skills, project management skills, problem solving techniques, and cooperative learning skills. Production areas include: Digital signage content creation, video board content creation, and advertisements. Core sub-competency areas include: graphic design, video production, marketing, and writing.</p>				

SWCC CAREER ACADEMIES & PATHWAYS

Nursing

Nurse Assisting Career Academy (CNA): The certificate in nurse assisting prepares students for employment as a Certified Nursing Assistant (CNA). The program combines classroom instruction with clinical laboratory practice and long-term care and/or acute care experience. Students who complete the program are eligible to take a written and hand-on skills examination to become certified as a CNA. Additional coursework is provided to further strengthen a student's foundation in the health science field, including medical terminology and pharmacology basics.

CNA Requirements: *Intro to Health Occupations, Medical Terminology, Nurse Aide, and Pharmacology Basics. Students must maintain a 2.0 GPA and complete all 12 credits.*

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/ Elective</u>
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HSC 110 - Introduction to Health Occupations Prerequisites: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			

This course is designed to offer students an opportunity to explore health-related professions.

HSC 114 - Medical Terminology Prerequisites: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			

Medical terminology is the language of medicine. This course is designed to utilize word parts (prefixes, suffixes, word roots, etc.) in the construction and analysis of medical terms. The course introduces medical terms, eponyms, acronyms, and abbreviations in a structured anatomical approach. Emphasis is placed on word analysis, spelling, definition, pronunciation, and usage of medical terms. *This course is a prerequisite for Nurse Aide.*

HSC 172 - Nurse Aide Prerequisites: HSC Introduction to Health Occupations, criminal background check; Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			

This course builds upon the topics in HSC 110 Introduction to Health Occupations. Students will complete the 75 hour Nurse Aide training and will be eligible for certification testing.

PNN 208 - Pharmacology Basics Prerequisites: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			

This course enables the student to learn basic principles of drug therapy, including related terminology and legislation, drug properties, and the care provider's role and responsibility for the patient receiving drug therapy. *Recommended for pre-nursing students.*

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LPN and RN Pathways: Students who plan to pursue nursing certification - Licensed Practical Nursing (LPN) and Registered Nursing (RN) - are able to take various prerequisite and corequisite courses as outlined below. *These courses by themselves do not lead to certification but prepare students for entry into nursing programs after high school.*

Corequisites: The following courses may be taken prior to entry to or during the LPN program. Must maintain a 2.0 GPA.

- [ENG 105 Composition I \(see page 12 for description\)](#)
- [PSY 111 Introduction to Psychology \(see page 19 for description\)](#)
- [PSY 121 Developmental Psychology \(see page 19 for description\)](#)

Prerequisites: The following courses must be completed prior to entry into the LPN program. Must maintain a 2.0 GPA.

- BIO 151 Nutrition and BIO 162 Essential of Anatomy and Physiology

OR

- BIO 168 Human Anatomy and Physiology I w/lab and BIO 173 Human Anatomy and Physiology II w/lab

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/ Elective</u>
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BIO 151 - Nutrition Prerequisites: 1 year of high school Chemistry or CHM 112 Introduction to Chemistry or instructor approval; Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			
Study of an individual's health as related to the influence of nutrients and energy metabolism. Emphasis is on normal nutrition, although discussion of nutrition during disease is included. Designed for students in health-related fields.				

BIO 162 - Essentials of Anatomy and Physiology Prerequisites: 1 year of high school Biology or Chemistry or CHM 112 Introduction to Chemistry or instructor approval; Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			
Introduces the student to the structure, function, and organization of the human body and all body systems. Designed for students in health-related fields.				

BIO 168 - Human Anatomy and Physiology I w/lab Prerequisites: BIO 105 Introductory Biology or BIO 112 General Biology I or 1 year of high school Biology AND CHM 112 Introduction to Chemistry or 1 year of high school Chemistry; Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	4 College Credits			
This course is a study of the structure and function of the human body with combined lecture and laboratory. This is the first semester of a two-semester course. Major topics addressed include levels of organization, basic chemistry and metabolism, cytology and histology. The systems covered include the integumentary, skeletal, muscular, nervous, and endocrine, along with brief associated pathology of each system. Laboratory includes study of both gross and microscopic structure and function with organ and cat dissection included. Designed for students in health-related fields.				

BIO 173 - Human Anatomy and Physiology II w/lab Prerequisites: BIO 168 Human Anatomy and Physiology I (w/lab); Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	4 College Credits			
This course is a study of the structure and function of the human body with combined lecture and laboratory. This is the second semester of a two-semester course. Major topics addressed include blood and cardiovascular system, lymphatic				

system, respiratory system, digestive system, urinary system, and the reproductive system, along with brief associated pathology of each system. Laboratory includes study of both gross and microscopic structure and function with organ and cat dissection included. **Designed for students in health-related fields.**

Welding Technology

Welding Academy: The welding academy is a welding technology certificate program that provides students with basic welding and thermal cutting skills. Students will also learn to operate shop tools, identify different metals, and interpret blueprints. Safety skills are also emphasized. After graduation, this certificate can be stacked and earned credits can be applied to the welding technology diploma and welding technology AAS degree at SWCC.

Certificate in Welding Technology Requirements: *General Industry Safety; Welding Blueprint Reading; Introduction to Fabrication; Introduction to Oxyacetylene Welding, Cutting and Brazing; Introduction to Shielded Metal Arc Welding (SMAW).* Students must maintain a 2.0 GPA and complete all 12 credits.

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/ Elective</u>
IND 114 - General Industry Safety Prerequisites: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	1 College Credit			
This course provides instruction on general industry safety and health topics. The course will provide students with the knowledge to recognize the hazards of the workplace and to work safely in or around such hazards.				
WEL 111 - Welding Blueprint Reading Prerequisites: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			
A course concerned with basic fundamentals of interpreting drafting as applied in the welding trade. Emphasis is placed on developing the ability to interpret blueprints from which the welder must work. Special emphasis is placed on lines, views, material descriptions, welding symbols, and terms.				
WEL 114 - Introduction to Fabrication Prerequisites: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			
This course develops the skills needed in a manufacturing atmosphere such as tool usage, layout methods and material estimating.				
WEL 139 - Introduction to Oxyacetylene Welding, Cutting and Brazing Prerequisites: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	2 College Credits			
This course provides a thorough technical understanding of metallurgy, oxyacetylene welding, flame cutting and brazing fundamentals. Students will develop understanding of weld hazards and safety procedures throughout the course.				

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/ Elective</u>
WEL 162 - Introduction to Shielded Metal Arc Welding (SMAW) Prerequisites: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit 3 College Credits	Sem	9-12	Elective
This course provides a thorough technical understanding of shielded metal arc welding fundamentals, weld hazards and weld safety, power sources and electrode selection. Provides ample time and direction to develop skills necessary to make high quality welds on 16 gauge to ¼" mild steel in all positions.				

Education

Teacher Prep Academy: The Teacher Prep Academy provides students an opportunity to earn credits towards teacher certification. Talk with a counselor to help determine the best options for you based on the grade level or content area you wish to teach and future college plans.

Teacher Prep Academy courses offered online:

- [ENG 105 English Composition \(see page 12 for description\)](#)
- [PSY 111 Introduction to Psychology \(see page 19 for description\)](#)
- [PSY 121 Developmental Psychology \(see page 19 for description\)](#)

Teacher Prep Academy courses (face to face): Intro to Education, Observation in Teaching I, Exceptional Learner

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/ Elective</u>
EDU 213 Introduction to Education Prerequisites: ENG 105 Composition I is highly encouraged; Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit 3 College Credits	Sem	9-12	Elective
This introductory course in education will provide opportunities for the student to gain a fundamental understanding of what is involved in a teaching career. Topics include, but are not limited to, current issues in education, school law, and ethics. Also, it is designed to familiarize students who may not enter the teaching profession with some basic educational principles which will enable them to contribute more adequately to the total educational system. Students will be required to complete 15 hours of observation in a K-12 classroom as part of this course.				

EDU 245 Exceptional Learner Prerequisites: EDU 213 Introduction to Education; Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit 3 College Credits	Sem	9-12	Elective
This course provides an overview of special education regulations, policies and programs in educational settings. K-12 pre-service teachers learn the history of special education law, including IDEA and as it applies to NCLB, characteristics of the eight categories of disability per federal and state regulations, characteristics of talented and gifted programs, and basic components of an IEP. This course is a required component for students seeking K-12 teacher state licensure.				

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<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/ Elective</u>
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EDU 151 Observation in Teaching I Prerequisites: EDU 213 Introduction to Education; Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	1 College Credit			

This course will provide opportunities to enhance understanding of the teaching profession and assist with decisions to pursue a career in education. Students will spend time observing K-12 classroom teaching with a licensed educator to gain insights and better understanding of the teaching and learning process.

Additional Education Courses: The following courses are offered online for students interested in early childhood education for preschool, infants and toddlers.

ECE 103 Introduction to Early Childhood Education Prerequisites: Must meet SWCC Concurrent Enrollment Requirements	1 HS Credit	Sem	9-12	Elective
	3 College Credits			

This course gives students a historical and philosophical foundation of the field of early childhood education. It includes an overview of assessment and evidence-based practices. The course also addresses the influences of family-centered practice, inclusion, culture, and language. Students explore early childhood careers.

HIGH SCHOOL VS. COLLEGE COMPARISON

HIGH SCHOOL COURSES	COLLEGE COURSES
Homework: Teachers check your completed homework.	Homework: Instructors assume that you have completed your homework and may not always check it. They will, however, assume you will be able to perform the same work on a test.
Assignments/Class Notes: Teachers remind you of incomplete assignments. Reading assignments may be discussed and re-taught in class. Teachers often write information on the board to be copied into class notes.	Assignments/Class Notes: Instructors assume you are mature enough to take responsibility for assignments and may not remind you of missing work. Reading assignments may be both frequent and lengthy, and the material may not be covered in class. Instructors may lecture nonstop, expecting you to identify the important points and to write these in your class notes without direction.
Assistance: If teachers are concerned and believe you may need assistance, they may approach you.	Assistance: Instructors are usually helpful and willing to offer assistance, but they expect contact to be initiated by you.
Absences: Teachers often provide you with information you missed when an absence occurs.	Absences: Instructors expect you to obtain any missed class notes or assignments from your classmates. Excessive absences may result in a lower course grade.
Textbooks: Teachers present information to help you understand the material in your textbook.	Textbooks: Instructors may not always follow the textbook. Instead, they expect you to read the assignment before class and may provide background information or illustrations and expect you to incorporate these with your assigned reading.
Due Dates and Reminders: Teachers often remind you of tests and due dates.	Due Dates and Reminders: Instructors expect you to read and refer to the course syllabus for tests and assignments due.
Tests/Make-up Tests: Tests are given frequently on small amounts of material. Make-up tests are sometimes offered.	Tests/Make-up Tests: Testing may not occur often, and your course may only have two or three tests over the semester. You are expected to organize the material and your class notes to prepare for the test. Instructors seldom make available make-up test opportunities. If a make-up test is an option, it is up to you to request it.
Grades/Final Course Grade: Grades are given for almost all work assigned. Homework grades and extra credit opportunities may help raise your overall class grade when test grades are low.	Grades/Final Course Grade: Grades are not necessarily provided for all assigned coursework. The final grade is usually determined by grades on tests and major writing assignments.

TIPS FOR BEING A SUCCESSFUL COLLEGE STUDENT

- Read the course syllabus carefully and ask your instructor about any questions you have about the course. The syllabus outlines the course policies and procedures, instructional and assessment methods, and course calendar. *It is the student's responsibility to understand the syllabus guidelines. It is essentially an agreement between you and your instructor. Clarify with your instructor any concerns you may have regarding the syllabus.
- Attend class regularly. Missing class will likely affect your overall achievement. It is the student's responsibility to get notes from other class members or see the instructor for missed work. College instructors are not expected to re-teach concepts due to student absences. *If high school activities interfere with a class, inform your instructor ahead of time. Each instructor has his/her own policies regarding late work acceptance, missed tests, or class participation; most will have a penalty. Extended due dates are typically not allowed.
- Allow enough study time to be successful. Two hours for each hour of class is typical; each course may vary in the amount of homework. Read the textbook and complete all assignments. Study for tests. Don't procrastinate and wait until the day before or the day of—illness or other situations can arise that may get in the way. Keeping up on a regular basis will help you succeed and also be less stressful. Time management, organization and planning are crucial.

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NCAA ELIGIBILITY CENTER

It is best for your son or daughter to register with the eligibility center after completion of his or her junior year.

You may check the NCAA Eligibility Center at <https://web3.ncaa.org/ecwr3/> to make sure your son or daughter is taking approved courses.

Online registration: Go online to <https://web3.ncaa.org/ecwr3/>. Scroll to the bottom of the page and follow online instructions to create an account. Complete the form online, and include your credit or debit card information to pay the fee. Then follow instructions to complete the transaction. Print both Copy 1 and Copy 2 of the transcript release form, sign them and give both to your high school counselor. You can print out additional copies of the completed form for your records.

***** NCAA requires that your ACT and/or SAT scores be sent directly to them, use the code 9999 on the test registration form.**

**One-Time License and Annual Fees:
Implementing **K12Docs** – electronic document management
by Software Unlimited, Inc.**

Add-on Module License Fees:

K12Docs (Includes tuition for Workshop or Phone/Web Training)	\$1,550.00
--	-------------------

Total One-Time Fees:	\$1,550.00
-----------------------------	-------------------

Modules Licensed

Total Annual Fees*

K12Docs	(FY 2022-2023) \$2,158.00 (prorated)
	(FY 2023-2024) \$5,395.00
	(FY 2024-2025) \$5,505.00
	(FY 2025-2026) \$5,615.00
	(FY 2026-2027) \$5,730.00

Note: The estimate above assumes licensing of K12Docs to include unlimited users and 500GB of initial cloud storage. See [fee schedule](#) for details and additional information. For the purposes of this estimate, year one assumes a live date of **2/1/2023**. Years two through five assumes about a 2% annual increase.

**Annual Fees subject to change*

Estimate prepared for Red Oak Community School District.
Estimate valid from 1/4/2023 to 4/4/2023.
Corey Atkinson, Sales & Marketing Department



SALES QUOTATION

Quote No. Q-00510491
Ref. No. Red Oak - Lenovo C14 Chromebook - CTO

Date 1/19/2023
Exp. Date 2/18/2023

Sterling Account Manager

Angie Sexton
303 Centennial Dr
North Sioux City, SD 57049
P: (605) 242-4037
F: (605) 242-4001
angie.sexton@sterling.com

Customer Information

Red Oak CSD
Kevin Herrick
904 N. Broad St.
Red Oak, IA 51566
P: (712) 623-6600
herrick@reschools.org

Table with 4 columns: Terms (Net 30), FOB (Destination), Contract (Open Market), Lead Time (60 Days ARO Estimated)

Main table with 6 columns: Line No., QTY, Part Number, Description, Unit Price, Extension. Contains 12 rows of item details.

13	91	21CA_VK00061518	No WWAN	\$0.00	\$0.00
14	91	21CA_VK00085818	No Wireless WAN	\$0.00	\$0.00
15	91	21CA_VK00085819	No WWAN SIM Card	\$0.00	\$0.00
16	91	21CA_SBB0K03869	3 Cell Li-Polymer 57Wh	\$0.00	\$0.00
17	91	21CA_SBB0S70381	65W AC Adapter Slim (2pin) - US (USB Type C)	\$0.00	\$0.00
18	91	21CA_SBB0Q00276	Backlit, Black - English	\$0.00	\$0.00
19	91	21CA_SBB0V88740	Publication - Polish/Portuguese/English	\$0.00	\$0.00
20	91	21CA_VK00062007	Chrome Free	\$0.00	\$0.00
21	91	21CA_VK00062304	Chrome World Wide Multiple Language	\$0.00	\$0.00
22	91	21CA_SBB1E72879	C14_I5-1245U_VPRO_IG+8G_NE	\$0.00	\$0.00
23	91	21CA_SBB1E72885	14" FHD (1920 x 1080), IPS, Anti-Glare, Touch, 45%NTSC, 300 nits, FHD RGB with ThinkShutter, Mic, No WWAN	\$0.00	\$0.00
24	91	21CA_SBB1B75655	ClickPad	\$0.00	\$0.00
25	91	21CA_VK00108966	No Chrome OS Zero-Touch Service	\$0.00	\$0.00
26	91	21CA_VK00120441	No CO2 Offset Label	\$0.00	\$0.00
27	91	21CA_VK00061438	NA	\$0.00	\$0.00
28	91	21CA_SBB0X80861	PUB POL/POR/BUL/BRL/SPA/ENG	\$0.00	\$0.00
29	91	21CA_SBB0N10538	Standard	\$0.00	\$0.00
30	91	21CA_VK00104239	Core i5 vPro	\$0.00	\$0.00
31	91	21CA_SBB0R37267	WLAN Misc Parts-WLAN Card	\$0.00	\$0.00
32	91	21CA_SBB1H48190	D_COVER_W/SIM_COVER_TBT_AB	\$0.00	\$0.00
33	91	21CA_VK00122817	No Google License	\$0.00	\$0.00
34	91	21CA_VK00120679	No FirmwareShield	\$0.00	\$0.00

35	91	21CA_VK00125492	Single Standard Packaging	\$0.00	\$0.00
36	91	21CA_VK00122692	No Wired Ethernet	\$0.00	\$0.00
37	91	21CA_VK00071089	1 Year Courier or Carry-in	\$0.00	\$0.00
38	103	CROSSWDISEDUNEW	Google Chrome Management Console License - Education	\$32.00	\$3,296.00
				TOTAL	\$ 89,746.00

Quotation Comments

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Kevin Herrick <herrickk@redoakschools.org>

Your Lenovo Quote

Lenovo <lenovomail@lenovo.com>
To: HERRICKK@redoakschools.org

Tue, Jan 17, 2023 at 9:07 AM



Your Lenovo quote has been successfully created.

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Quote Creation Date: 01/17/2023
Quote Expiration Date: 02/01/2023
Lenovo ID: HERRICKK@REDOAKSCHOOLS.ORG
Representative Name: Christopher Pugliese
Representative Phone Number: 919-874-3185
Representative Email: cpugliese@lenovo.com


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Your requested quote:

ITEM	QTY	TOTAL PRICE
 ThinkPad C14 Chromebook Intel (14") 21C9CT01WWU51	96	\$ 95974.08
<ul style="list-style-type: none"> ● Processor: 12th Generation Intel® Core™ i5-1245U vPro® Processor (E-cores up to 3.30 GHz P-cores up to 4.40 GHz) ● Operating System: Chrome Free ● Operating System Language: Chrome World Wide Multiple Language ● Memory: 8 GB LPDDR4X-4266MHz (Soldered) ● Storage Selection : 256 GB SSD M.2 2242 PCIe Gen4 TLC Opal ● Display: 14" FHD (1920 x 1080), IPS, Anti-Glare, Touch, 45%NTSC, 300 nits, 60Hz ● Graphic Card: Integrated Intel® Iris® Xe Graphics ● Camera: FHD RGB with Microphone ● Color: Abyss Blue ● Wireless: Intel® Wi-Fi 6E AX211 2x2 AX vPro® & Bluetooth® 5.1 or above ● Integrated Mobile Broadband: No Wireless WAN ● Fingerprint Reader: No Fingerprint Reader ● Keyboard: Backlit, Black - English 		

<ul style="list-style-type: none"> ● Battery: 3 Cell Li-Polymer 57Wh ● Power Cord: 65W AC Adapter Slim (2pin) - US (USB Type C) ● Language Pack: Publication - Polish/Portuguese/English ● Google License : No Google License ● Warranty: 1 Year Courier or Carry-in 	
 1Y Premier Support Upgrade from 1Y Courier/Carry-in 5WSOT36195	96 \$ 0
<div style="text-align: right;"> <p>Sub total:\$ 101376.00 Shipping: FREE Total(Tax not included): \$ 95975.04</p> </div>	

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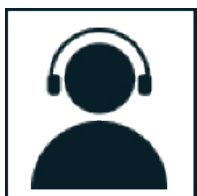
Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
1C9LY27	1/19/2023	LENOVO C14 QUOTE	6038614	\$102,705.98

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Lenovo ThinkPad C14 Chromebook Enterprise - 14" - Core i5 1245U - vPro Ente Mfg. Part#: 21C9000JUS Contract: Sourcewell# 081419 Tech Catalog- (Chromebook ONLY) (081419-CDW)	91	7065940	\$1,091.41	\$99,318.31
Chrome Enterprise Upgrade - Non-Profit Mfg. Part#: CROSSWDISGRT UNSPSC: 43232804 Electronic distribution - NO MEDIA Contract: USETPA 2108001 IT Equipment and Services (2108001)	103	3577029	\$32.89	\$3,387.67

SUBTOTAL	\$102,705.98
SHIPPING	\$0.00
SALES TAX	\$0.00
GRAND TOTAL	\$102,705.98

PURCHASER BILLING INFO	DELIVER TO
Billing Address: RED OAK COMMUNITY SCHOOL DISTRICT 604 S BROADWAY ST RED OAK, IA 51566-2639 Phone: (712) 623-6600 Payment Terms:	Shipping Address: RED OAK SCHOOL DISTRICT ATTN:KEVIN HERRICK 2011 N 8TH ST RED OAK, IA 51566 Phone: (712) 623-6600 Shipping Method: UPS Ground (2- 3 Day)
	Please remit payments to: CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515



Sales Contact Info

Lindsey Takaoka | (877) 685-8891 | lindsey.takaoka@cdwg.com

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