

# ***Red Oak Community School District***

***604 S Broadway***

***Red Oak, Iowa 51566***

***712.623.6600***

**[www.redoakschooldistrict.com](http://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/509686597>

Wednesday, March 15, 2023 – 5:30 pm

### **- Agenda -**

#### **Public Hearing on the 2023-2024 District Calendar at 5:35 p.m.**

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 Representatives from Alley Poyner Macchietto Architecture will Present their Final Recommendations for the District’s Long-Range Strategic Facilities Plan

5.0 Consent Agenda

5.1 Review and Approval of Minutes from February 15, 2023

5.2 Review and Approval of Monthly Business Reports

5.3 Personnel Considerations

5.3.1 Hiring of Abigail Weeks as Classroom Teacher at Inman Elementary for the 2023-2024 school year

5.3.2 Hiring of Sierra Wilkinson as Science Teacher at Jr-Sr High School for the 2023-2024 school year

5.3.3 Hiring of Janelle Erickson on a Full-Time Basis as District Teacher Librarian and Multi-Occupations Teacher at Jr-Sr High School for the 2023-2024 school year

5.3.4 Hiring of Lanie Brule as Paraprofessional at Red Oak Early Childhood Center for the 2022-2023 school year (effective March 20, 2023)

5.3.5 Hiring of Brittany Wiig as Head Varsity Softball Coach for the 2022-2023 school year

5.3.6 Hiring of Dillon Wiser as Junior High Boys Track Coach for the 2022-2023 school year



Red Oak Community School District  
Meeting of the Board of Directors  
Meeting Location: Virtual Classroom/ Phone/Internet  
Red Oak Junior Senior High School Campus  
February 15, 2023

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 arrived at 6:01 p.m, Bryce Johnson, Kathy Walker

Superintendent Ron Lorenz, Business Manager Deb Drey, Accounting Clerk Heidi Harris

**Approval of Agenda**

Motion by Director Johnson, second by Director Walker 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**

Nicole Bond was the district's first girls' state wrestling qualifier.

Kyler Sandholm, Adam Baier, and Dawson Bond qualified for the state wrestling tournament.

The boys' basketball team advanced to the district semi-final with a victory over Missouri Valley.

Several students performed well at the State Large Group Speech Contest.

FFA members participated in the South Sub-District FFA Contest and several will advance to the District Contest.

Girls' and Boys' Bowling completed their seasons with good showings at the state qualifying meet but narrowly missed qualifying for the state tournament.

**Consent Agenda**

Motion by Director Walker, second by Director Johnson to approve the consent agenda as presented including meeting minutes, monthly business reports, personnel considerations, and out-of-state field trip request. Motion carried unanimously with Director Carlson abstaining on item 5.3.1.

**Board Policy Series 604.11**

Motion by Director Johnson, second by Director Carlson to approve the third reading of Board Policy Series 604.11. Motion carried unanimously.

**Board Policy Series 605-607**

Motion by Director Carlson, second by Director Walker to approve the first reading of Board Policy Series 605-607. Motion carried unanimously.

**Football Helmet Purchase**

Motion by Director Walker, second by Director Johnson to approve the purchase of new football helmets from Riddell All American Sports in the amount of \$9,298.45. Motion carried unanimously.

**Continuation of February 15, 2023 Meeting Minutes-Page 2**

**Graduation Ceremony & Scholarship Recognition**

Motion by Director Carlson, second by Director Walker to approve the changes to the graduation ceremony and scholarship recognition as presented. Motion carried unanimously.

**School Based Intervention Program**

Motion by Director Johnson, second by Director Walker to approve participation in the Department of Human Services/4<sup>th</sup> Judicial District’s School Based Intervention Program for the remainder of the 2022-2023 school year and the 2023-2024 school year. Motion carried unanimously.

Director DeVries arrived at the meeting.

**Alternative PK Instruction Delivery**

Motion by Director Carlson, second by Director Walker to approve adopting the alternative pre-school instruction delivery model as presented for the 2023-2024 school year. Motion carried unanimously.

**Health Insurance Plans**

Motion by Director Johnson, second by Director Carlson to approve the employee health benefits plans as presented for the 2023-2024 school year. Motion carried unanimously.

**March Board Meeting Date**

Motion by Director Carlson, second by Director DeVries to have the regular meeting of the board of directors on March 15, 2023, as originally scheduled. Motion carried unanimously.

**Adjournment**

Motion by Director Carlson, second by Director Walker to adjourn the meeting at 6:31 p.m. Motion carried unanimously.

**Exempt Session per Iowa Code section 20.17(3)**

The Board of Directors entered into an exempt session to discuss negotiations strategy for upcoming contract discussion with the teachers’ unit per Iowa Code section 20.17(3) at 6:33 p.m. and exited at 6:47 p.m.

Next Board of Directors Meeting

Wednesday, March 15, 2023 – 5:30 p.m.  
Virtual Classroom/Phone/Internet  
Red Oak Junior Senior High School Campus

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Bret Blackman, President

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Deb Drey, Board Secretary

RED OAK COMMUNITY SCHOOLS 2022

FEBRUARY RECONCILIATION REPORT

	GENERAL FUND	MANAGEMENT	PHYSICAL PLANT	AND DEBT SERVICE	SAVE TAXES/REV BONDS	BEFORE/AFTER SCHOOL
Beg. Balance 02-01-2023	\$ 5,799,481.12	\$ 1,224,800.46	\$ 3,155,178.72	\$ 1,250,795.53	\$ 2,586,927.24	\$ 8,049.79
Revenue	\$ 1,081,689.06	\$ 2,749.26	\$ 24,574.54	\$ 85,872.53	\$ 127,717.76	
Expenditure	\$ 1,298,550.45	\$ -	\$ 5,241.07	\$ -	\$ 57,429.67	
Balance 02-28-2023	\$ 5,582,619.73	\$ 1,227,549.72	\$ 3,174,512.19	\$ 1,336,668.06	\$ 2,657,215.33	\$ 8,049.79

Balance 02-28-2022	\$ 4,736,644.46	\$ 1,417,376.78	\$ 3,071,842.65	\$ 1,269,679.84	\$ 2,098,480.62	\$ 8,049.79
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Checking Account .80%	Checking Account	\$ 13,997,097.51
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ISJIT

Petty Cash	\$ 100.00
Outstanding Checks	\$ 10,582.69
	\$ 13,986,614.82

	ACTIVITY FUND	NUTRITION FUND
Beg. Balance 02-01-2023	\$ 103,449.78	\$ 631,560.27
Revenue	\$ 10,106.31	\$ 76,014.04
Expenditure	\$ 8,542.45	\$ 55,997.37
Balance 02-28-2023	\$ 105,013.64	\$ 651,576.94

Balance 02-28-2022	\$ 148,447.73	\$ 392,758.95
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Checking Account .80%	\$ 106,373.31	\$ 651,630.70
Petty Cash Boxes	\$ 200.00	\$ -
Outstanding cks	\$ 1,559.67	\$ 53.76
	\$ 105,013.64	\$ 651,576.94

**Capital Projects Fund**

	2020-2021		2021-2022		2022-2023
Beg Balance (July 1)	\$1,888,719	Beg Balance (July 1)	\$1,830,921	Beg Balance (July 1)	\$2,264,484
Add: Revenue		Add: Revenue		Add: Revenue	
1¢ Sales Tax	\$950,493	1¢ Sales Tax	\$1,247,814	1¢ Sales Tax	\$1,002,068
Interest	\$3,688	Interest	\$4,218	Interest	\$6,369
Subtotal	\$2,842,900	Subtotal	\$3,082,954	Subtotal	\$3,272,921
LESS: Expenditures		LESS: Expenditures		LESS: Expenditures	
Chrome Book Lease	\$10,097	Chromebook Lease	\$10,097	Revenue Bond Payment	\$73,612
ROECC Construction Exp	\$7,768	Record FB/BB Fields Deed	\$22	FY22 Expense Paid in FY23	\$3,500
Admin Office Const Exp	\$7,696	Revenue Bond Payment	\$73,807	Revenue Bond Payment	\$73,612
District Signage	\$28,312	Revenue Bond Payment	\$73,807	Revenue Bond Payment	\$73,612
Trans Office Const Exp	\$1,998	Revenue Bond Payment	\$73,801	Revenue Bond Payment	\$73,612
Trans Office Const Exp	\$5,600	Revenue Bond Payment	\$73,807	Revenue Bond Payment	\$73,612
Rev Bond Pymt Transfer	\$221,920	District Signage	\$9,895	Alley Poyner-Bldg Master Plan	\$9,717
Jerry's Basement Waterproof	\$821	Revenue Bond Payment	\$73,807	Alley Poyner-Bldg Master Plan	\$6,000
Trans Office Const Exp	\$984	Revenue Bond Payment	\$73,807	Revenue Bond Payment	\$73,612
Rev Bond Pymt Transfer	\$73,973	Revenue Bond Payment	\$73,807	Alley Poyner-Bldg Master Plan	\$7,596
Trans Office Const Exp	\$1,521	Revenue Bond Payment	\$73,807	Revenue Bond Payment	\$73,612
ROECC Abstract	\$345	Revenue Bond Payment	\$73,807	Revenue Bond Payment	\$73,612
ROECC Construction Exp	\$5,785	Revenue Bond Payment	\$73,807		
Chrome Book Lease	\$30,620	Revenue Bond Payment	\$73,807		
Rev Bond Pymt Transfer	\$147,946	Track Incorrectly Coded	-\$3,500		
Boyd Jones-Admin Center	\$6,755				
Rev Bond Pymt Transfer	\$73,973				
ROECC Lighting	\$822				
Consession Stand Breaker	\$852				
Rev Bond Pymt Transfer	\$73,973				
Rev Bond Pymt Transfer	\$73,973				
Rev Bond Pymt Transfer	\$73,973				
ASI Signage	\$1,236				
Rev Bond Pymt Transfer	\$73,973				
ASI Signage	\$13,090				
Rev Bond Pymt Transfer	\$73,973				
Subtotal	\$0	Subtotal	\$828,387	Subtotal	\$615,705
Fund Balance	\$2,842,900	Fund Balance	\$2,254,567	Fund Balance	\$2,657,215

## PHYSICAL PLANT AND EQUIPMENT LEVY

	2020-2021		2021-2022		2022-2023
Beginning Balance (July 1)	\$2,329,854.73	Beginning Balance (July 1)	\$ 2,726,998.24	Beginning Balance (July 1)	\$ 3,193,485.61
<b>Add: Revenue</b>		<b>Add: Revenue</b>		<b>Add: Revenue</b>	
Property Taxes	\$137,149.56	Property Taxes	\$ 130,392.46	Property Taxes	\$ 80,449.69
Voted PPEL	\$420,570.90	Voted PPEL	\$ 446,494.67	Voted PPEL	\$ 269,139.24
Voted PPEL Surtax	\$493,222.30	Voted PPEL Surtax	\$ 174,559.79	Voted PPEL Surtax	\$ 45,787.95
Utility Replacement Tax	\$3,864.00	Utility Replacement Tax	\$ 3,566.87	Utility Replacement Tax	\$ 1,857.81
Utility Replacement Tax (SAVE)	\$13,925.08	Utility Replacement Tax (SAVE)	\$ 16,751.07	Utility Replacement Tax (SAVE)	\$ 6,719.66
Mobile Home Tax	\$61.01	Mobile Home Tax	\$ 45.81	Mobile Home Tax	\$ 64.84
Voted PPEL Mobile Home	\$188.87	Voted PPEL Mobile Home	\$ 269.31	Voted PPEL Mobile Home	\$ 80.77
Military Credit	\$41.22	Military Credit	\$ 31.27	Military Credit	\$ 27.29
Military Credit (SAVE)	\$115.82	Military Credit (SAVE)	\$ 0.56	Military Credit (SAVE)	\$ 98.69
Commercial Industrial tax	\$2,160.74	Commercial Industrial tax	\$ 2,101.92	Commercial Industrial tax	
Commercial Ind. Voted PPEL	\$7,786.86	Commercial Ind. Voted PPEL	\$ 3,814.88	Commercial Ind. Voted PPEL	
Interest	\$5,392.12	Interest	\$ 5,991.65	Interest	\$ 7,947.70
		Sale of Vacant Lot	\$ 2,000.00		
Prior Year Expenditure					
ERATE Reimbursement					
<b>Subtotal</b>	<b>\$1,084,478.48</b>	<b>Subtotal</b>	<b>\$ 786,020.26</b>	<b>Subtotal</b>	<b>\$ 412,173.64</b>
<b>TOTAL AVAILABLE</b>	<b>\$3,414,333.21</b>	<b>TOTAL AVAILABLE</b>	<b>\$ 3,513,018.50</b>	<b>TOTAL AVAILABLE</b>	<b>\$ 3,605,659.25</b>
<b>LESS: Expenditures</b>		<b>LESS: Expenditures</b>		<b>LESS: Expenditures</b>	
Chrome Book Lease	\$84,589.28	Frontline License Renewals	\$ 17,052.94	Chrome Book Lease (Double Payment)	\$ 169,794.56
Frontline Software	\$16,264.13	US Bank-Chromebook Lease Payment	\$ 84,897.28	Frontline Slicense Renewals	\$ 41,560.28
Forecast5	\$22,158.00	Forecast5	\$ 14,426.00	FY22 Expenses Paid in FY23	\$ 18,715.00
School Bus Lease	\$61,602.40	Software Unlimited	\$ 8,195.00	Boiler Construction Documents	\$ 7,000.00
RO Chrysler-Ford Transport Van	\$33,987.85	Heartland Insealators	\$ 5,120.00	Portable Rental	\$ 34,356.02
Chrome Book Lease	\$308.00	Bus Lease	\$ 61,602.40	Bus Lease	\$ 61,602.40
Rent Council Bluffs Sp Ed	\$728.08	Rent Council Bluffs Sp Ed	\$ 259.08	Garage Doors-Bus Barn	\$ 11,608.00
Rent Council Bluffs Sp Ed	\$732.80	Rent Council Bluffs Sp Ed	\$ 2,202.60	Chrome Book Lease (Double Pymt Refund)	\$ (84,897.28)
Rent Council Bluffs Sp Ed	\$759.74	Track Resurfacing	\$ 4,000.00	Portable Rental	\$ 3,015.34
Rent Council Bluffs Sp Ed	\$791.55			Press Box Chairs	\$ 419.93
Rent Council Bluffs Sp Ed	\$1,346.07			Track Resurfacing	\$ 82,000.00
Infinite Campus Software Renewal	\$23,233.00			Portable Rental	\$ 2,978.20
Rent Council Bluffs Sp Ed	\$803.32			Boiler Construction Documents	\$ 3,500.00
Rent Council Bluffs Sp Ed	\$805.35			Portable Rental	\$ 2,968.20
Rent Council Bluffs Sp Ed	\$803.80			Rent Council Bluffs Sp Ed	\$ 2,484.44
				Portable Rental	\$ 2,968.20
				Lunch Van	\$ 57,186.00
				Gym Floor Resurfacing	\$ 5,678.50
				Portable Rental	\$ 2,968.20
				Rent Council Bluffs Sp Ed	\$ 2,272.87
				Portable Rental	\$ 2,968.20
<b>Subtotal</b>	<b>\$248,913.37</b>	<b>Subtotal</b>	<b>\$ 197,755.30</b>	<b>Subtotal</b>	<b>\$ 431,147.06</b>
<b>Cash Balance</b>	<b>\$3,165,419.84</b>	<b>Cash Balance</b>	<b>\$ 3,315,263.20</b>	<b>Cash Balance</b>	<b>\$ 3,174,512.19</b>

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Checking Account ID 1	Fund Number 10	OPERATING FUND
AHLERS & COONEY	838913	329.50
10 9010 2310 000 0000 342	2/2023 Legal Svcs	329.50
Vendor Name AHLERS & COONEY		<u>329.50</u>
BATTEN SANITATION SERVICE	22823BS	5,495.00
10 0109 2630 000 0000 421	HS Sanitation 2/2023	1,800.00
10 0418 2630 000 0000 421	IES Sanitation 2/2023	1,800.00
10 0445 2630 000 0000 421	ROECC Sanitation 2/2023	1,800.00
10 9010 2630 000 0000 421	Admin/BB Sanitation 2/2023	95.00
Vendor Name BATTEN SANITATION SERVICE		<u>5,495.00</u>
CAMBLIN MECHANICAL INC	40918	1,255.49
10 0418 2620 000 0000 432	Inman Backflow Repair	1,255.49
CAMBLIN MECHANICAL INC	40941	706.77
10 0418 2620 000 0000 432	Inman Repair	706.77
CAMBLIN MECHANICAL INC	40956	2,282.96
10 0109 2620 000 0000 432	HS Actuator Repair	2,282.96
CAMBLIN MECHANICAL INC	40980	1,875.51
10 0418 2620 000 0000 432	Inman Repair	1,875.51
Vendor Name CAMBLIN MECHANICAL INC		<u>6,120.73</u>
CAPITAL SANITARY SUPPLY CO.	0063344	3,820.69
10 9010 2620 000 0000 618	Urinal Screen	108.75
10 9010 2620 000 0000 618	Black Trash Bags	901.50
10 9010 2620 000 0000 618	1-Ply Paper Towels	1,123.00
10 9010 2620 000 0000 618	SpaFoam Hair and Body	940.94
10 9010 2620 000 0000 618	Natural Paper Towels	746.50
Vendor Name CAPITAL SANITARY SUPPLY CO.		<u>3,820.69</u>
CASEY'S BUSINESS MASTERCARD	30123CBMC	374.71
10 9010 2700 000 0000 626	Fuel for Wrestling/Cheer/Band	374.71
Vendor Name CASEY'S BUSINESS MASTERCARD		<u>374.71</u>
CENTURY LINK	022523CL	644.07
10 9010 2490 000 0000 530	District Long Distance 2/23	644.07
CENTURY LINK	030123CL	176.00
10 9010 2490 000 0000 530	Two-Way Transmitter	176.00
Vendor Name CENTURY LINK		<u>820.07</u>
CHAT MOBILITY	2152023CM	108.30
10 9010 2510 000 0000 532	Admin Mifi 2/23	108.30
Vendor Name CHAT MOBILITY		<u>108.30</u>
CHEMSEARCH	8142956	478.76
10 0418 2640 000 0000 433	IES Boiler Water Treatment	478.76
CHEMSEARCH	8146365	492.23
10 0109 2640 000 0000 433	HS Boiler Water Treatment	492.23
Vendor Name CHEMSEARCH		<u>970.99</u>
CHROMEBOOK PARTS.COM	156915	105.98
10 9010 2235 000 0000 618	Lenovo 11 300e Chromebook Motherboard	105.98



Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Vendor Name	CHROMEBOOK PARTS.COM	105.98
CITY OF RED OAK	30123CORO	1,367.12
10 0109 2620 000 0000 411	HS Water 2/23	465.26
10 0418 2620 000 0000 411	IES Water 2/23	578.04
10 0445 2620 000 0000 411	ROECC Water 2/23	238.13
10 9010 2620 000 0000 411	Admin/BB/FBF Water 2/23	85.69
Vendor Name	CITY OF RED OAK	1,367.12
COUNCIL BLUFFS COMM SCHOOLS	2023357	13,062.84
10 9010 1200 217 3303 320	Sped Lvl III 12/22	13,062.84
Vendor Name	COUNCIL BLUFFS COMM SCHOOLS	13,062.84
CRAIG, PEGGY	021723PC	45.14
10 0418 2110 490 8027 618	Reimbursement YES Mentoring	42.14
10 0418 2110 490 8027 618	Reimbursement YES Mentoring	3.00
Vendor Name	CRAIG, PEGGY	45.14
CREXENDO BUSINESS SOLUTIONS, INC	79540	1,435.53
10 9010 2510 000 0000 532	Internet Phone Svcs 2/23	1,435.53
Vendor Name	CREXENDO BUSINESS SOLUTIONS, INC	1,435.53
DES MOINES PUBLIC SCHOOLS	AR069956	1,770.74
10 9010 1000 420 1119 561	1st Sem 23-24 PMIC	1,770.74
Vendor Name	DES MOINES PUBLIC SCHOOLS	1,770.74
EAST MILLS COMMUNITY SCHOOLS	21423EMCS	34,615.98
10 9010 1000 130 3116 567	TLC Out 1st Sem 22-23	2,094.48
10 9010 1000 100 0000 567	OE Out 1st Sem 22-23	32,521.50
EAST MILLS COMMUNITY SCHOOLS	21523EMCS	133.43
10 9010 1000 100 0000 567	Concurrent Enrollment	133.43
EAST MILLS COMMUNITY SCHOOLS	21523EMCSD	16,566.48
10 9010 1200 211 3301 567	Sped Lvl 1 - 1st Sem 22-23	16,566.48
Vendor Name	EAST MILLS COMMUNITY SCHOOLS	51,315.89
ESSEX COMMUNITY SCHOOL DIST.	21423ECS	2,772.44
10 9010 1200 214 3302 567	Sped Lvl 2 - 1st Sem 22-23	2,772.44
ESSEX COMMUNITY SCHOOL DIST.	21423ECSD	17,931.34
10 9010 1000 100 0000 567	OE Out 1st Sem 22-23	17,023.60
10 9010 1000 130 3116 567	TLC Out 1st Sem 22-23	907.74
Vendor Name	ESSEX COMMUNITY SCHOOL DIST.	20,703.78
FAREWAY FOOD STORES	00018271	68.75
10 0418 2110 490 8027 618	YES Mentoring Supplies - Fareway	68.75
FAREWAY FOOD STORES	00018514	330.89
10 0109 1300 340 0000 612	Groceries	330.89
FAREWAY FOOD STORES	00018821	112.55
10 0109 1300 340 0000 612	FACS Supplies	112.55
FAREWAY FOOD STORES	00019308	18.95
10 0109 1000 100 0000 612	AG Soil Cup Supplies	18.95
Vendor Name	FAREWAY FOOD STORES	531.14

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
FES	000549	405.00
10 9010 2236 000 0000 536	Web Hosting Feb. 2023	405.00
FES	549	405.00
10 9010 2236 000 0000 536	2/23 Web Hosting	405.00
Vendor Name FES		<u>810.00</u>
FIRST BANKCARD - DEB DREY	FBCCDD392023	432.00
10 9010 1000 100 0000 358	Airtable Online Database	432.00
Vendor Name FIRST BANKCARD - DEB DREY		<u>432.00</u>
FIRST BANKCARD - HEIDI HARRIS	FBCHH30923-10	39.88
10 0418 1200 217 3303 612	SPED - Charge	16.89
10 0418 1200 217 3303 612	SPED - Splash Guard	22.99
FIRST BANKCARD - HEIDI HARRIS	FBCHH30923-11	39.99
10 9010 2310 000 0000 611	Keyboard Drawer	39.99
FIRST BANKCARD - HEIDI HARRIS	FBCHH30923-12	29.90
10 0418 1000 100 0000 618	IES Spring Program Music	29.90
FIRST BANKCARD - HEIDI HARRIS	FBCHH30923-13	32.52
10 0418 2410 000 0000 531	Postage - Certified Mail	32.52
FIRST BANKCARD - HEIDI HARRIS	FBCHH30923-14	803.75
10 9010 2700 000 0000 618	Running Boards #24 Running Boards	803.75
FIRST BANKCARD - HEIDI HARRIS	FBCHH30923-15	379.97
10 0418 1000 100 8001 612	PTO - Supplies	379.97
FIRST BANKCARD - HEIDI HARRIS	FBCHH30923-3	177.66
10 0418 1200 431 4501 618	Supplies for Title Night	177.66
FIRST BANKCARD - HEIDI HARRIS	FBCHH30923-4	69.90
10 0109 2120 000 0000 618	Storage Folders	69.90
FIRST BANKCARD - HEIDI HARRIS	FBCHH30923-5	47.98
10 0109 2620 000 0000 618	Globe Bulbs	47.98
FIRST BANKCARD - HEIDI HARRIS	FBCHH30923-6	307.90
10 0109 1200 420 1119 612	Metal Detector Wands	307.90
FIRST BANKCARD - HEIDI HARRIS	FBCHH30923-7	58.48
10 0109 2620 000 0000 618	Masking Tape & Paper	58.48
FIRST BANKCARD - HEIDI HARRIS	FBCHH30923-9	118.93
10 9010 2310 000 0000 611	Name Plate, Calculator, Pens	118.93
FIRST BANKCARD - HEIDI HARRIS	FCBCHH309202 3-19	347.86
10 9010 2310 000 0000 580	Spring Conference Accommodations	310.00
10 9010 2310 000 0000 580	Spring Conference Food	37.86
FIRST BANKCARD - HEIDI HARRIS	FCBCHH309202 3-21	34.99
10 0109 2620 000 0000 618	16 Inch Mirror	34.99
FIRST BANKCARD - HEIDI HARRIS	FCBCHH309202 3-22	71.92
10 9010 2310 000 0000 611	Ink Refill	71.92
Vendor Name FIRST BANKCARD - HEIDI HARRIS		<u>2,561.63</u>
FIRST BANKCARD - OFFICE CARD 3	FBC03082023	98.75
10 0109 1000 421 3227 618	Tie Dye Supplies	98.75

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
FIRST BANKCARD - OFFICE CARD 3	FBC03082023 - 1	220.00
10 0109 1000 421 3227 618	Wilson Performing Arts SBS	220.00
Vendor Name	FIRST BANKCARD - OFFICE CARD 3	318.75
GLENWOOD COMMUNITY SCHOOLS	22823GCS	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	GLENWOOD COMMUNITY SCHOOLS	3,788.04
GREEN TREE COMPANY, THE	9700	3,775.00
10 9010 2630 000 0000 435	Snow Removal 2/26/23	3,775.00
Vendor Name	GREEN TREE COMPANY, THE	3,775.00
HALEY'S ELECTRIC	10209	162.18
10 0109 2620 000 0000 432	HS Locker Room Switch	162.18
Vendor Name	HALEY'S ELECTRIC	162.18
Hodgkin, Heather	031523HODGKI N	74.87
10 0418 1000 100 8001 612	Media PTO- Reimbursement	55.55
10 0418 1000 100 8001 612	Media PTO - Reimbursement	19.32
Vendor Name	Hodgkin, Heather	74.87
HOLT WOODWORKING, INC. BDA LEADING EDGE LAMINATING	53268	899.70
10 0418 1000 100 0000 618	Lamination - IES	899.70
Vendor Name	HOLT WOODWORKING, INC. BDA LEADING EDGE LAMINATING	899.70
HY VEE FOOD STORES	177883587361 77883	25.60
10 0109 1300 340 0000 612	Groceries	25.60
Vendor Name	HY VEE FOOD STORES	25.60
IOWA DEPARTMENT OF HUMAN SERVICES	10139686	705.71
10 9010 4634 219 4634	Medicaid Provider Share	705.71
Vendor Name	IOWA DEPARTMENT OF HUMAN SERVICES	705.71
IOWA TESTING PROGRAM	231238	2,628.00
10 9010 2240 100 0000 325	IA Statewide ISASP Testing	2,628.00
Vendor Name	IOWA TESTING PROGRAM	2,628.00
JAN-PRO OF OMAHA	15570	2,250.00
10 9010 2630 000 0000 340	4/2023 IES Portable Janitorial	2,250.00
JAN-PRO OF OMAHA	15574	37,500.00
10 9010 2630 000 0000 340	4/2023 Janitorial Svcs	37,500.00
JAN-PRO OF OMAHA	15625	9,695.00
10 9010 2630 000 0000 340	Addl 2/23 Janitorial Svcs	9,695.00
Vendor Name	JAN-PRO OF OMAHA	49,445.00
JOSTENS	1071417-1	38.80
10 0109 2410 000 0000 618	REPLACEMENT DIPLOMA	38.80
Vendor Name	JOSTENS	38.80

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
LAKESHORE LEARNING CO.	478075030123	1,014.34
10 0418 1000 100 8001 612	PTO Supplies - Classrooms	1,014.34
Vendor Name LAKESHORE LEARNING CO.		1,014.34
LENOVO	4642066295	3,063.05
10 9010 2235 000 4045 739	Lenovo Enterprise Chromebook	3,063.05
Vendor Name LENOVO		3,063.05
LEWIS CENTRAL COMMUNITY SCHOOL	020323LCSD	5,448.60
10 9010 1200 211 3301 567	Sped Lvl 1 1st Sem 22-23	5,448.60
LEWIS CENTRAL COMMUNITY SCHOOL	13023LCCS	3,788.04
10 9010 1000 100 0000 567	OE Out - 1st Sem 22-23	3,613.50
10 9010 1000 100 3116 567	TLC Out - 1st Sem 22-23	174.54
Vendor Name LEWIS CENTRAL COMMUNITY SCHOOL		9,236.64
Lindstrom, Kristy	30123KS	30.00
10 9010 1942 000 0000	Registration Refund	30.00
Vendor Name Lindstrom, Kristy		30.00
LORENZ, RONALD	31323RL	250.00
10 9010 2321 000 0000 532	3rd Qtr Cell Phone Reimbursement	250.00
Vendor Name LORENZ, RONALD		250.00
MATHESON TRI-GAS	0027281528	421.76
10 0109 1300 370 0000 612	Acetylene, C-25, Oxygen Refills	421.76
MATHESON TRI-GAS	0028251148-00	20.99
10 0109 1300 370 0000 612	O Rings	20.99
Vendor Name MATHESON TRI-GAS		442.75
McMullen Ford	FOCS112799	161.00
10 9010 2700 000 0000 434	Diagnostic Check of #24 Back Up Camera	161.00
Vendor Name McMullen Ford		161.00
MEDIACOM	22123MCDPRI	871.20
10 9010 2236 000 0000 536	2/23 District PRI Lines	871.20
MEDIACOM	22123MCINT	1,550.00
10 9010 2236 000 0000 536	2/23 District Internet	1,550.00
MEDIACOM	22123MCPRI	236.90
10 9010 2236 000 0000 536	FBF PRI Lines	236.90
Vendor Name MEDIACOM		2,658.10
MIDAMERICAN ENERGY	22023MAE	18,349.32
10 0109 2620 000 0000 622	HS Electricity 2/23	9,992.99
10 0418 2620 000 0000 622	IES Electricity 2/23	4,676.33
10 0445 2620 000 0000 622	ROECC Electricity 2/23	2,279.06
10 9010 2620 000 0000 622	Admin Electricity 2/23	1,400.94
MIDAMERICAN ENERGY	536032276	11.42
10 9010 2620 000 0000 622	Webster Electiricity 2/23	11.42
MIDAMERICAN ENERGY	536041252	116.99

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
10 0109 2620 000 0000 622	Sports Complex Elec 2/23	116.99
Vendor Name MIDAMERICAN ENERGY		18,477.73
MONTGOMERY CO. MEMORIAL HOSP.	2172023	40.00
10 9010 2700 000 0000 346	Mandatory Drug Testing	40.00
Vendor Name MONTGOMERY CO. MEMORIAL HOSP.		40.00
NEBRASKA AIR FILTER, INC.	0409889-IN	516.81
10 0109 2620 000 0000 618	Air Filters	516.81
Vendor Name NEBRASKA AIR FILTER, INC.		516.81
ONESOURCE THE BACKGROUND CHECK COMPANY	2022121734	25.00
10 9010 2310 000 0000 320	Background Checks	25.00
Vendor Name ONESOURCE THE BACKGROUND CHECK COMPANY		25.00
OREILLY AUTO PARTS	0298-201723	27.16
10 9010 2650 000 0000 618	Suburban Maintenance	27.16
Vendor Name OREILLY AUTO PARTS		27.16
PELZER, ELAINE	22823EP	43.13
10 0418 1000 100 0000 580	Mileage Reimbursement	43.13
Vendor Name PELZER, ELAINE		43.13
PLUMB SUPPLY/RIBACK SUPPLY	8612676	341.77
10 0418 2620 000 0000 618	Faucet & Calcisolve - Inman	341.77
Vendor Name PLUMB SUPPLY/RIBACK SUPPLY		341.77
PREMIER TECH INC	U2462190	194.00
10 9010 2640 000 0000 433	Septic Treatment Admin	194.00
Vendor Name PREMIER TECH INC		194.00
RADIO ENGINEERING INDUSTRIES INC	494917	276.65
10 9010 2700 000 0000 618	Backup Bus Hard Drive	276.65
Vendor Name RADIO ENGINEERING INDUSTRIES INC		276.65
RED OAK CHRYSLER, INC.	RED009-22523	120.75
10 9010 2700 000 0000 434	Repair Sliding Door Track	120.75
Vendor Name RED OAK CHRYSLER, INC.		120.75
RED OAK FABRICATION INC.	334947	140.00
10 0109 2640 000 0000 618	Flatbed Trailer Fenders	140.00
Vendor Name RED OAK FABRICATION INC.		140.00
RED OAK HARDWARE HANK	159362	20.69
10 9010 2620 000 0000 618	HS Hall Painting Materials	20.69
RED OAK HARDWARE HANK	161208	13.47
10 9010 2620 000 0000 432	HS Hall Painting Materials	13.47
RED OAK HARDWARE HANK	161515	233.99
10 0109 2620 000 0000 618	White Paint	233.99
RED OAK HARDWARE HANK	161600	26.99
10 0109 2620 000 0000 618	Primer For Hallways	26.99
RED OAK HARDWARE HANK	161778	233.99

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
10 0109 2620 000 0000 618	Paint Tech Center Hallways	233.99
RED OAK HARDWARE HANK	162465	296.98
10 9010 2620 000 0000 618	Office CHair	269.99
10 9010 2620 000 0000 618	5 Spare Wheels	26.99
RED OAK HARDWARE HANK	162467	152.97
10 0109 2620 000 0000 618	Hallway Paint	152.97
RED OAK HARDWARE HANK	162529	101.98
10 0109 2620 000 0000 618	HS White Paint	101.98
RED OAK HARDWARE HANK	162666	101.98
10 0109 2620 000 0000 618	Paint For HS Hallways	101.98
Vendor Name RED OAK HARDWARE HANK		<u>1,183.04</u>
RED OAK PUBLISHING LLC	54492/93	190.68
10 9010 2572 000 0000 540	2/2023 Board Claims	190.68
Vendor Name RED OAK PUBLISHING LLC		<u>190.68</u>
RIVERSIDE COMMUNITY SCHOOLS	21423RCSD	3,788.04
10 9010 1000 100 0000 567	OE Out 1st Sem - 22-23	3,613.50
10 9010 1000 130 3116 567	TLC Out 1st Sem 22-23	174.54
Vendor Name RIVERSIDE COMMUNITY SCHOOLS		<u>3,788.04</u>
ROGERS PLUMBING & HEATING	36178	278.25
10 0109 2620 000 0000 432	HS Sewer Clear	278.25
Vendor Name ROGERS PLUMBING & HEATING		<u>278.25</u>
SCHOLASTIC BOOK FAIRS-8	0144248	748.20
10 0418 1000 100 8001 612	Books - PTO Donation	748.20
Vendor Name SCHOLASTIC BOOK FAIRS-8		<u>748.20</u>
SIDNEY COMMUNITY SCHOOLS	21423SCS	8,271.66
10 9010 2700 000 0000 591	Shared Transportation Director	8,271.66
Vendor Name SIDNEY COMMUNITY SCHOOLS		<u>8,271.66</u>
STERLING COMPUTERS	0144248	89,746.00
10 9010 2235 000 4045 739	Lenovo C14 Chromebook, i5 Touch	86,450.00
10 9010 2235 000 4045 739	Google Management License	3,296.00
Vendor Name STERLING COMPUTERS		<u>89,746.00</u>
TIMBERLINE BILLING SERVICE LLC	26770	127.60
10 9010 2510 217 3303 359	2/2023 Medicaid Svcs	127.60
Vendor Name TIMBERLINE BILLING SERVICE LLC		<u>127.60</u>
TITLEWAVE	615430F	98.17
10 0109 2222 000 0000 643	Books & Supplies	98.17
Vendor Name TITLEWAVE		<u>98.17</u>
UNITED FARMERS COOPERATIVE	22823ufmc	4,697.55
10 9010 2700 000 0000 626	Ethanol - 2/23	3,131.80
10 9010 2700 000 0000 626	Ethanol Truck/Utility 2/23	184.08
10 9010 2700 217 3303 626	Sped Ethanol - 2/23	782.06
10 9010 2700 217 3303 627	Sped Diesel - 2/23	599.61
Vendor Name UNITED FARMERS COOPERATIVE		<u>4,697.55</u>

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
UNITED PARCEL SERVICE	0000B203V6	16.00
10 9010 2310 000 0000 531	Postage	16.00
Vendor Name	UNITED PARCEL SERVICE	16.00
UPPER EDGE TECHNOLOGIES INC	20230313	2,655.00
10 9010 2235 000 0000 618	Lenovo 300e 1st Gen Motherboard	1,000.00
10 9010 2235 000 0000 618	Lenovo 300e 1st Gen Audioboard	24.00
10 9010 2235 000 0000 618	Lenovo 300e 1st Gen LCD Touchscreen	325.00
10 9010 2235 000 0000 618	Lenovo 300e 1st Gen Bottom Cover	10.00
10 9010 2235 000 0000 618	Lenovo 300e 2nd Gen MTK LCD Touchscreen	75.00
10 9010 2235 000 0000 618	Lenovo 300e 2nd Gen AMD Palmrest	70.00
10 9010 2235 000 0000 618	Lenovo 300e 2nd Gen AMD Top Cover	44.00
10 9010 2235 000 0000 618	Lenovo 300e 2nd Gen MTK Palmrest	25.00
10 9010 2235 000 0000 618	Lenovo 300e 2nd Gen AMD LCD Touch Cables	20.00
10 9010 2235 000 0000 618	HP ProBook x360 11 Motherboard	1,000.00
10 9010 2235 000 0000 618	Lenovo 300e 2nd Gen AMD Bottom Cover	20.00
10 9010 2235 000 0000 618	Lenovo 300e 2nd Gen MTK Hinge	20.00
10 9010 2235 000 0000 618	Lenovo 300e 2nd Gen MTK Top Cover	22.00
Vendor Name	UPPER EDGE TECHNOLOGIES INC	2,655.00
US CELLULAR	561911373	753.97
10 9010 2490 000 0000 532	Maintenance Cell Phones 2/23	186.44
10 9010 2490 000 0000 532	Tech Cell Phones 2/23	93.22
10 9010 2490 000 0000 530	BB Cell Phones 2/23	92.72
10 9010 2490 000 0000 530	Nurse Cell Phone 2/23	46.61
10 9010 2510 000 0000 532	SBO Cell/FBF Wifi	195.15
10 0418 2410 000 0000 532	IES Cell Phone 2/23	46.61
10 0109 2410 000 0000 532	HS Cell Phones 2/23	93.22
Vendor Name	US CELLULAR	753.97
VISUAL EDGE IT dba COUNSEL	23AR1202892`	45.94
10 0109 2410 000 0000 611	Staple Cartridge	45.94
VISUAL EDGE IT dba COUNSEL	23AR1262085	625.43
10 9010 2520 000 0000 618	Steady Serve 2/23	12.99
10 9010 2520 000 0000 618	Admin Copier Clicks 2/23	22.93
10 0109 1000 100 0000 359	HS Copier Clicks 2/23	234.18
10 0418 1000 100 0000 359	IES Copier Clicks 2/23	304.68
10 0445 1000 100 0000 359	ROECC Copier Clicks 2/23	50.65
Vendor Name	VISUAL EDGE IT dba COUNSEL	671.37
WELLS FARGO LEASING	5023899319	1,215.50
10 0445 1000 100 0000 359	ROECC Copier Lease 3/23	221.00
10 0418 1000 100 0000 359	IES Copier Lease 3/23	331.50

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
10 0109 1000 100 0000 359	HS Copier Lease 3/23	552.50
10 9010 2520 000 0000 618	Admin Copier Lease 3/23	110.50
Vendor Name	WELLS FARGO LEASING	<u>1,215.50</u>
YOUNG AUTO PARTS INC.	247543	26.64
10 9010 2700 000 0000 434	Napa Gold Oil Filter	26.64
Vendor Name	YOUNG AUTO PARTS INC.	<u>26.64</u>
ZIEGLER INC	SI000295409	555.75
10 9010 2700 000 0000 434	Diagnostic/Forced Regent Bus 10	555.75
Vendor Name	ZIEGLER INC	<u>555.75</u>
Fund Number	10	<u>326,125.73</u>
Checking Account ID	1	Fund Number 22
SPECIALTY UNDERWRITERS LLC	SW4047-4	MANAGEMENT FUND
22 9010 2310 000 0000 520	Quarterly Insurance Premium	24,105.75
Vendor Name	SPECIALTY UNDERWRITERS LLC	<u>24,105.75</u>
Fund Number	22	<u>24,105.75</u>
Checking Account ID	1	Fund Number 36
COUNCIL BLUFFS COMM SCHOOLS	2023357	PHYSICAL PLANT & EQUIPMENT
36 9010 2620 000 0000 441	Rent 12/22	1,947.40
Vendor Name	COUNCIL BLUFFS COMM SCHOOLS	<u>1,947.40</u>
RAY MARTIN COMPANY	030122RM	178,070.00
36 0109 2620 000 0000 432	HS Boiler	178,070.00
Vendor Name	RAY MARTIN COMPANY	<u>178,070.00</u>
SOFTWARE UNLIMITED	20230131-FC19	1,550.00
36 9010 2510 000 0000 358	K12 Docs Licensing Fee	1,550.00
SOFTWARE UNLIMITED	21523SUI	1,550.00
36 9010 2510 000 0000 358	SUI K12 Docs	1,550.00
Vendor Name	SOFTWARE UNLIMITED	<u>3,100.00</u>
WILLIAMS SCOTSMAN INC	9017001676	2,968.20
36 9010 2620 000 0000 441	IES Portable	2,968.20
Vendor Name	WILLIAMS SCOTSMAN INC	<u>2,968.20</u>
Fund Number	36	<u>186,085.60</u>
Checking Account ID	1	536,317.08
Checking Account ID	2	Fund Number 61
Chapin, Sherrie	22023SC	SCHOOL NUTRITION FUND
61 483 000 0000 000	Lunch Refund - F/R	471.00
Vendor Name	Chapin, Sherrie	<u>471.00</u>
OPAA! FOOD MANAGEMENT INC	46673	44,900.29
61 9010 3110 000 0000 570	2/2023 Food Services	44,900.29
Vendor Name	OPAA! FOOD MANAGEMENT INC	<u>44,900.29</u>
Fund Number	61	<u>45,371.29</u>
Checking Account ID	2	<u>45,371.29</u>



Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Checking Account ID 3	Fund Number 21	STUDENT ACTIVITY FUND
BSN SPORTS	920554359	3,504.01
21 0109 1400 920 6600 618	Track Uniforms	3,504.01
Vendor Name BSN SPORTS		<u>3,504.01</u>
DICKINSON, DOUG	031023DICKINSON	130.00
21 0109 1400 920 6790 340	JH Wrestling Official	130.00
Vendor Name DICKINSON, DOUG		<u>130.00</u>
DOWNING, CHRISTOPHER	0214DOWN	130.00
21 0109 1400 920 6790 340	JH Wrestling Official	130.00
Vendor Name DOWNING, CHRISTOPHER		<u>130.00</u>
EDIE, DUSTIN	031023EDIE	130.00
21 0109 1400 920 6790 340	JH Wrestling Official	130.00
Vendor Name EDIE, DUSTIN		<u>130.00</u>
FIRST BANKCARD - HEIDI HARRIS	FBCHH30923	36.97
21 0109 1400 950 7407 618	FFA Costumes	36.97
FIRST BANKCARD - HEIDI HARRIS	FBCHH30923-1	235.93
21 9010 1400 920 6740 618	Indoor Shot Put (2)	235.93
FIRST BANKCARD - HEIDI HARRIS	FBCHH30923-16	1,133.64
21 0109 1400 910 6220 580	U of I Honor Band Hotel and Parking	1,133.64
FIRST BANKCARD - HEIDI HARRIS	FBCHH30923-17	227.95
21 0109 1400 920 6725 618	JV Girls Soccer Game Balls	227.95
FIRST BANKCARD - HEIDI HARRIS	FBCHH30923-18	20.00
21 0109 1400 920 6720 580	HS FB Coaches Clinic Hotel	20.00
FIRST BANKCARD - HEIDI HARRIS	FBCHH30923-2	191.81
21 0109 1400 910 6110 618	HS Play Supplies	191.81
FIRST BANKCARD - HEIDI HARRIS	FBCHH30923-8	416.00
21 0109 1400 920 6600 340	IFCA Coaches Clinic Registration	416.00
FIRST BANKCARD - HEIDI HARRIS	FCBCHH3092023-20	354.10
21 0109 1400 920 6725 618	Soccer Supplies 23/24	354.10
Vendor Name FIRST BANKCARD - HEIDI HARRIS		<u>2,616.40</u>
FIRST BANKCARD - OFFICE CARD 1	FBC1030723	241.79
21 0109 1400 920 6725 618	Soccer Balls	241.79
Vendor Name FIRST BANKCARD - OFFICE CARD 1		<u>241.79</u>
FIRST BANKCARD - OFFICE CARD 2	FBC2	1,651.45
21 0109 1400 920 6600 580	Wrestling Cheer Hotel, Food, Parking	1,651.45
FIRST BANKCARD - OFFICE CARD 2	FBC2-1	200.00
21 0109 1400 920 6840 810	IATC Indoor Entry Fee	200.00
Vendor Name FIRST BANKCARD - OFFICE CARD 2		<u>1,851.45</u>
FIRST BANKCARD - OFFICE CARD 4	FBC4	271.20
21 0109 1400 920 6720 580	HS FB Coaches Clinic Hotel	271.20

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
FIRST BANKCARD - OFFICE CARD 4	FBC4-1	2,609.24
21 9010 1400 920 6790 580	State Wrestling Hotel and Food	2,609.24
FIRST BANKCARD - OFFICE CARD 4	FBC4-2	48.05
21 0109 1400 910 6210 618	HS Vocal Lincoln Hotel	48.05
Vendor Name FIRST BANKCARD - OFFICE CARD 4		<u>2,928.49</u>
FloSports, Inc.	275768132	75.00
21 0109 1400 920 6600 810	JH Wrestling Meet	75.00
Vendor Name FloSports, Inc.		<u>75.00</u>
HONNOLD, PAUL	021423HONNOLD	120.00
21 0109 1400 920 6790 340	D JH Wrestling Official	120.00
Vendor Name HONNOLD, PAUL		<u>120.00</u>
IA HIGH SCHOOL SPEECH ASSOC.	SPEECH031523	168.00
21 0109 1400 910 6120 810	District Individual Speech	168.00
Vendor Name IA HIGH SCHOOL SPEECH ASSOC.		<u>168.00</u>
IOWA HIGH SCHOOL MUSIC ASSOC	1259	364.00
21 0109 1400 910 6210 810	Vocal Music Contest Registration	364.00
Vendor Name IOWA HIGH SCHOOL MUSIC ASSOC		<u>364.00</u>
JOSTENS	08556-2	2,866.50
21 0109 1400 950 7426 618	Yearbook	2,866.50
Vendor Name JOSTENS		<u>2,866.50</u>
JUHL, KELLY	031523JUHL	110.00
21 0109 1400 920 6710 345	JH GBB OFFICIAL	110.00
Vendor Name JUHL, KELLY		<u>110.00</u>
MCDERMOTT, MIKE	031523MCDERMOTT	110.00
21 0109 1400 920 6710 345	JH GBB Official	110.00
MCDERMOTT, MIKE	031523MM	65.00
21 0109 1400 920 6710 345	JV BBB Official	65.00
Vendor Name MCDERMOTT, MIKE		<u>175.00</u>
MONTGOMERY COUNTY AG SOCIETY	MCAS030623	225.00
21 0109 1400 950 7421 618	HS Dance Building Rental	225.00
Vendor Name MONTGOMERY COUNTY AG SOCIETY		<u>225.00</u>
NATIONAL FFA ORGANIZATION	MDS290310	382.00
21 0109 1400 950 7407 618	FFA Awards	382.00
Vendor Name NATIONAL FFA ORGANIZATION		<u>382.00</u>
OSBORN, CURTIS	CO021323	110.00
21 0109 1400 920 6710 345	JH GBB Official	110.00
Vendor Name OSBORN, CURTIS		<u>110.00</u>
PACE, RICK	RP020923	110.00

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
21 0109 1400 920 6710 345	JH GBB Official	110.00
Vendor Name PACE, RICK		<u>110.00</u>
RED OAK HARDWARE HANK	161959	939.47
21 9010 1400 920 6650 618	Tennis Balls	939.47
Vendor Name RED OAK HARDWARE HANK		<u>939.47</u>
RIEMAN MUSIC, INC.	3510633	6.02
21 0109 1400 910 6220 348	Instrument Repair	6.02
Vendor Name RIEMAN MUSIC, INC.		<u>6.02</u>
SCHMITT MUSIC	5070721	32.00
21 0109 1400 910 6220 348	Band Repair	32.00
Vendor Name SCHMITT MUSIC		<u>32.00</u>
UNITED FARMERS COOPERATIVE	0472312	685.11
21 0109 1400 910 6210 618	Musical Supplies	685.11
Vendor Name UNITED FARMERS COOPERATIVE		<u>685.11</u>
WHYE'S CHOICE FUNDRAISING	123020148 R3	1,458.50
21 0109 1400 910 6111 618	JH Fundraising- Music	1,458.50
Vendor Name WHYE'S CHOICE FUNDRAISING		<u>1,458.50</u>
Fund Number 21		<u>19,358.74</u>
Checking Account ID 3		<u>19,358.74</u>

<b>22-23</b> <b>Red Oak JrSr High School</b> 2011 N 8th Street, Red Oak IA 51566 Generated on 02/01/2023 08:01:42 AM Page 1 of 1	<b>Section Rosters</b> Teacher: No Primary Teacher Assigned Effective Date: 02/01/2023 Courses: 1 Sections: 1 Active Students: 6 Active Grade Levels: 09:3 11:2 12:1
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**Course:** 11017-20 PE Waiver S2

**Room:**  
**Term(s):** Q3, Q4

<b>Active Students:</b> 6	<b>Grade Levels:</b> 09:3 11:2 12:1	
<b>Student</b>	<b>Grade</b>	<b>Start Date - End Date</b>
Berendes, Cash V	12	
Biggerstaff, Jakson L	11	
Coover, Emelia G	09	
Johnson, Abigail L	11	
Klepinger, Sianna M	09	
Marsden, Lily F	09	

## 605.1 – Instructional Materials Selection [minor revision]

The board has sole discretion to approve instructional materials for the school district. This authority is delegated to licensed employees to determine which instructional materials, other than textbooks, will be utilized by and purchased by the school district. The licensed employees shall work closely together to ensure vertical and horizontal articulation of materials and textbooks in the education program. **The Superintendent or designee will provide licensed employees necessary training to ensure selected instructional materials comply with applicable laws. All instructional materials are available for review upon request and subject to all applicable laws.**

In reviewing current instructional materials for continued use and in selecting additional instructional materials, licensed employees will consider the current and future needs of the school district as well as the changes and the trends in education and society. Additionally, licensed employees are to select instructional materials that are free from discrimination, regardless of sex, race and color, national origin, religion and creed, age, marital/parental status, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, or socioeconomic status or familial status. It is the responsibility of the superintendent to report to the board the action taken by licensed employees.

In the case of textbooks, the board will make the final decision after receiving a recommendation from the superintendent. The criteria stated above for selection of other instructional materials will apply to the selection of textbooks. The superintendent may develop another means for the selection of textbooks. Textbooks are reviewed as needed and at least every seven (7) years.

Education materials given to the school district must meet the criteria established above. The gift must be received in compliance with board policy.

Approved October 14, 2013    **October 8, 2018**  
Reviewed ~~October 8, 2018~~    **February 15, 2023**  
Revised ~~October 8, 2018~~

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## 605.1R1 - Instructional Materials Selection Regulation [minor revisions]

- I. Responsibility for Selection of Instructional Materials
  - A. The board is responsible for matters relating to the operation of the Red Oak Community School District.

- B. The responsibility for the selection of instructional materials is delegated to the professionally trained and licensed employees of the school system. For the purpose of this rule the term “instructional materials” includes printed and audiovisual materials (not equipment), whether considered text materials or media center materials. The board retains the final authority for the approval of textbooks.
  - C. While selection of materials may involve many people including principals, teachers, students, parents/guardians, community members and media specialists, the responsibility for coordinating the selection of most instructional materials and making the recommendation for the purchase rests with licensed employees. For the purpose of this rule the term “media specialist” includes librarians, school media specialists or other appropriately licensed persons responsible for the selection of media equipment and materials.
  - D. Responsibility for coordinating the selection of text materials for distribution to classes will rest with the licensed employees, principal and superintendent. For the purpose of this rule the term ‘text materials’ includes textbooks and other printed and nonprinted material provided in multiple copies for use of a total class or major segment of a class.
- II. Material selected for use in media centers and classrooms will meet the following guidelines:
- A. Religion - Material will represent the major religions in a factual, unbiased manner. The primary source material of the major religions is considered. appropriate, but material which advocates rather than informs, or is designed to sway reader judgment regarding religion, will not be included in the school libraries or classrooms. **Required material will comply with all applicable laws.**
  - B. Racism - Material will present a diversity of race, custom, culture, and belief as a positive aspect of the nation’s heritage and give candid treatment to unresolved intercultural problems, including those which involve prejudice, discrimination, and the undesirable consequences of withholding rights, freedom, or respect of an individual. **Required material will comply with all applicable laws.**
  - C. Sexism - Material will reflect a sensitivity to the needs, rights, traits and aspirations of ~~men and women~~ **individuals** without preference or bias.
  - D. Age - Material will recognize the diverse contributions of various age groups and portray the continuing contributions of maturing members of society.
  - E. Ideology - Material will present basic primary and factual information on an ideology or philosophy of government which exerts or has exerted a strong

force, either favorably or unfavorably, over civilization or society, past or present. This material will not be selected with the intention to sway reader judgment and is related to the maturity level of the intended audience.

- F. Profanity and Sex - Material is subjected to a test of literary merit and reality by the media specialists and licensed staff who will take into consideration their reading of public and community standards of morality.
- G. Controversial issues materials will be directed toward maintaining a balanced collection representing various views.

The selection decision should be made on the basis of whether the material presents an accurate representation of society and culture, whether the circumstances depicted are realistically portrayed, or whether the material has literary or social value when the material is viewed as a whole.

These guidelines will not be construed in such a manner as to preclude materials which accurately represent the customs, morals, manners, culture, or society of a different time or a different place.

### III. Procedure for Selection

- A. Material purchased for media centers and classrooms is recommended for purchase by licensed employees, in consultation with administrative staff, media center staff, students or an ad hoc committee as appointed by the board. The material recommended for purchase is approved by the appropriate building administrator.
  - 1. The materials selected will support stated objectives and goals of the school district. Specifically, the goals are:
    - a. To acquire materials and provide service consistent with the demands of the curriculum;
    - b. To develop students' skills and resourcefulness in the use of libraries and learning resources;
    - c. To effectively guide and counsel students in the selection and use of materials and libraries;
    - d. To foster in students a wide range of significant interests;
    - e. To provide opportunities for aesthetic experiences and development of an appreciation of the fine arts;

- f. To provide materials to motivate students to examine their own attitudes and behaviors and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy;
  - g. To encourage life-long education through the use of the library; and,
  - h. To work cooperatively and constructively with the instructional and administrative staff in the school.
2. Materials selected are consistent with stated principles of selection. These principles are:
- a. To select material, within established standards, which will meet the goals and objectives of the school district;
  - b. To consider the educational characteristics of the community in the selection of materials within a given category;
  - c. To present the sexual, racial, religious, and ethnic groups in the community by:
    - 1. Portraying people, ~~both men and women~~, adults and children, whatever their ethnic, religious or social class identity, as human and recognizable, displaying a familiar range of emotions, both negative and positive.
    - 2. Placing no constraints on individual aspirations and opportunity.
    - 3. Giving comprehensive, accurate, and balanced representation to minority groups and women - in art and science, history and literature, and in all other fields of life and culture.
    - 4. Providing abundant recognition of minority groups and women by showing them frequently in positions of leadership and authority.
  - d. To intelligently, quickly, and effectively anticipate and meet needs through awareness of subjects of local, national and international interest and significance; and,
  - e. To strive for impartiality in the selection process.
3. The materials selected will meet stated selection criteria. These criteria are:



- a. Authority-Author's qualifications - education, experience, and previously published works;
- b. Reliability:
  1. Accuracy-meaningful organization and emphasis on content, meets the material's goals and objectives, and presents authoritative and realistic factual material.
  2. Current-presentation of content which is consistent with the finding of recent and authoritative research.
- c. Treatment of subject-shows an objective reflection for the multi-ethnic character and cultural diversity of society.
- d. Language:
  1. Vocabulary:
    - a. Does not indicate bias by the use of words which may result in negative value judgments about groups of people;
    - b. Does not use "man" or similar limiting word usage in generalization or ambiguities which may cause women to feel excluded or dehumanized.
  2. Compatible to the reading level of the student for whom it is intended.
- e. Format:
  1. Book
    - a. Adequate and accurate index;
    - b. Paper of good quality and color;
    - c. Print adequate and well spaced;
    - d. Adequate margins;
    - e. Firmly bound; and,
    - f. Cost.

2. Nonbook, including software and electronically available materials
    - a. Flexibility, adaptability;
    - b. Curricular orientation of significant interest to students;
    - c. Appropriate for audience;
    - d. Accurate authoritative presentation;
    - e. Good production qualities (fidelity, aesthetically adequate);
    - f. Durability; and,
    - g. Cost.
  3. Illustrations of book and nonbook materials should:
    - a. Depict instances of fully integrated grouping and settings to indicate equal status and non-segregated social relationships.
    - b. Make clearly apparent the identity of minorities;
    - c. Contain pertinent and effective illustrations;
  4. Flexible to enable the teacher to use parts at a time and not follow a comprehensive instructional program on a rigid frame of reference.
- f. Special Features:
1. Bibliographies.
  2. Glossary.
  3. Current charts, maps, etc.
  4. Visual aids.
  5. Index.
  6. Special activities to stimulate and challenge students.
  7. Provide a variety of learning skills.

g. Potential use:

1. Will it meet the requirement of reference work?
  2. Will it help students with personal problems and adjustments?
  3. Will it serve as a source of information for teachers and librarians?
  4. Does it offer an understanding of cultures other than the student's own and is it free of racial, religious, age, disability, ethnic, and sexual stereotypes?
  5. Will it expand students' sphere of understanding and help them to understand the ideas and beliefs of others?
  6. Will it help students and teachers keep abreast of and understand current events?
  7. Will it foster and develop hobbies and special interest?
  8. Will it help develop aesthetic tastes and appreciation?
  9. Will it serve the needs of students with special ~~problems~~ **needs**?
  10. Does it inspire learning?
  11. Is it relevant to the subject?
  12. Will it stimulate a student's interest?
4. Gifts of library or instructional materials may be accepted if the gift meets existing criteria for library and instructional materials. The acceptance and placement of such gifts is within the discretion of the board.
5. In order to provide a current, highly usable collection of materials, ~~media specialists~~ **teacher librarians** will provide for constant and continuing renewal of the collection, not only the addition of up-to-date materials, but by the judicious elimination of materials which no longer meet school district needs or find use. The process of weeding instructional materials will be done according to established and accepted standards for determining the relevance and value of materials in a given context.
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## 605.2 - Instructional Materials Inspection [minor revision]

Parents/guardians and other members of the school district community may view the instructional materials used by the students. All instructional materials, including teacher's manuals, DVDs, tapes or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any federally funded programs must be available for inspection by parents/guardians.

The instructional materials ~~must~~ **may** be viewed on school district premises. Copies may be obtained according to board policy.

Approved October 14, 2013 **October 8, 2018**  
Reviewed ~~October 8, 2018~~ **February 15, 2023**  
Revised ~~October 8, 2018~~

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## 605.3 – Objection to Instructional Materials [minor revision]

Members of the school district community may object to the instructional materials utilized in the school district and ask for their use to be reconsidered.

**Parents or guardians of students enrolled in the district have the ability to request that their student not be able to check out certain library materials.**

Approved October 14, 2013 **October 8, 2018**  
Reviewed ~~October 8, 2018~~ **February 15, 2023**  
Revised ~~October 8, 2018~~

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## 605.3R1 - Reconsideration of Instructional Materials Regulation [significant revisions/clarifications]

- A. A member of the school district community may raise an objection to instructional materials used in the school district's education program despite the fact that the individuals selecting such material were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.
  1. The school official or employee receiving a complaint regarding instructional materials will try to resolve the issue informally **or at the lowest organizational level**. The materials **generally** will remain in use pending the outcome of the reconsideration procedure.

- a. The school official or employee initially receiving a complaint will explain to the individual the board's selection procedure, criteria to be met by the instructional materials, and qualifications of those persons selecting the material.
  - b. The school official or employee initially receiving a complaint will explain to the individual the role of the objected material in the education program, its intended educational purpose, and additional information regarding its use. In the alternative, the employee may refer the individual to the media specialist who can identify and explain the use of the material.
2. The employee receiving the initial complaint will advise the building principal of the initial contact no later than the end of the school day following the discussion with the individual, whether or not the individual has been satisfied by the initial contact. A written record of the contact is maintained by the principal in charge of the attendance center. Each building principal shall inform employees of their obligation to report complaints.
  3. In the event the individual making an objection to instructional materials is not satisfied with the initial explanation, the individual is referred to the principal or to the media specialist of the attendance center. If, after consultation with the principal or media specialist, the individual desires to file a formal complaint, the principal or media specialist will assist in filling out a Reconsideration Request Form in full and filing it with the superintendent. **If a complainant refuses to complete the form, the complaint will be deemed invalid and no further action taken.**

#### B. Request for Reconsideration

1. A member of the school district community may formally challenge instructional materials on the basis of appropriateness used in the school district's education program. This procedure is for the purpose of considering the opinions of those persons in the school district and the community who are not directly involved in the selection process.
2. Each attendance center and the school district's central administrative office will keep on hand and make available Reconsideration Request Forms. Formal objections to instructional materials must be made on this form.
3. The individual will state the specific reason the instructional material is being challenged. The Reconsideration Request Form is signed by the individual and filed with the ~~superintendent~~ **building level principal**.
4. The ~~superintendent~~ **building level principal** will promptly file the objection with the ~~Superintendent reconsideration committee~~ **Superintendent** for re-evaluation.

5. **The Superintendent will convene a reconsideration committee within two weeks of receipt of the Reconsideration Form.**
  6. **The committee will make their recommendation to the Superintendent within five school days of meeting.**
  7. **The Superintendent will issue a decision related to the Reconsideration Request Form within 5 school days of receipt of the committee's recommendation. A copy of the Superintendent's decision will be provided to the complainant.**
  8. **An appeal of the Superintendent's decision may be filed with the board secretary within five days of the Superintendent's decision. The board will determine whether to hear the appeal at the next regular meeting or within 30 days of the Superintendent's decision, whichever is later. If the board elects to hear the appeal, the board will act to affirm, modify or reverse the decision of the Superintendent. The board's decision will be communicated to the complainant. The board's decision will be deemed final.**
59. Generally, access to challenged instructional material will not be restricted during the reconsideration process. However, in unusual circumstances, the instructional material may be removed temporarily by following the provisions of Section B.6.C. of this rule.

**610.** The Reconsideration Committee

- a. The reconsideration committee is made up of eight members.
  - (1) One licensed employee designated annually by the superintendent.
  - (2) One ~~media specialist~~ **teacher librarian** designated annually by the superintendent.
  - (3) One member of the administrative team designated annually by the superintendent.
  - (4) Three members of the community appointed annually **or as needed** by the board.
  - (5) Two high school students, selected annually by the high school principal.
- b. The committee will meet at the request of the superintendent.
- c. Special meetings may be called by the board to consider temporary removal of materials in unusual circumstances. A recommendation for temporary removal will require a two-thirds vote of the committee.
- d. Notice of committee meetings is made public through appropriate publications and other communications methods.

- e. The committee will receive the completed Reconsideration Request Form from the superintendent.
- f. The committee will determine its agenda for the first meeting which may include the following:
  - (1) Distribution of copies of the completed Reconsideration Request Form.
  - (2) An opportunity for the individual or a group spokesperson to talk about or expand on the Reconsideration Request Form.
  - (3) Distribution of reputable, professionally prepared reviews of the challenged instructional material if available.
  - (4) Distribution of copies of the challenged instructional material as available.
- g. **The Committee will determine whether interested persons, including the individual filing the challenge, may have the opportunity to share their views. The committee may request that individuals with special knowledge be present to give information to the committee.**
- ~~g. The committee may review the selection process for the challenged instructional material and may, to its satisfaction, determine that the challenge is without merit and dismiss the challenge. The committee will notify the individual and the superintendent of its action.~~
- ~~h. At a subsequent meeting, if held, interested persons, including the individual filing the challenge, may have the opportunity to share their views. The committee may request that individuals with special knowledge be present to give information to the committee.~~
- i. The individual filing the challenge is kept informed by the ~~reconsideration committee secretary~~ **Superintendent** on the status of the ~~Reconsideration Request Form~~ **reconsideration request** throughout the reconsideration process. The individual filing the challenge and known interested parties is given appropriate notice of meetings.
- j. At the second or a subsequent meeting the committee will make its final recommendation. The committee's final recommendation may be to take no removal action, to remove the challenged material from the school environment, or to limit the educational use of the challenged material. The sole criterion for the final recommendation is the appropriateness of the material for its intended educational use. The written final recommendation and its justification are forwarded to the board, the individual and the appropriate attendance centers. The superintendent may also make a

recommendation but if so, it should be independent from the committee's.

- k. Following the superintendent's decision with respect to the committee's recommendation, the individual or the chairperson of the reconsideration committee may appeal the decision to the board for review. Such appeal must be presented to the superintendent in writing within five days following the announcement of the superintendent's decision. The board will promptly determine whether to hear the appeal.
- k. A recommendation to sustain a challenge will not be interpreted as a judgment of irresponsibility on the part of the individuals involved in the original selection or use of the material.
- l. Requests to reconsider materials which have previously been reconsidered by the committee must receive approval of two-thirds of the committee members before the materials will again be reconsidered. Completed and filed Reconsideration Request Forms are acted upon by the committee.
- m. If necessary or appropriate in the judgment of the committee, the committee may appoint a subcommittee of members or nonmembers to consolidate challenges and to make recommendations to the full committee. The composition of this subcommittee will approximate the representation of the full committee.
- n. Committee members directly associated with the selection, use, or challenger of the challenged material are excused from the committee during the deliberation of the challenged instructional materials. The Superintendent may appoint a temporary replacement for the excused committee member, but the replacement is of the same general qualifications as the member excused.
- o. Persons dissatisfied with the decision of the board may appeal to the Iowa Board of Education pursuant to state law.

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605.3E1 - Instructions to the Reconsideration Committee [no changes]

The policy of this school district related to selection of learning materials states that any member of the school district community may formally challenge instructional materials used in the district's education program. This policy allows those persons in the school and the community who are not directly involved in the selection of materials to make their own opinions known. The task of the reconsideration committee is to provide an open forum for



discussion of challenged materials and to make an informed recommendation on the challenge. The meetings of the committee may be subject to the open meetings law.

The most critical component of the reconsideration process is the establishment and maintenance of the committee's credibility in the community. For this purpose, the committee is composed of community members. The community should not, therefore, infer that the Committee is biased or is obligated to uphold prior professional decisions. For this same reason, a community member will be selected to chair the committee.

The reconsideration process, the task of this committee, is just one part of the selection continuum. Material is purchased to meet a need. It is reviewed and examined, if possible, prior to purchase. It is periodically re-evaluated through updating, discarding, or re-examination. The committee must be ready to acknowledge that an error in selection may have been made despite this process. Librarians and school employees regularly read great numbers of reviews in the selection process, and occasional errors are possible.

In reconsidering challenged materials, the role of the committee, and particularly the chairperson, is to produce a climate for disagreement. However, the committee should begin by finding items of agreement, keeping in mind that the larger the group participating, the greater the amount of information available and, therefore, the greater the number of possible approaches to the problem.

If the complainant chooses, the complainant may make an oral presentation to the committee to expand and elaborate on the complaint. The committee will listen to the Complainant, to those with special knowledge, and any other interested persons. In these discussions, the committee should be aware of relevant social pressures which are affecting the situation. Individuals who may try to dominate or impose a decision must not be allowed to do so. Minority viewpoints expressed by groups or individuals must be heard, and observers must be made to feel welcome. It is important that the committee create a calm, nonvolatile environment in which to deal with a potentially volatile situation. To this end, the complainant will be kept informed of the progress of the complaint.

The committee will listen to the views of all interested persons before making recommendations. In deliberating its recommendation, the committee should remember that the school system must be responsive to the needs, tastes, and opinions of the community it serves. Therefore, the committee must distinguish between broad community sentiment and attempts to impose personal standards. The deliberations should concentrate on the appropriateness of the material. The question to be answered by the committee is, "Is the material appropriate for its designated audience at this time?"

The committee's final recommendation will be (1) to remove the challenged material from the total school environment, (2) to take no removal action, or (3) to agree on a limitation of the educational use of the materials

The committee chairperson will instruct the secretary to convey the committee's recommendation to the office of the superintendent. The recommendation should detail the rationale on which it was based. A letter will be sent to the complainant outlining the outcome.

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605.3E2 - Reconsideration of Instructional Materials Request Form [no changes]

*Request for re-evaluation of instructional material to be submitted to the Superintendent.*

REVIEW INITIATED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City/State \_\_\_\_\_ Zip Code \_\_\_\_\_ Telephone \_\_\_\_\_

School(s) in which item is used \_\_\_\_\_

Relationship to school (parent/guardian, student, citizen, etc.) \_\_\_\_\_

BOOK OR OTHER PRINTED MATERIAL IF APPLICABLE:

Author \_\_\_\_\_ Hardcover \_\_\_\_\_ Paperback \_\_\_\_\_ Other \_\_\_\_\_

Title \_\_\_\_\_

Publisher (if known) \_\_\_\_\_

Date of Publication \_\_\_\_\_

MULTIMEDIA MATERIAL IF APPLICABLE:

Title \_\_\_\_\_

Producer (if known) \_\_\_\_\_

Type of material (filmstrip, motion picture, etc.) \_\_\_\_\_

PERSON MAKING THE REQUEST REPRESENTS:

Self \_\_\_\_\_ Group or Organization \_\_\_\_\_

Name of Group or Organization \_\_\_\_\_

Address of Group or Organization \_\_\_\_\_

1. What brought this item to your attention?

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2. To what in the item do you object? (please be specific; cite pages, or frames, etc.)

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3. In your opinion, what harmful effects upon students might result from use of this item?

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4. Do you perceive any instructional value in the use of this item?

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5. Did you review the entire item? If not, what sections did you review?

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6. Should the opinion of any additional experts in the field be considered?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please list specific suggestions: \_\_\_\_\_

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7. To replace this item, do you recommend other material which you consider to be of equal or superior quality for the purpose intended?

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8. Do you wish to make an oral presentation to the Review Committee?

Yes \_\_\_\_\_ (a) Please contact the Superintendent

(b) Please be prepared at this time to indicate the approximate length of time your presentation will require. Although this is no guarantee that you'll be allowed to present to the committee, or that you will get your requested amount of time.

Minutes. \_\_\_\_\_

No \_\_\_\_\_

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Signature \_\_\_\_\_ Dated \_\_\_\_\_

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605.3E3 - Sample Letter to Individual Challenging Instructional Materials [no changes]

Dear:

We recognize your concern about the use of \_\_\_\_\_ in our school district. The school district has developed procedures for selection of instructional materials but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the following school district materials:

1. Instructional goals and objectives,
2. Instructional Materials Selection policy statement, and
3. Procedure for reconsideration of instructional materials.

If you are still concerned after you review this material, please complete the Reconsideration Request Form and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within one week, we will assume you no longer wish to file a formal complaint.

Sincerely,

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#### 605.4 - Technology and Instructional Materials [minor revision]

The board supports the use of innovative methods and the use of technology in the delivery of the education program. The board encourages employees to investigate economic ways to utilize ~~instructional television, audiovisual materials,~~ **multi-media**, computers, **electronic devices**, and other ~~technological advances~~ **technologies** as a part of the curriculum.

It is the responsibility of the superintendent to develop a plan for the use of technology in the curriculum and to evaluate it annually. The superintendent will report the results of the evaluation and make a recommendation to the board annually regarding the use of technology in the curriculum.

Approved October 14, 2013    **October 8, 2018**  
Reviewed ~~October 8, 2018~~    **February 15, 2023**  
Revised ~~October 8, 2018~~

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#### 605.5 - ~~Media Centers~~ **School Library** [minor revision]

The school district will maintain a ~~media center~~ **school library** in each building for use by employees and by students during the school day.

Materials for the ~~centers~~ **school library** will be acquired according to board policy, "Instructional Materials Selection." It is the responsibility of the principal of the building in which the ~~media center~~ **school library** is located to oversee the use of materials in the media center.

It is the responsibility of the principal and ~~media specialist~~ **teacher librarian** to develop procedures for the selection and replacement of both library and instructional materials, for the acceptance of gifts, for the weeding of library and instructional materials, and for the handling of challenges to either library or classroom materials.

Approved October 14, 2013 **October 8, 2018**  
Reviewed ~~October 8, 2018~~ **February 15, 2023**  
Revised ~~October 8, 2018~~

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## 606 - Instructional Arrangements

### 606.1 - Class Size and Class Grouping [no changes]

It is within the sole discretion of the board to determine the size of classes and to determine whether class grouping will take place. The board may review the class sizes annually.

It is the responsibility of the superintendent to make a recommendation to the board on class size based upon the financial condition of the school district, the qualifications of and number of licensed employees, and other factors deemed relevant to the board.

Approved October 29, 2013 **October 8, 2018**  
Reviewed ~~October 8, 2018~~ **February 15, 2023**  
Revised ~~October 8, 2018~~

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### 606.2 - Insufficient Classroom Space [no changes]

It is the goal of the district to create learning environments that encourage the growth and development of each student. Providing classroom with an appropriate student-teacher ratio is central to achieving this goal. Insufficient classroom space exists when conditions in the district adversely affect the implementation of the district's educational goals, objectives and program.

Insufficient classroom space is determined on a case-by-case basis. (paragraph break added)

Insufficient classroom space is determined on a case-by-case basis. In making its determination whether insufficient classroom space exists, the board may consider several factors, including but not limited to, the nature of the education program, the grade level, the available licensed employees, the instructional method, the physical space, student-teacher ratios, equipment and materials, facilities either being planned or under construction, facilities planned to be closed, financial condition of the school district and projected to be available, a sharing agreement in force or planned, a bargaining agreement in force, laws or rules governing special education class size, board-adopted school district goals and objectives, and other factors considered relevant by the board.

The Board may seek to reserve space to allow for additional resident students. Open enrollment students shall receive consideration aligned with the policy on open enrollment transfers. The Board shall not be compelled to hire additional staff or add space to accommodate open enrolled students.

This policy is reviewed by the board annually. It is the responsibility of the superintendent to bring this policy to the attention of the board each year.

Approved October 29, 2013      **September 26, 2022**

Reviewed ~~September 26, 2022~~      **February 15, 2023**

Revised September 26, 2022

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#### 606.3 - School Ceremonies and Observances [significant addition]

The school district will continue school ceremonies and observances which have become a tradition and a custom of the education program. These include, but are not limited to, reciting the Pledge of Allegiance and observance of holidays, such as Christmas, Halloween and Easter, by programs and performances. Such ceremonies or observances will have a secular purpose and will not advocate or sponsor a particular religion.

**The district will provide and maintain a suitable flagstaff at each school site and raise the Iowa and United States flags each school day as weather conditions permit. The district will display the United States flag and administer the Pledge of Allegiance in each 1st through 12th grade classroom on school days as required by law.**

Students who do not wish to participate in these activities may be silent during the ceremony or observance or receive permission from the principal to be excused from the ceremony for religious reasons in compliance with board policy.

Approved October 29, 2013      **October 8, 2018**

Reviewed ~~October 8, 2018~~      **February 15, 2023**

Revised October 8, 2018

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#### 606.4 - Animals in the Classroom [no changes]

With the exception of certified companion animals for students, staff, or visitors with special needs, live animals will not be allowed in school district facilities except under special circumstances, for an educational purpose. Permission from the principal will be required of anyone wishing to bring an animal into school district facilities. Appropriate supervision of animals is required when animals are brought into the school district facilities.

The person bringing the animal must furnish transportation for the animal brought to school. Animals will not be allowed to travel to and from the student's attendance center on the school bus without prior approval from the principal.

It is the responsibility of the principal to determine appropriate supervision of animals in the classroom.

Approved October 29, 2013      **October 8, 2018**  
Reviewed ~~October 8, 2018~~      **February 15, 2023**  
Revised October 8, 2018

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606.5 - Production of Materials and Services by Students and Employees [no changes]

Materials and services produced by students at the expense of the school district are the property of the school district. Materials and services produced by students at the student's expense, except for incidental expense to the school district, are the property of the student.

Materials and services produced by employees at the expense of the school district are the property of the school district, including but not limited to, materials and services produced in the scope of the employee's duties as an employee of the school district and materials and services produced using school district time or resources. Materials and services produced by employees at the employee's expense, except for incidental expense to the school district, are the property of the employee.

It is the responsibility of the superintendent to determine incidental expense.

Approved October 29, 2013      **October 8, 2018**  
Reviewed ~~October 8, 2018~~      **February 15, 2023**  
Revised October 8, 2018

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606.6 - Student Field Trips and Excursions [minor revision]

The principal may authorize field trips and excursions when such events contribute to the achievement of education goals of the school district. The school district will provide transportation for field trips and excursions.

In authorizing field trips and excursions, the principal will consider the financial condition of the school district, the educational benefit of the activity, the inherent risks or dangers of the



activity, and other factors deemed relevant by the superintendent. Written parental permission will be required prior to the student's participation in field trips and excursions. Board approval will be required for **out-of-state** field trips and excursions which involve unusual length (such as overnight trips) or expense.

Field trips and excursions are to be arranged with the principal well in advance. A detailed schedule and budget must be submitted by the employee. The school district will be responsible for obtaining a substitute teacher if one is needed. Following field trips and excursions, the teacher may be required to submit a written summary of the event.

Approved ~~October 29, 2013~~ **October 8, 2018**  
Reviewed ~~October 8, 2018~~ **February 15, 2023**  
Revised ~~October 8, 2018~~

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#### 607 - Instructional Services

##### 607.1 - Student Guidance and Counseling Program [minor revisions]

The board will provide a student guidance and counseling program. The ~~guidance school counselor~~ **school counselor** will be certified with the Iowa Department of Education **Board of Educational Examiners** and hold the qualifications required by the board. The guidance and counseling program will serve grades pre-kindergarten through twelve. The program will assist students with their personal, educational, and career development. The program is coordinated with the education program and will involve licensed employees.

Approved ~~October 29, 2013~~ **October 8, 2018**  
Reviewed ~~October 8, 2018~~ **February 15, 2023**  
Revised ~~October 8, 2018~~

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##### 607.2 - Student Health Services [no changes]

Health services are an integral part of comprehensive school improvement, assisting all students to increase learning, achievement, and performance. Health services coordinate and support existing programs to assist each student in achievement of an optimal state of physical, mental and social wellbeing. Student health services ensure continuity and create linkages between school, home, and community service providers. The school district's comprehensive school improvement plan, needs, and resources determine the linkages.

Except in emergent care situations or child abuse assessments, the district will not administer invasive physical examinations or health screenings of a student that are not required by state or federal law without first obtaining the written consent of the student's parent or guardian.

Emergent care situation means a sudden or unforeseen occurrence of onset of a medical or behavioral condition that could result in serious injury or harm to a student or others in the event immediate medical attention is not provided. Emergent care situation includes the need to screen a student or others for symptoms or exposures during an outbreak or public health event of concern as designated by the department of public health.

Invasive physical examination means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.

Student health screening means an intentionally planned, periodic process to identify if students may be at risk for a health concern and to determine if a referral for an in-depth assessment is needed to consider appropriate health services. Student health screening does not include an episodic, individual screening done in accordance with professional licensed practice.

The superintendent, in conjunction with the school nurse will develop administrative regulations implementing this policy. The superintendent will provide a written report on the role of health services in the education program to the board annually.

Approved ~~October 29, 2013~~ **July 11, 2022**  
Reviewed ~~July 11, 2022~~ **February 15, 2023**  
Revised August 8, 2022

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# Red Oak CSD 2023-2024 Calendar

Start: Aug 23 – Finish: May 23









## Summary of Calendar

### Days in classroom

- 1<sup>st</sup> Semester: 83 days
- 2<sup>nd</sup> Semester: 94 days
- 1<sup>st</sup> Quarter: 41 days
- 2<sup>nd</sup> Quarter: 42 days
- 3<sup>rd</sup> Quarter: 47 days
- 4<sup>th</sup> Quarter: 47 days

TOTAL CALENDAR DAYS: 177  
TEACHER WORK DAYS: 190

## CALENDAR LEGEND

Preservice Days	
Begin Semester	
End Quarter	
Holidays	
Vacation Days	
Workday/PD	
PD- 90 min. Early Dismissal	
P/T Conferences	

## HOLIDAYS:

- Labor Day (9/4)
- Thanksgiving Day (11/23)
- Christmas Day (12/25)
- New Year's Day (1/1)
- Good Friday (3/29)
- Memorial Day (5/27)

## Min. Instructional Day = 6.58 hrs.

Approximately 8:00 a.m. to 3:00 p.m.  
6.58 hours/395 minutes  
(not including 25 minute lunch)

## Wed. Collab/PD Day = 5.08 hrs.

Approximately 8:00 a.m. to 1:30 p.m.  
4.58 hours/305 minutes  
(not including 25 minute lunch)

M	T	W	Th	F	Days/Hours
<b>August (2023)</b>					
	1	2	3	4	
7	8	9	10	11	
14	15	16	17*	18*	
21*	22*	23	24	25	3 18.24
28	29	30	31	1	7 43.06
<b>September (2023)</b>					
28	29	30	31	3	8 49.64
4*	5	6	7	8	12 74.46
11	12	13	14	15	17 105.86
18	19	20	21	22	22 137.26
25	26	27	28	29	27 166.66
<b>October (2023)</b>					
2	3	4	5	6	32 198.06
9	10	11	12	13	37 229.46
16*	17	18	19	20	41 254.28
23	24	25	26	27	46 285.68
30	31	1	2	3	48 298.84
<b>November (2023)</b>					
30	31	1	2	3	51 317.08
6	7	8	9	10	56 348.48
13	14	15	16	17	61 379.88
20	21	22	23*	24	63 393.04
27	28	29	30	1	67 417.86
<b>December (2023)</b>					
27	28	29	30	1	68 424.44
4	5	6	7	8	73 455.84
11	12	13	14	15	78 487.24
18	19	20	21	22	83 516.64
25*	26	27	28	29	83 516.84
<b>January (2024)</b>					
1*	2*	3	4	5	86 534.88
8	9	10	11	14	91 566.28
15*	16	17	18	19	95 591.10
22	23	24	25	26	100 622.50
29	30	31	1	2	103 640.74
<b>February (2024)</b>					
29	30	31	1	2	105 653.90
5	6	7	8	9	110 685.30
12	13	14	15	16	115 716.70
19	20	21	22	23	120 748.10
26	27	28	29	1	124 772.92
<b>March (2024)</b>					
26	27	28	29	1	125 779.50
4	5	6	7	8	130 810.90
11	12	13	14	15	130 810.90
18	19	20	21	22	135 842.30
25	26	27	28	29*	139 867.12
<b>April (2024)</b>					
1	2	3	4	5	143 891.94
8	9	10	11	12	148 923.34
15	16	17	18	19	153 954.74
22	23	24	25	26	158 986.14
29	30	1	2	3	160 999.30
<b>May (2024)</b>					
29	30	1	2	3	163 1017.54
6	7	8	9	10	168 1048.94
13	14	15	16	17	173 1080.34
20	21	22	23	24*	177 1101.58
27	28	29	30	31	
<b>June (2024)</b>					
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	

## Date Events

Aug. 17	Veteran Staff Report
Aug. 17-22	Preservice Days
Aug. 23	Begin 1 <sup>st</sup> Semester
Sept. 4	Labor Day: No School
Sept. 29	2 Hr. Early Dismissal: Homecoming (tentative)
Oct. 10-12	Parent/Teacher Conferences (2 hr. Early Dismissal)
Oct. 13	No School
Oct. 16	No School: Teacher PD
Oct. 20	End 1 <sup>st</sup> Quarter (41 days)
Oct. 23	Begin 2 <sup>nd</sup> Quarter
Nov. 22	No School: Thanksgiving Break
Nov. 23	No School: Thanksgiving
Nov. 24	No School: Thanksgiving Break
Dec. 22	End 2 <sup>nd</sup> Quarter (42 days)
Dec. 22	2 hr. Early Dismissal
Dec. 25- Jan. 2	Christmas Break
Dec. 25	Christmas
Jan. 1	New Years
Jan. 2	No School: Teacher Workday
Jan. 3	Begin 3 <sup>rd</sup> Quarter/2 <sup>nd</sup> Semester
Jan. 15	No School: MLK Day/Teacher PD
Feb. 13-15	Parent/Teacher Conferences (2 hr. Early Dismissal)
Feb. 16	No School
Mar. 8	End 3 <sup>rd</sup> Quarter (47 days)
Mar. 11-15	No School: Spring Break
Mar. 18	Begin 4 <sup>th</sup> Quarter
Mar. 29	No School: Good Friday
Apr. 1	No School
May 17	Seniors' Last Day
May 19	Graduation
May 23	End 4 <sup>th</sup> Quarter (48 days)
May 23	11:30 Early Dismissal/Last Day
May 24	Teacher's Last Day
May 27	Memorial Day

\* Additional Paid Teacher Contract Day

# Iowa Elementary OpenSciEd Field Test Project

## Project Description & Goals:

Iowa is currently a partner state in the OpenSciEd Project. The next phase of the project is focused on the development and implementation of high quality, standards-aligned instructional materials for Elementary grades K-5. When completed, these courses will address all of the Iowa Core Science Standards for K-5. Iowa is seeking districts/teachers to field test these instructional materials and participate in professional learning to learn how to use the materials to support equitable learning in science. Iowa's goals for participating are:

- to co-develop the materials by providing Iowa-specific feedback to the OpenSciEd developers from our classroom teachers and students.
- provide high-quality learning and national networking experiences for teachers
- engage students in meaningful and empowering Iowa standards-based science teaching and learning organized around investigating natural phenomena.

## District & Teacher Benefits:

- Free professional development for field test teachers and non-field test participants, conducted by nationally-trained, local Iowa leaders in science education (9-10 days total over two years).
- Free kit materials for four units (2 per year) to field test and then keep afterward. Teacher and student print materials will be available as Google docs.
- Stipends for intensive data collection will be provided.
- Early access to upcoming elementary OpenSciEd materials that complement the high quality middle and school materials that are now available from OpenSciEd and address the Iowa Core Science Standards (high school release to start Feb 2023).
- District-specific input into the development of the units through a co-design process with the developers.
- Networking with teachers and national leaders in science.
- National recognition in the final teacher materials.
- Recertification credits for participating in the first professional learning event will be available.

## Timeline:

The field test project begins with a 3-day summer institute July 19-21, 2023 in central Iowa. This professional learning experience will provide teachers with the tools and knowledge to field test the first unit during the Fall of 2023. Each of the remaining three units will each require 2 days of professional development. In year 2 of the field test, teachers are expected to teach the entire course in order (all four units) but data will only be collected on the last two units. For details on the units to be field tested, see slides [19-24](#) from the January 24th Informational Webinar. The link to the recording [can be found here](#) and the [slide deck from the webinar](#) is also available.

- Round 1 field test window: Fall 2023
- Round 2 field test window: Spring 2024
- Round 3 field test window: Fall 2024
- Round 4 field test window: Spring 2025

District and teacher commitments are listed below. A district or building principal must complete the District field test application. All involved teachers must also submit a Field Test Teacher application.

## Field Test Project Commitments

Each building/district selected as a **field test district/building** must agree to all of the following:

- Ensure all field test teachers have elementary teaching experience and hold the appropriate elementary science endorsements. (clarification statement: preference will be given to teachers who will be in at least their third year of teaching)
- Ensure that a building principal attends professional learning events (clarification statement: preference will be given to teachers who will have administrative support at the professional learning)
- Pay all travel costs for field test teachers to attend approximately 9-10 total professional development days during the 2 year project (dates and locations TBD)
- Provide substitute pay for all PD days, as needed
- If required by the district, pay a daily stipend for attendance at PL held on non-contract days or afterschool.
- Support the teachers in field testing the field test units with fidelity. This may include, but is not limited to, instructional coaching support, and AEA consultant support.
- Work with the project researchers to provide access and permissions for any observations and classroom data collection associated with field tests. This will involve helping the researchers navigate any district-specific Institutional Review Board (IRB) processes.
- Cover the costs of printing any necessary student handouts.
- Purchase any materials/supplies not already available in the school or in the kits provided by OpenSciEd for each unit.
- Support data collection by ensuring all district-level data collection policies and procedures are followed.

Each teacher selected as a **field test teacher or non-field test participant** must agree to all of the following:

- Participate in all days of professional learning for each field test unit (9-10 days total over 2 years)
- Participate in “during-unit” professional learning: Three interactive, professional learning sessions (2 hours each, online) in both the fall and winter.
- Participate in 2-3, 1-hour collaboration meetings per year (after school or evening) via Zoom with the other Iowa teachers who are field testing the same units.
- Field test the OpenSciEd units as they were intended to be taught. Each unit takes 6-10 weeks to implement and addresses 2-6 Iowa standards. The timing of teaching the units will vary based on each field test teacher’s daily school schedule for teaching science.
  - In grades K-2, lessons are designed to take 60 minutes, and each unit has about 10 lessons.
  - In grades 3-5, lessons are designed to take 90 minutes, and each unit has about 15 lessons.
  - Lessons in both K-2 and 3-5 are designed to be broken up across multiple days to fit into different schedules.
- In year 2, participants will teach the full year course in the suggested sequence (all 4 units).
- Give feedback through a 15-minute online survey administered at the end of each unit. In addition, give feedback through 1 of the 3 methods below, based on a sampling plan administered by the OpenSciEd field test team, for an estimated total commitment of about 1 hour per unit.
  - Interviews: At the end of each unit, a sample of teachers will be interviewed about their perceptions of the curriculum and recommendations for improvement.
  - Student Work Samples: At the beginning and end of each unit, a sample of teachers will gather and submit student work.
  - Student Exit Tickets: At the end of specific lessons, students in a sample of teachers’ classes will complete exit tickets to understand students’ perceptions of and engagement with the units

**Ideal Field Test Teachers:**

A rubric will be utilized by a statewide committee to select 10 field test teachers per grade. An additional 15 teachers will be selected as non-field test participants. Ideal field test teachers will:

- Possess deep knowledge of Iowa's Science Standards (NGSS)
- Be innovative and open to trying new things, collaborative and willing to share
- Commit to field testing the materials with fidelity and have district support
- Have existing connections to the middle school and/or OpenSciEd field test, if possible
- Work with student populations that reflect the student demographics of Iowa with respect to race, socioeconomic status, language, and disability status.

**An informational Zoom meeting with a Q&A was held on January 24, 2023 from 4PM-4:30PM for those interested.**

Iowa is currently recruiting teachers who are interested in field testing the elementary instructional materials/professional learning and in joining a professional community focused on improving science learning for all students. If you are interested in taking an active role in the OpenSciEd initiative by field testing the instructional materials and providing feedback on the materials and professional learning, please complete the [District](#) and [Teacher](#) on-line application by **February 20, 2023**.

**If you have questions contact Iowa's state OpenSciEd coordinator, Tami Plein at [tamiplein@gmail.com](mailto:tamiplein@gmail.com)**

## [SECOND] EXTENSION TO FIXED PRICE AGREEMENT

[Second] EXTENSION TO AGREEMENT dated as of the first day of July 2023, by and between [Red Oak] Community School District, 604 S Broadway] in the city of [Red Oak], Iowa hereinafter referred to as the School Food Authority (SFA) and [OPAA! Food Management Inc.], 16401 Swingley Ridge Road Suite 600 Chesterfield MO 63017] hereinafter referred to as the Food Service Management Company (FSMC)

Indicate first day of school when reimbursable meals will be offered: August 23, 2023

### THE PARTIES AGREE AS FOLLOWS

WHEREAS, the parties hereto were parties to an agreement dated as of [May 3, 2021] where in the FSMC agreed to provide food service management to the SFA's school buildings in [Red Oak], Iowa; and

WHEREAS, the parties desire to further extend the term of the Agreement for an additional one year period commencing July 1, 2023, and ending June 30, 2024, upon the same terms and conditions set forth in the Agreement as amended herein;

NOW, THEREFORE, in consideration of the covenants and agreements hereinafter expressed and expressed in the Agreement, it is mutually covenanted and agreed by and between the parties hereto as follows:

### PRICING

Section [III J 6], of the Agreement is deleted in its entirety and the following substituted in lieu thereof:

1. Fee per NSLP Lunch Meal: \$[3.7522 ]
2. Fee per SBP Breakfast Meal: \$[2.4670 ]
3. Meal Equivalency Rate: \$[4.5324 ]
4. Fee per SFSP Lunch Meal (if applicable): \$[ 3.7522 ]
5. Fee per SMP Special Milk (if applicable): \$[ ]
6. Fee per ASP Afterschool Snack (if applicable): \$[ 1.0786 ]

**Note to SFA—evaluate Sections to determine if there are changes to be made. Also evaluate any other changes that the SFA would choose to make that *do not* materially affect the contract.**

### REAFFIRMATION

Except for the amendment set forth in Paragraph 1 above, the parties hereto reaffirm the Agreement as initially set forth in its entirety.


**ACKNOWLEDGEMENT**

Each apart hereto acknowledges that it has no actual knowledge of breach by the other party as of the date of this [Second] Extension to the Agreement.

IN WITNESS WHEREOF, the parties have executed this [Second] Extension to Agreement as of the day and year written below.

**SCHOOL FOOD AUTHORITY**

RED OAK COMMUNITY SCHOOL DISTRICT

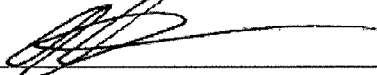
By: 

Title: Board President

Date: 2/15/2023

**FSMC**

Opaa! Food Mangement of IA

By: 

Title: Manager of Financial Analysis

Date: 2/21/2023



**RESOLUTION**

**APPROVING THE ACCEPTANCE OF A**

**GIFT OF PERSONAL PROPERTY**

**ON MARCH 15, 2023**

Date: MARCH 15, 2023

RESOLUTION APPROVING THE  
ACCEPTANCE OF A GIFT OF PERSONAL PROPERTY

WHEREAS, the Optimists Club of Red Oak, Iowa (the "Club") desires to gift a video display sign to the Red Oak Community School District (the "District") for use to promote district activities, celebrate accomplishments of its students and staff, and to enhance District pride; and

WHEREAS, the District is permitted to accept such a gift under Iowa Code § 565.6 upon formal acceptance of the gift by the District's Board of Directors; and

WHEREAS, the District is passing this Resolution to document its formal acceptance of this gift as required by the above reference section of the Iowa Code;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF THE RED OAK COMMUNITY SCHOOL DISTRICT:

Section 1. That the District shall accept, from the Club, the gift of a video display board as described in the Gift Agreement and Bill of Sale (the "Agreement") between the parties.

Section 2. That the Board President and Secretary are authorized to sign the Agreement.

Section 3. That the District's acceptance of the gift is subject to the conditions stated in the Agreement.

Section 4. That no liabilities are being transferred by the Club or accepted by the District, except those liabilities specifically detailed in the Agreement, if any.

Section 5. That the Board President, Secretary, Superintendent, and administrative officers of the District are authorized to take all actions necessary to complete the above-described transaction, including execution of any ancillary documents.

PASSED AND APPROVED, \_\_\_\_\_, 2023.

RED OAK  
COMMUNITY SCHOOL DISTRICT

By: \_\_\_\_\_  
Bret Blackman, Board President

ATTEST:

\_\_\_\_\_  
Deb Drey, Board Secretary

## Gift Agreement and Bill of Sale

This Gift Agreement and Bill of Sale is made on March 15, 2023, by the Red Oak Community School District, an Iowa school corporation (the “District”), and the Optimist Club of Red Oak, Iowa, an Iowa nonprofit corporation (the “Club”).

The Club has acquired a video sign that it wishes to donate to the District, subject to the conditions that: (i) the District permit the Club’s preferred contractor to install the sign on District property, and (ii) the District permit the Club to affix its logo to the sign in a manner that indicates the sign was donated by the Club.

The District may accept the gift of the video sign under Iowa Code § 565.6, subject to any conditions placed on the gift by the donor. The District desires to accept the gift of the video sign and to comply with the donors stated conditions. The parties desire to enter into this agreement to document the transfer of the gifted property and to set out the conditions placed on the gift.

The parties therefore agree as follows:

1. **Board.** The Club hereby gives, and the District hereby accepts, title to the video sign described on Exhibit A, subject to the following conditions:
  - a. The District shall permit the Club’s preferred contractor to install the sign on District property, at the Club’s cost.
  - b. The District shall permit the Club to affix its logo and the logo of any of its co-donors to the sign in a manner that indicates the sign was donated by the Club and its co-donors. Any such logo shall be subject to compliance with city ordinances and District policies, and approval of the District.
2. **Consideration.** The District shall accept the gift under Iowa Code § 565.6, subject only to the terms of this Agreement. No cash consideration shall be paid by the District to the Club for the Board, but the Club acknowledges receipt of valuable consideration resulting from the District’s intended use of the Board.
3. **Notice.** For a notice under this agreement to be valid, it must be in writing and must be delivered either (i) in person, (ii) via certified mail to the address noted below, or (iii) via email if the receiving party consents to receiving notice via email. All notices shall be effective upon receipt.

To the Club:  
Optimist Club of Red Oak, Iowa  
Attn: Rick Leinen  
808 N 8<sup>th</sup> St.  
Red Oak, Iowa 51566

To the District:  
Red Oak Community School District  
Attn: Superintendent  
604 S. Broadway  
Red Oak, Iowa 51566

4. **Choice of Law.** All claims relating to this agreement shall be governed by the laws of the State of Iowa without regard to principles of conflicts of law.
5. **Forum.** The sole and exclusive jurisdiction for any action arising from or relating to this agreement shall be in the state or federal courts located in the State of Iowa.
6. **No Assignment.** Neither party may transfer to any other person (i) any discretion granted under this agreement, (ii) any right under this agreement, (iii) any remedy under this agreement, or (iv) any obligation imposed under this agreement.
7. **Entire Agreement.** This agreement constitutes the entire understanding between the parties with respect to the subject matter of this agreement and supersedes all other agreements, whether written or oral, between the parties.
8. **Modification.** No amendment of this agreement will be effective unless it is in writing and signed by both parties.
9. **Waiver.** No waiver under this agreement will be effective unless it is in writing and signed by the party granting the waiver.
10. **Severability.** The parties agree that if a dispute between the parties arises out of this agreement, they would want the court to interpret this agreement as follows:
  - a. With respect to any provision that it holds to be unenforceable, by modifying that provision to the minimum extent necessary to make it enforceable or, if that modification is not permitted by law, by disregarding that provision;
  - b. If an unenforceable provision is modified or disregarded in accordance with this section, by holding that the rest of this agreement will remain in effect;
  - c. By holding that any unenforceable provision will remain as written in any circumstances other than those in which the provision is held to be unenforceable; and
  - d. If modifying or disregarding the unenforceable provision would result in failure of an essential purpose of this agreement, by holding the entire agreement unenforceable.

- 11. **Approval.** This agreement is not valid unless approved by the Board of Directors of the Red Oak Community School District in accordance with Iowa Code § 565.6.
- 12. **Counterparts.** This agreement may be executed in one or more counterparts. Taken together, these counterparts will constitute one agreement.

The parties are signing this agreement as of the date stated in the introductory clause.

**Red Oak Community School District**

**Optimist Club of Red Oak, Iowa**

By: \_\_\_\_\_  
Bret Blackman, Board President

By: \_\_\_\_\_  
Dan Crouse, President

By: \_\_\_\_\_  
Deb Drey, Board Secretary

By: \_\_\_\_\_  
Rick Leinen, Secretary



### Estimate

Optimists Club of Red Oak  
808 N 8<sup>th</sup> St  
Red Oak, IA 51566  
Contact: Dan Crouse  
Project: High School Sign Red Oak High School 2011 N 8<sup>th</sup> St Red Oak, IA 51566

August 29, 2022

We are pleased to offer the following estimate for services at the above location:

#### Monument Sign with Message Center (8mm):

Install foundation suitable for 65sf of signage at 8' OAH. Install 6'x8' sign cabinet with 18"x8' LED illuminated header and faces decorated 2<sup>nd</sup> surface with premium cast vinyl as per drawing. Base will be 2'x7' with graphics laser cut into aluminum base, backed with acrylic, and LED illuminated as per drawing. Daktronics electronic message center will be Daktronics GT6x-135x270-8-RGB-2V electronic message center. EMC will be 4'2"x7'6" overall with any active area of 3'8"x7'3", 135 rows of pixels x 270 columns, 8mm pixel spacing (ultra hi definition), RGB full color (281 trillion colors), 2 view configuration – primary/mirror, same content on both sides. Includes Daktronics Verizon 4G cellular modem with lifetime 4G data plan (excludes streaming feeds and diagnostics), Venus Control Suite secure web based software, Venus Control Suite Training (self-guided training videos), external temperature sensor, Daktronics 5 year parts warranty, PRS 1 year labor warranty. Hook up to existing electrical (does not include electrical circuit to new sign location)\*\*. Ground display as per manufacturer's requirements.

**Project Total** **\$64,995.00 (Plus tax, freight, permits)**

**\*\*\*Quote subject to a complete technical survey of site.**

**\*\*\* Sign configuration and location must be approved by city, county, and DOT for quote to be valid.**

**\*\* Prairie Rose Sign will acquire permits at cost plus procurement (procurement will be \$65.00 per hour).**

**\*\* Hook up to existing electrical assumes adequate power is present within 6' of wall signs, within 6' of new signage on top of the canopy, and at sign base.**

**\*\* Electrical to new foundations done at cost plus 20% or by others.**

**\*\* LED gas digits and electronic message centers require constant power and may need additional circuits (not included in above quoted price).**

**\*\* Hook up to existing electrical for LED canopy lights assumes existing conduit/wiring is in correct location and in usable condition.**

**\*\* Does not include any expenses related to removing snow, ice, water, etc. to access or perform quoted work scope; any expenses related to said items, including installer down time, will be invoiced to customer.**

**\*\* If for any reason a caisson [augured] footing cannot be used, the footing will be changed, and new pricing submitted.**

**\*\* Does not include any costs or lost work time associated with contaminated soil.**

**\*\* A \$0.25 per mile fuel surcharge will be added any time fuel exceeds \$3.00 per gallon.**

**\*\* Prices quoted do not reflect winter install rates. Installs performed between Nov. 1 and March 31 may incur a 20% winter rate increase.**

**\*\* New canopies require a hard surface beneath and 10' perimeter around canopy.**

Sincerely,

Kelly Scott

Prairie Rose Sign

**\*\*Terms are: One half due upon acceptance of contract, with final payment due upon completion.**

**Customer agrees to the above terms and conditions. Quote is valid for 10 days from above date.**

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Authorized Signature: \_\_\_\_\_



Quote ID Q-143764

02/28/2023

## Frontline Education Renewal Notice

Attn: Red Oak Community School District

Thank you for your continued partnership with Frontline Education. We remain focused on providing you with industry-leading solutions and technology for K-12. As part of the ongoing investment in your solutions, our Learning Center continues to be enhanced to provide access to articles with answers to routine questions 24/7. This includes the ability to create a support request.

Below you will find information about the renewal of your subscription(s) that renew on 7/01/2023. Once you have reviewed the pricing for your upcoming subscription you can either:

- Use this [link](#) to confirm the renewal of your subscriptions, or
- If you have questions please reach out to your Client Success Manager

Description	Start Date	End Date	Qty	Rate	Amount
Budget Management Analytics Subscription - powered by Forecast5, usage for up to 5 employees	7/01/2023	6/30/2024	1	\$3,097.86	\$3,097.86
Comparative Analytics Subscription - powered by Forecast5, usage for up to 5 employees	7/01/2023	6/30/2024	1	\$6,195.73	\$6,195.73
Financial Planning Analytics Subscription - powered by Forecast5, usage for up to 5 employees	7/01/2023	6/30/2024	1	\$7,067.30	\$7,067.30
<b>Total</b>					<b>\$16,360.89</b>

**Please use this [link](#) to indicate that you intend to renew your subscriptions and request your invoice if needed.**

Need assistance? You can reach us by calling Kristin Fiori at (484) 328-4424 or by emailing us at [renewals@frontlineed.com](mailto:renewals@frontlineed.com).



Quote ID Q-143791

02/28/2023

## Frontline Education Renewal Notice

Attn: Red Oak Community School District

Thank you for your continued partnership with Frontline Education. We remain focused on providing you with industry-leading solutions and technology for K-12. As part of the ongoing investment in your solutions, our Learning Center continues to be enhanced to provide access to articles with answers to routine questions 24/7. This includes the ability to create a support request.

Below you will find information about the renewal of your subscription(s) that renew on 7/24/2023. Once you have reviewed the pricing for your upcoming subscription you can either:

- Use this [link](#) to confirm the renewal of your subscriptions, or
- If you have questions please reach out to your Client Success Manager

Description	Start Date	End Date	Qty	Rate	Amount
Frontline Central Solution	7/24/2023	7/23/2024	1	\$6,785.11	\$6,785.11
Time & Attendance, unlimited usage for internal employees	7/24/2023	7/23/2024	1	\$5,805.12	\$5,805.12
<b>Total</b>					<b>\$12,590.23</b>

**Please use this [link](#) to indicate that you intend to renew your subscriptions and request your invoice if needed.**

Need assistance? You can reach us by calling Kristin Fiori at (484) 328-4424 or by emailing us at [renewals@frontlineed.com](mailto:renewals@frontlineed.com).

Laura Hughes  
Director, Client Retention and Renewals





Quote ID Q-144275  
02/28/2023

# Frontline Education Renewal Notice

Attn: Red Oak Community School District

Thank you for your continued partnership with Frontline Education. We remain focused on providing you with industry-leading solutions and technology for K-12. As part of the ongoing investment in your solutions, our Learning Center continues to be enhanced to provide access to articles with answers to routine questions 24/7. This includes the ability to create a support request.

Below you will find information about the renewal of your subscription(s) that renew on 7/01/2023. Once you have reviewed the pricing for your upcoming subscription you can either:

- Use this [link](#) to confirm the renewal of your subscriptions, or
- If you have questions please reach out to your Client Success Manager

Description	Start Date	End Date	Qty	Rate	Amount
Absence & Substitute Management, unlimited usage for internal employees	7/01/2023	6/30/2024	1	\$6,749.94	\$6,749.94
<b>Total</b>					<b>\$6,749.94</b>

**Please use this [link](#) to indicate that you intend to renew your subscriptions and request your invoice if needed.**

Need assistance? You can reach us by calling Kristin Fiori at (484) 328-4424 or by emailing us at [renewals@frontlineed.com](mailto:renewals@frontlineed.com).

Laura Hughes  
Director, Client Retention and Renewals

## Red Oak Community School District Career and Academic Plan

Last Revised: 3-09-23 DRAFT

District School: Red Oak Jr-Sr High School

State Approved Career Information System: My Academic Plan (MAP)

Annual Review of Board of Directors: Tentatively scheduled for March 15, 2023

### District Team Members

Required team members are marked with an \* and bolded.

Role	Names of Stakeholders	School/ Organization/ Company	Email/Contact Information
<b>Secondary principal/ administrator(s)*:</b>	Nate Perrien, Principal Leanne Fluckey, Curriculum Coordinator; SWCC Teacher Prep Academy Instructor	Red Oak Jr-Sr High School	<a href="mailto:perrienn@redoakschools.org">perrienn@redoakschools.org</a> <a href="mailto:fluckeyl@redoakschools.org">fluckeyl@redoakschools.org</a>
<b>Secondary career and academic school counselor(s)*:</b>	Tracy Vannausdle	Red Oak Jr-Sr High School	<a href="mailto:vannausdlet@redoakschools.org">vannausdlet@redoakschools.org</a>
<b>Secondary CTE teachers*:</b>	Brittany Wiig, Business Bob Peterson, Industrial Tech, SWCC Welding Career Academy Instructor Riley Brown, Ag Kaitlyn Brammer, Ag Becky Stanbrough, FCS	Red Oak Jr-Sr High School	<a href="mailto:wiiqb@redoakschools.org">wiiqb@redoakschools.org</a> <a href="mailto:peteresonb@redoakschools.org">peteresonb@redoakschools.org</a> <a href="mailto:brownri@redoakschools.org">brownri@redoakschools.org</a> <a href="mailto:brammerk@redoakschools.org">brammerk@redoakschools.org</a> <a href="mailto:gerstr@redoakschools.org">gerstr@redoakschools.org</a>

<b>Secondary teachers*:</b>	Janelle Erickson, District Tchr Librarian Kelsey Mangold, Student Supports Sharon Allison, Special Education William Vannordstrand, Social Studies	Red Oak Jr-Sr High School	<a href="mailto:ericksonj@redoakschools.org">ericksonj@redoakschools.org</a> <a href="mailto:mangoldk@redoakschools.org">mangoldk@redoakschools.org</a> <a href="mailto:allisons@redoakschools.org">allisons@redoakschools.org</a> <a href="mailto:vannordstrandw@redoakschools.org">vannordstrandw@redoakschools.org</a>
<b>Work-based Learning Coordinator/Intermediary*:</b>	Brett Eubank, Social Studies, MOC Brittany Wiig, Business Work Experiences Becky Stanbrough, FCS Work Experiences Janelle Erickson, Media Tech Work Experience Leanne Fluckey, Education Practicums	Red Oak Jr-Sr High School	<a href="mailto:eubankb@redoakschools.org">eubankb@redoakschools.org</a> <a href="mailto:wiiigb@redoakschools.org">wiiigb@redoakschools.org</a> <a href="mailto:gerstr@redoakschools.org">gerstr@redoakschools.org</a> <a href="mailto:ericksonj@redoakschools.org">ericksonj@redoakschools.org</a>  <a href="mailto:fluckeyl@redoakschools.org">fluckeyl@redoakschools.org</a>
<b>iJAG Specialists</b>	Breanna Allensworth, 11-12 Michael Nordeen, 9-10	Red Oak Jr-Sr High School	<a href="mailto:allensworthb@redoakschools.org">allensworthb@redoakschools.org</a> <a href="mailto:nordeenm@redoakschools.org">nordeenm@redoakschools.org</a>

**District Plan Summary:**

Each fall, the DCAP Team meets to review responsibilities and ensure new staff understand the purpose of the plan and the activities outlined for them to complete with staff and students. The Team meets throughout the school year to discuss implementation progress and develop steps for improvement. Each spring, a meeting is held to make revisions to the plan and seek Board approval.

Team members include staff from across the district including: counseling, CTE, general education, special education, work-based learning, Iowa Jobs for America’s Graduates (iJAG), administration, and SWCC Career Academies. The Curriculum Coordinator, in conjunction with the school counselor and student support staff, oversee implementation of the plan, but district staff are responsible for various activities as outlined in the DCAP. The District Career and Academic Plan is a roadmap for implementation of the career and academic planning process as well as a guide to achieve our vision and goal. It provides context, outlining who is expected to do what, when, and how. A student’s individual career and academic planning happens within the framework established by this plan.

It is our vision that all students become academically driven, career minded, emotionally intelligent contributing members of society. We work to ensure that students develop their unique skills, abilities, and interests to navigate the complexities of life and achieve their full potential. We want graduates from Red Oak Community School District (ROCS) to be life-long learners and leaders who demonstrate grit and resilience in the pursuit of individual excellence.

Red Oak Community School District (ROCS) received a score of 19/21 on the 21-22 DCAP with the District Plan Summary and Essential Component #5 scoring Satisfactory while all other categories were scored as Strength areas. The DCAP Team has met throughout the 22-23 school year to determine steps that will increase student preparation for the postsecondary world. With shifts in the counseling department, teaching

staff, and course offerings, the team's main goal during the 22-23 school year has been to increase awareness of and exposure to current course offerings, particularly CTE and dual enrollment courses, by increasing the collaboration between CTE instructors and the guidance department and increased communication with students and families. Additional effort has been invested in determining how to move forward with work-based learning and FAFSA requirements as outlined by new guidance.

With the new guidance and template for the 23-24 school year, we have decided to rewrite our plan to more explicitly state and outline all of the activities students will complete throughout their time at Red Oak Jr-Sr High School. This plan is a starting point for our goal of increasing staff involvement to make career and academic planning even more collaborative. Currently, most activities occur in a few settings. With our new plan, we have broken down activities and hope to involve all staff to increase understanding of career and academic planning while also increasing advisement capacity and adding digital portfolios for student artifacts. By having the counseling department push into Seminars, teachers will learn what the ICAP entails and how students engage in reflection that helps them explore careers and postsecondary options that match their interests and aptitudes. They will also learn how students choose classes to create 4-year plans that set them on a course for successful postsecondary experiences and begin to facilitate some of the exploratory activities. Because Seminars are small and meet regularly, Seminar teachers get to know their group of students well and have the ability to engage in more frequent conversations that can help students reflect on their interests, preferences, and aptitudes. The increase in opportunities for discussion and reflection will help maximize opportunities for career exploration that can help students determine the best academic and career path.

### **Summary of ICAP Activities:**

Red Oak Community School District (ROCS) implements 2 9-week career development courses (Careers 7 and Careers 8) for all 7th and 8th grade students. These are taught by classroom teachers (ag and social studies) with push-in support from the Student Supports instructor 2 days a week for social-emotional development and self-understanding activities. Throughout the course, students complete activities to learn more about themselves, including their personal values and strengths, and practice self-reflection to learn how to make more informed choices. Students explore Career clusters and complete an inventory to help them learn what jobs may be the best fit for their skills and interests. Students research career paths and learn about skills and traits necessary for the career of their choosing. During this time, students create a portfolio that will be used throughout their high school career. This portfolio houses important artifacts from their ICAP experiences as well as documents necessary for scholarship, college and work applications. In the spring of their 8th grade year, students work with Seminar teachers, the School Counselor, and Student Supports to set up accounts in My Academic Plan for the first time and complete activities including the Work Values survey and an Interest Inventory. These activities, as well as those completed in Careers, provide a foundation that helps guide students to career selection within MAP where they are able to explore various career opportunities aligned with their interests.

From here, students create a 4-year plan in MAP with support from Seminar teachers and the counseling department to ensure the core curriculum outlined through the graduation requirements of ROCS are included. Families of 8th grade students are invited to attend an 8th Grade 4-Year Planning Parent Night to learn more about the process, graduation requirements, how students select courses based on their career paths, and what courses are offered both in-house and through partnership with Southwestern Community College (SWCC) through dual enrollment options. Work-based learning opportunities are highlighted as they directly relate to Career and Technical Education (CTE) and other content areas.

The ROCSD Course Description Book is provided on the district website and families are guided through the different content areas to build understanding of what courses may best suit their student’s career path.

Once the 4-year plan is complete, parents are asked to sign the form and return it to the counseling department. Students then meet with the counseling department to enter their plan in the student management system, Infinite Campus, and request courses for the coming school year. Parents are asked to digitally sign course plans in Infinite Campus in April and May when their student has completed their plan and annually thereafter when they have completed course requests.

Each year throughout high school, students meet with the counseling department and Seminar teachers to review their interests and career pathways and update their 4-year plans in MAP. Through MAP and other tools outlined in the DCAP, students further explore postsecondary options including career opportunities and training necessary to pursue their selected careers beyond the experiences they receive in CTE and other various classrooms. Students also meet individually with the counseling department annually and as needed to review progress towards graduation requirements and adjust their pathway as needed. The counseling department communicates individual changes with parents to ensure agreement to any changes that were deemed necessary due to, for example, a change in career path, failure of a course, or change in course offerings. In addition, each year families are invited to parent nights to learn about new course offerings, SWCC dual enrollment, work-based learning opportunities, and get assistance with course planning. Students and families review the 4-year plan and determine changes necessary based on the student’s updated career path completed in Seminar. Parents are asked to sign a new 4-year plan when any changes are made.

ROCSD requires all students to take the Personal Finance course. During this course, students learn about the FAFSA including: pre-filing, posting filing, FAFSA verification, flagged FAFSA, and resources to support students and families. Additional informational meetings as well as 1:1 support with an ICAN representative are held each year to help families navigate the complexities of college applications, federal student aid, and scholarships.

**8th Grade: Creation of 4-year plan of coursework that meets graduation requirements & supports student’s current postsecondary plan.**

8th grade	Activity/Experience to Support students 4-year plan portion of ICAP	Timeline	Staff Members included	Resources used including CIS
4-year plan is completed	Completion of 4-year plan in MAP	February - April	School Counselor; Careers, Social Studies, and Seminar instructors; Student Supports	MAP
	Completion of 4-year planning sheet	February - April	School Counselor; Careers, Social Studies, and Seminar instructors;	MAP course outline; 4-year planning sheets

			Student Supports	
	Course requests submitted	February - April	School Counselor; Student Supports	4-year planning sheets; Infinite Campus
Advisement of coursework supporting graduation	Class-wide 4-year planning sessions in Social Studies class - set up MAP accounts and guided exploration	February - April	School Counselor; Social Studies instructors; Student Supports	MAP; 4-year planning sheets; Course Description Book;
	Student 4-year planning sessions	February - April	School Counselor; Careers and Seminar instructors; Student Supports	MAP; 4-year planning sheets; Course Description Book;
	4-year Plan Parent Night	February - April	School Counselor; Student Supports	MAP; 4-year planning sheets; Course Description Book; SWCC Staff
Advisement of coursework to support post-secondary goals	Class-wide 4-year planning sessions in Social Studies class - set up MAP accounts and guided exploration	February - April	School Counselor; Social Studies instructors; Student Supports	MAP; 4-year planning sheets; Course Description Book;
	Student 4-year planning sessions	February - April	School Counselor; Careers and Seminar instructors; Student Supports	MAP; 4-year planning sheets; Course Description Book;
	4-year Plan Parent Night	February - April	School Counselor; Student Supports	4-year planning sheets; Course Description Book; SWCC Staff
Parent or Guardian signs acknowledgement	Signature on 4-year plan	April - May	School Counselor; Student Supports	4-year planning sheets

of plan	Electronic signature in Infinite Campus	April-May	School Counselor; Student Supports	Infinite Campus
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**Grades 9-12: Student reviews plan each year for graduation progress and alignment to postsecondary goal(s); parent/guardian are included and advised in the yearly review.**

Grade:	Activity/Experience to support review and update of 4-year plan portion of ICAP	Timeline	Staff Members Included	Resources used including CIS
9th Grade	Student academic review, exploration & planning sessions	February - April	School Counselor; Social Studies and Seminar instructors; Student Supports	MAP; 4-year planning sheets; Course Description Book; Graduation
	Academic Planning Parent Night	February - April	School Counselor; Student Supports	4-year planning sheets; Course Description Book; SWCC staff
	Review and modification of student's 4-year plan in MAP	February - April	School Counselor; Seminar instructors; Student Supports	MAP; 4-year planning sheets; Course Description Book;
	Review and modification of 4-year planning sheet	February - April	School Counselor; Seminar instructors; Student Supports	MAP; 4-year planning sheets; Course Description Book;
	Course requests updated and submitted	March-April	School Counselor; Student Supports	MAP; 4-year planning sheets;
	Electronic signature in Infinite Campus	April-May	School Counselor; Student Supports	4-year planning sheet; Infinite Campus
10th Grade	Student academic review, exploration & planning sessions	February - April	School Counselor; Social Studies and Seminar instructors;	MAP; 4-year planning sheets; Course Description Book;

			Student Supports	
	Academic Planning Parent Night	February - April	School Counselor; Student Supports	4-year planning sheets; Course Description Book; SWCC staff
	Review and modification of student's 4-year plan in MAP	February - April	School Counselor; Seminar instructors; Student Supports	MAP; 4-year planning sheets; Course Description Book;
	Review and modification of 4-year planning sheet	February - April	School Counselor; Seminar instructors; Student Supports	MAP; 4-year planning sheets; Course Description Book;
	Course requests updated and submitted	March-April	School Counselor; Student Supports	MAP; 4-year planning sheets;
	Electronic signature in Infinite Campus	April-May	School Counselor; Student Supports	4-year planning sheet; Infinite Campus
11th Grade	Student academic review, exploration & planning sessions	February - April	School Counselor; Social Studies and Seminar instructors; Student Supports	MAP; 4-year planning sheets; Course Description Book;
	Academic Planning Parent Night	February - April	School Counselor; Student Supports	4-year planning sheets; Course Description Book; SWCC staff
	Review and modification of student's 4-year plan in MAP	February - April	School Counselor; Seminar instructors; Student Supports	MAP; 4-year planning sheets; Course Description Book;
	Review and modification of 4-year planning sheet	February - April	School Counselor; Seminar instructors; Student Supports	MAP; 4-year planning sheets; Course Description Book;



	Course requests updated and submitted	March-April	School Counselor; Student Supports	MAP; 4-year planning sheets;
	Electronic signature in Infinite Campus	April-May	School Counselor; Student Supports	4-year planning sheet; Infinite Campus
12th Grade	Student academic review, exploration & planning sessions	February - April	School Counselor; Social Studies and Seminar instructors; Student Supports	MAP; 4-year planning sheets; Course Description Book;
	Academic Planning Parent Night	February - April	School Counselor; Student Supports	4-year planning sheets; Course Description Book; SWCC staff
	Review and modification of student's 4-year plan in MAP	February - April	School Counselor; Seminar instructors; Student Supports	MAP; 4-year planning sheets; Course Description Book;
	Review and modification of 4-year planning sheet	February - April	School Counselor; Seminar instructors; Student Supports	MAP; 4-year planning sheets; Course Description Book;
	Course requests updated and submitted	March-April	School Counselor; Student Supports	MAP; 4-year planning sheets;
	Electronic signature in Infinite Campus	April-May	School Counselor; Student Supports	4-year planning sheet; Infinite Campus

**1. Work-Based Learning Incorporated into the student's ICAP**

Grade:	Description and reflection of Work-Based Learning Experiences	Timeline	Staff Members Included	Resources used including CIS
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9th Grade	Exploration: Industrial Tech Business Tours for Manufacturing, Engineering, Welding <i>Reflection: Reflection assignment in class</i>	Throughout school year	Industrial Tech Teacher;	Business partnerships; transportation
10th Grade	Exploration: Industrial Tech Business Tours for Manufacturing, Engineering, Welding <i>Reflection: Reflection assignment in class and class discussion</i>	Throughout school year	Industrial Tech Teacher;	Business partnerships; transportation
11th Grade	Exploration: Industrial Tech Business Tours for Manufacturing, Engineering, Welding; iJAG business visits; class speakers <i>Reflection: Reflection assignment in class; employment discussion</i>	Throughout school year	Industrial Tech Teacher; iJAG Specialists;	Business partnerships; transportation
	Preparation: iJAG mock interviews <i>Reflection: Student reflection and class discussion</i>	Throughout school year	iJAG Specialists;	Interview participants and questions
	Training: Work Experience <i>Reflection: Student interview forms; Employer survey discussions</i>	Throughout school year	various staff (based on work experience area and SCED code)	Business partnerships
12th Grade	Exploration: Industrial Tech Business Tours for Manufacturing, Engineering, Welding; iJAG business visits; class speakers <i>Reflection: Reflection assignment in class; employment discussion</i>	Throughout school year	Industrial Tech Teacher; iJAG Specialists;	Business partnerships; transportation
	Preparation: iJAG mock interviews <i>Reflection: Student reflection and class discussion</i>	Throughout school year	iJAG Specialists;	Interview participants and questions
	Training: Work Experience <i>Reflection: Student interview forms; Employer survey discussions</i>	Throughout school year	various staff (based on work experience area and SCED code)	Business partnerships
9-12th	Soil Judging Day	Fall in Griswold	Ag Teachers	Transportation;

Grade	<i>Reflection: Reflection assignment; discussion with instructors</i>			
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## 2. Essential Components

### Essential Component #1: Self-Understanding (assessments, inventories, reflections)

Grade:	Activity or Experience Description, Outcomes and Reflection	Timeline and Class	Staff Members Included	Resources used including CIS
8th	MAP - Work Values, Interest Inventory <i>Reflection Journal: What did I learn about myself?</i>	Throughout school year in Careers & Seminar	Careers and Seminar teachers; Student Supports;	MAP
	SecondStep - strength and interest inventories, personal values inventory <i>Reflection: Exit Ticket - Write 3 words that describe the most surprising things you learned about yourself.</i>	Throughout school year in Careers	Careers and Student Supports;	SecondStep
	Personality Test <i>Reflection: Think, Pair, Share: What color are you? What traits stick out the most as being you to a T? Did anything surprise you?</i>	Throughout school year in Careers	Careers and Student Supports;	<a href="#">True Colors Personality Test</a>
9th	MAP - Review of Work Values, Interest Inventory; <i>Reflection Journal: Have my interests changed since I've taken some classes and gained experience? How do the personality traits listed for my career interest match what I think of myself?</i>	Spring; Seminar	Seminar teachers; School Counselor; Student Supports	MAP
	Future Ready Iowa Interest Survey	Spring; Seminar	Seminar teachers; School Counselor; Student Supports	<a href="#">Future Ready Iowa Interest Survey</a>

	<i>Reflection: Think, Pair, Share - Consider what you found out about your career match in Future Ready Iowa. How does this support (or not) what you thought would be a good career for you?</i>			
10th	Interest Profiler (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) <i>Reflection: Think, Pair, Share - What interest areas did you score high in? How does that match you?</i>	Spring; Seminar	Seminar teachers; School Counselor; Student Supports	<a href="#">My Next Move</a>
	MAP - Review of Work Values, Interest Inventory; <i>Reflection Journal: Record additional interest areas from My Next Move in your MAP profile. How did your responses differ from last year's MAP Interest Survey?</i>	Spring; Seminar	Seminar teachers; School Counselor; Student Supports	MAP
11th	ASVAB <i>Reflection: Career Interpretation Exit Ticket</i>	Spring;	School Counselor; Student Supports	ASVAB
	MAP - Review of Work Values, Interest Inventory; <i>Reflection Journal: How do my ASVAB results compare to my MAP surveys? Am I on the right track for senior year?</i>	Spring; Seminar	Seminar teachers; School Counselor; Student Supports	MAP
12th	MAP - Review of Work Values, Interest Inventory; <i>Reflection Journal: Look at the corresponding needs for your work values. Which one of those is most important to you? Why?</i>	Fall; Seminar	Seminar teachers; School Counselor; Student Supports	MAP
	Big 5 Personality Test	Fall; Seminar	Seminar teachers; School Counselor; Student Supports	<a href="#">Big 5 Personality Test</a>
	Postsecondary Readiness Interview	Throughout school year	School Counselor	Interview Questionnaire

9th - 12th	ACT test, PSAT test <i>Reflection: 1:1 discussion with counselor</i>	Designated times	School Counselor	Assessment Results
	Character Strength Survey <i>Reflection: Character &amp; Success Project</i>	FACS for You	FCS instructor	Survey and lesson plan
	Career Cluster Interest Survey <i>Reflection: In-class activity and discussion</i>	Fall; iJAG courses	iJAG Specialists	iJAG survey
	Personality and career interest inventories <i>Reflection: 1:1 discussion with teacher</i>	Annually; Life Skills & Seminar	7-12 Special Education Teachers	Personality and career interest inventories

**Essential Components #2 Career Information - Understanding the World of Work (state and national wage, earning, employment outlook)**

Grade:	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
8th	MAP Career Path based on interests and values: Students will explore the career clusters marked with V or I to determine what to research in the next step on Iowa Career Pathways. Reflection will happen after the research and is listed in the step below.	Throughout school year in Careers	Careers and Student Supports;	MAP
	Career Research through Iowa Department of Ed's Iowa Career Pathways <i>Reflection: Create a job posting for your chosen career. Include wages, brief description, education or training required, and professional skills needed.</i>	Throughout school year in Careers	Careers and Student Supports;	<a href="#">Iowa Career Pathways</a>

9th	<p>Future Ready Iowa Careers Exploration (continued from the Interest Survey)  <i>Reflection Exit Ticket: Write down 3 words you would use to describe your career outlook based on the information you found.</i></p>	Spring; Seminar	Seminar teachers; School Counselor; Student Supports	MAP; <a href="#">Future Ready Iowa Careers Exploration page</a>
	<p>Career research including: wages, occupational forecasts, hot jobs, STEM and GREEN jobs. Can research by county. Requires downloads. Teachers will want to demonstrate how to read the spreadsheet.  <i>Reflection Exit Ticket: What did you like about the median salary you could earn? What didn't you like about it?</i></p>	Spring; Seminar	Seminar teachers; School Counselor; Student Supports	<a href="#">Iowa Workforce Development</a>
10th	<p>My Next Move - (Must continue from the interest inventory! It won't let you go straight into careers, so plan accordingly.)  <i>Reflection Exit Ticket - What's one more question you have about your career area that you didn't learn today or that you would like to explore more?</i></p>	Spring; Seminar	Seminar teachers; School Counselor; Student Supports	<a href="#">My Next Move</a> , continued
	<p>Review MAP career information and update with information from My Next Move  <i>Reflection: Think, Pair, Share - What are the top 3 things you learned through your work in My Next Move?</i></p>	Spring; Seminar	Seminar teachers; School Counselor; Student Supports	MAP
11th	<p>Career Research through College Board - Big Future  <i>Reflection Exit Ticket: How did your research support or change your career decision from last year?</i></p>	Spring; Seminar	Seminar teachers; School Counselor; Student Supports	<a href="#">College Board - Big Future</a>
	<p>Review MAP career information and update with information if needed. Make sure students have their most up to date career path selected in MAP.  <i>Reflection: Think, Pair, Share - Based on your research and experiences thus far, have your goals changed? What's your plan for the future?</i></p>	Spring; Seminar	Seminar teachers; School Counselor; Student Supports	MAP

12th	<p>Career Research on My Future - pay particular attention to the map where students can zero in on state averages. Education and skills are listed for quick reference.</p> <p><i>Reflection:BEFORE STARTING Create a KWL on a notecard and complete KW before researching. Complete L afterwards. What do you <b>K</b>now about your career path? What do you <b>W</b>ant to know to feel confident about moving forward? What have you <b>L</b>earned from this activity?</i></p>	Fall; Seminar	Seminar teachers; School Counselor; Student Supports	<a href="#">My Future</a>
	<p>Career Path and course selection/adjustment: Review the course plan in MAP after your research. Are there any courses you need to get in next semester to make sure you have the skills necessary to move forward? If so, make those changes and schedule time with me (seminar teacher) or the counselor to make sure we get adjustments made! Make sure your career path is correct before completing the reflection.</p> <p><i>Reflection: Create a To-Do List for what you think you need to finish up this year to be ready for graduation (CPR class, applications, FAFSA, resume, etc.). Include everything you can think of and then share with a partner. They may have ideas you need to add! What do you need help with? Who is your go-to at school for each task? At home? Do you need to schedule time with your Seminar teacher or counselor for support?</i></p>	Fall; Seminar	Seminar teachers; School Counselor; Student Supports	MAP

### Essential Component #3: Career Exploration Experiences

Grade:	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff Members Included	Resources used including CIS
8th	<p>8th Grade Career Day</p> <p><i>Reflection: Career Day Exit Ticket</i></p>	Spring	School Counselor; Student Supports	Community partners; volunteers

	8th Grade CTE Day <i>Reflection: Think, Pair, Share: What 3 things did you learn about CTE?</i>	Spring	School Counselor; Student Supports; CTE instructors	Slides deck; student volunteers from CTE programs
	Career Cluster Interest Inventory <i>Reflect &amp; Sketch: Sketch a picture of you doing something in your career cluster and explain with words and phrases. Remember to use your thinking skills! That's the most important part!</i>	Throughout school year in Careers	Careers and Student Supports;	iCEV
	Explore Career paths in MAP and use the Skills Profiler included at the bottom to help narrow down options. <i>Reflection: What do you like most about the career path(s) you selected? How closely does your path align with your personality traits?</i>	Throughout school year in Careers	Careers and Student Supports;	MAP
9th	Virtual Career Exploration - Students will explore their choice of careers from hundreds of videos that include career information such as work tasks, settings, and education. Careers can be explored as a whole or through career clusters. <i>Reflection: What was the most interesting thing you learned about your career? What was the least interesting thing you learned?</i>	Spring; Seminar	Seminar teachers; School Counselor; Student Supports	<a href="#">CareerOneStop</a>
	Review/Update Career Path in MAP <i>Reflection: Have your experiences and research changed your path? How? If you have changed your mind, does your new path better align with your personality traits?</i>	Spring; Seminar	Seminar teachers; School Counselor; Student Supports	MAP
10th	Career Day at NWMSU <i>Reflection: Career Day Exit Ticket</i>	Spring	School Counselor; Student Supports	NWMSU; Exit Ticket in Good Shared Drive
	Virtual Industry Tours - Students will explore industries in their choice of 18 different career areas. Each video contains interviews with employees and business representatives; tours of the businesses; and	Spring	School Counselor; Student Supports	<a href="#">Nebraska Career Clusters</a>



	<p>information regarding job markets, salaries, and education requirements.</p> <p><i>Reflection: Think, Pair, Share: State 3 things you learned about your career, 2 things that excited you about your career, and 1 thing you would like to learn more about.</i></p>			
	<p>Virtual STEM Careers Exploration - Students will listen to professionals from various STEM careers explain what they do and the skills needed to pursue jobs in their career areas. Student Activation Guides and Career Profiles are included.</p> <p><i>Reflection: Create a mind web based on 1 of the STEM careers you explored. Include the career in the center and the most important/interesting information you learned around it.</i></p>	Spring; Seminar	Seminar teachers; School Counselor; Student Supports	<a href="#">STEM Careers Coalition</a> ;
	<p>MAP: After completing all the activities for career exploration, review your career path in MAP. Add notes and make adjustments as necessary.</p> <p><i>Reflection: What has impacted your decision to change or keep your career path from last year? How does your path align to your values and personality? How does it align to the courses you have taken and plan to take in the coming year?</i></p>	Spring; Seminar	Seminar teachers; School Counselor; Student Supports	MAP
11th	<p>Work-based Learning Continuum - Training: Work Experience</p> <p><i>Reflection: Work Experience weekly journal entries and self-evaluations</i></p>	Throughout school year	various staff - based on work experience area and SCED code	Reflective journals and self-assessments in Google Shared Drive; Employer surveys
	<p>Work-based Learning Continuum - Awareness: iJAG class speakers</p> <p><i>Reflection: Class discussion; reflection assignments</i></p>	Throughout school year	iJAG Specialist;	Community & business partners
	<p>Work-based Learning Continuum - Exploration: iJAG business visits;</p> <p><i>Reflection: Class discussion; reflection assignments</i></p>	Throughout school year	iJAG Specialist;	Community & business partners

	Career Day at NWMSU <i>Reflection: Career Day Exit Ticket</i>	Spring	School Counselor; Student Supports	NWMSU; Exit Ticket in Good Shared Drive
	Media Tech Work Experience - this work experience engages students in learning in the field of multimedia productions. <i>Reflection: Work Experience weekly journal entries and self-evaluations</i>	Fall and Spring semesters available	Media Tech Work Experience Instructor	Course units and computer lab; collaboration with coaches and various district staff
	Similar Careers Exploration: You've picked a (or various) careers over the last few years. Take a moment to review where you are in MAP and the career you have chosen. If needed, go back and adjust your path. Once completed, use the link under "Occupations Within..." to get information about your career path. Once there (Future Ready Iowa), click on the tab for Similar Careers and explore other options. <i>Reflection: Think, Pair, Share: What other career options do you have that are similar to your original choice and sound interesting to you? What difference in education is there? Wages? Is there something you wish to explore further?</i>	Spring; Seminar	Seminar teachers; School Counselor; Student Supports	MAP - Future Ready Iowa link on the Beyond High School page
12th	Work-based Learning Continuum - Training: Work Experience <i>Reflection: Work Experience weekly journal entries and self-evaluations</i>	Throughout school year	various staff - based on work experience area and SCED code	Reflective journals and self-assessments in Google Shared Drive; Employer surveys
	Work-based Learning Continuum - Awareness: iJAG class speakers <i>Reflection: Class discussion; reflection assignments</i>	Throughout school year	iJAG Specialist;	Community & business partners
	Work-based Learning Continuum - Exploration: iJAG business visits; <i>Reflection: Class discussion; reflection assignments</i>	Throughout school year	iJAG Specialist;	Community & business partners

	Media Tech Work Experience - this work experience engages students in learning in the field of multimedia productions. <i>Reflection: Work Experience weekly journal entries and self-evaluations</i>	Fall and Spring semesters available	Media Tech Work Experience Instructor	Course units and computer lab; collaboration with coaches and various district staff
	MAP: After completing all the activities for career exploration, review your career path in MAP. Add notes and make adjustments as necessary. <i>Reflection: You have had several opportunities for career exploration. Which one was most valuable as you make decisions for your future? Why?</i>	Spring; Seminar	Seminar teachers; School Counselor; Student Supports	MAP
9th- 12th	CTE Day at SWCC <i>Reflection: Career Day Exit Ticket</i>	Fall; Creston	School Counselor; Student Supports; CTE instructors	SWCC partnership; transportation
	Work-Based Learning Continuum - Exploration: Industrial Tech Business Tours for Manufacturing, Engineering, Welding;	Throughout school year	Industrial Tech Teacher;	Reflection Assignments; Course participation grades;
	National FFA Convention Industry Tours and Career Fairs	October	Agricultural Teachers	Reflection assignment, course participation grade
	Westside Cafe student-run meals for staff.	Quarterly	Family Consumer Science teacher	Reflection assignment, course participation grade.
	Parent/Teacher Conference meals	2x a year	Family Consumer Science teacher	Self assessment reflection. Participation grade.

**Essential Component #4: Postsecondary Exploration**

Grade:	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff member(s) included in implementation with brief statement included on their involvement/role	Resources used including CIS
8th	8th Grade Career Day <i>Reflection: Career Day Exit Ticket</i>	Spring	School Counselor; Student Supports	Community partners; volunteers
	The Types of Colleges, the Basics <i>Reflection Discussion:</i> <ul style="list-style-type: none"> <li>● <i>What's the difference between public and private colleges?</i></li> <li>● <i>What is a for-profit college?</i></li> <li>● <i>How many years does it take to get a bachelor's degree?</i></li> <li>● <i>How many years does it take to get an associate degree?</i></li> <li>● <i>What areas are included in the liberal arts?</i></li> <li>● <i>How is a university different from a college?</i></li> <li>● <i>Based on the reading, why do you think community colleges might be popular?</i></li> <li>● <i>Why might someone attend a vocational-technical or career college?</i></li> <li>● <i>What does coed mean?</i></li> <li>● <i>What is a specialized-mission college?</i></li> </ul>	Throughout school year	Careers instructor; School Counselor; Student Supports	<a href="#">College Board - Types of Colleges</a>
	MAP - Who Offers Your Chosen Major or Training Program? Click the link in MAP and research schools based on location, major, type, and campus life. <i>Reflection: Think, Pair, Share: What colleges stuck out to you? What did you like the most? What did you like the least?</i>	Throughout school year	Careers instructor; School Counselor; Student Supports	MAP - Beyond High School page

9th	<p>MAP: College and Career Readiness  Enter your GPA. If you have taken the ACT, enter that score as well. Look at your career readiness score and compare it to the RAI score of 245. Once complete, click the link in the bottom paragraph “minimum high school requirements” for Iowa Regent universities. Not everyone chooses to attend one of the “big 3,” but it’s good to look at options!  <i>Reflection: A score of 245 guarantees admission at these schools, but it’s not the only way to get in. How do you compare? Is this something you are interested in? How has your course work prepared you thus far and what adjustments might you make?</i></p>	Spring	Seminar instructors; School Counselor; Student Supports	MAP - College and Career Readiness page
	<p>Postsecondary research for career selections in Future Ready Iowa. (Extension of activity in component 2)  <i>Reflection: College exploration can be overwhelming. What is your muddiest point about choosing a college? In other words, what’s unclear and/or difficult for you when exploring your options?</i></p>	Spring	Seminar instructors; School Counselor; Student Supports	<a href="#">Future Ready Iowa</a>
10th	<p>Education research at MyNextMove based on your selected career path  <i>Reflection: Exit Ticket: Write 3 words you would use to describe the schools you looked at or your feelings about selecting post-secondary education/training.</i></p>	Spring	Seminar instructors; School Counselor; Student Supports	<a href="#">MyNextMove</a>
	<p>NWMSU Career Fair  <i>Reflection: Career Day Exit Ticket</i></p>	Spring	School Counselor; Student Supports	NWMSU; Exit Ticket in Good Shared Drive
11th	<p>iJAG College Visits  <i>Reflection: Class discussion</i></p>	Throughout school year	iJAG Specialist organizes and accompanies students	Transportation
	<p>College Fair  <i>Reflection: Google Form Experience Survey</i></p>	Fall; Shenandoah	School Counselor; Student Supports	Transportation

	NWMSU Career Fair <i>Reflection: Career Day Exit Ticket</i>	Spring	School Counselor; Student Supports	NWMSU; Exit Ticket in Good Shared Drive
	College Visit Day Allowance - 1 day excused <i>Reflection: Discussion with Counselor</i>	Throughout school year	School Counselor	College visit schedules and communication with office staff
	MAP - Enter College and Career Readiness Scores; College Search in College Board link through MAP Reflection:	Spring	Seminar teachers; School Counselor; Student Supports	<a href="#">College Board College Search</a>
	Compare and contrast schools based on career path <i>Reflection: +/- Information - reflect on what you learned by sorting your information into positives, negatives, and, if needed, questions you still have about each school.</i>	Spring	Seminar instructors; School Counselor; Student Supports	<a href="#">College Score Card</a>
12th	MyFuture College Search <i>Reflection: Think, Pair, Share: Which school came out on top for you? Why? Do you have a final selection? Are you ready to schedule some visits?</i>	Fall	Seminar instructors; School Counselor; Student Supports	<a href="#">MyFuture</a>
	MAP - Update College and Career Readiness Scores <i>Reflection: What activities do you need to complete this year to help you decide on a college/career path? I.e: Do you need to schedule more college visits? Do you need to set up time with your parents and the school counselor for more career counseling?</i>	Fall	Seminar instructors; School Counselor; Student Supports	MAP
	iJAG College Visits	Throughout school year	iJAG Specialist organizes and accompanies students	Transportation
	College Visit Day Allowance - 3 days excused	Throughout school year	School Counselor	College visit schedules and

				communication with office staff
9th- 12th	CTE Day at SWCC <i>Reflection: Career Day Exit Ticket</i>	Fall; Creston	School Counselor; Student Supports	SWCC partnership; transportation
	Healthcare Career Fair <i>Reflection: Career Day Exit Ticket</i>	TBD; Clarinda	School Counselor; Student Supports	IWCC partnership; transportation
	Ag/Industry/Manufacturing Fair <i>Reflection: Career Day Exit Ticket</i>	TBD; Clarinda	School Counselor; Student Supports	IWCC partnership; transportation
	Build my Future <i>Reflection: Career Day Exit Ticket</i>	Spring; Iowa State Fairgrounds	School Counselor; Student Supports	Transportation
	College representative visits <i>Reflection: Counselor discussion</i>	Throughout the year; Counseling Office	School Counselor; Student Supports	College partnerships; schedules
	Military representative visits <i>Reflection: Counselor discussion</i>	Throughout the year; Counseling Office	School Counselor; Student Supports	Military partnerships; schedules
	Job Olympics <i>Reflection: Class activity and discussion</i>	Spring; Iowa School for the Deaf	Special Education Teachers	Transportation; schedules
	Northwest Missouri State University (NWMSU) FFA Career Development Day <i>Reflection: Career Day Exit Ticket</i>	Fall; NWMSU	Ag Teachers	Reflection, participation grade

	Senior Year Plus participation in SWCC Courses <i>Reflection: Counselor discussion</i>	Throughout the year; online, at ROCSD, and at Red Oak SWCC location	School Counselor; Student Supports;	Concurrent enrollment contracts; Course Description Book
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### Essential Component #5: Career and Postsecondary Decision

Grade:	Activity or Experience Description, Outcomes and Reflection	Timeline	Staff member(s) included in implementation with brief statement included on their involvement/role	Resources used including CIS
8th	Create a portfolio for ICAP materials, award letters, scholarships, etc. to be used throughout your HS career.	Throughout school year	Careers and Student Supports;	Google classroom; Slides
	Complete a job application and add it to your portfolio. <i>Reflection: Pair, Share: What was easy about completing the application? What was most difficult? As you prepare for a job while in HS, what parts do you need to gather more information about in order to have a better chance of getting the job?</i>	Throughout school year	Careers instructor; Student Supports;	<a href="#">Sample Job Application</a>
	FAFSA Overview and Types of Federal Student Loans <i>Reflection: Financial Parking Lot: There are several ways to pay for college. What initial concerns or questions do you have?</i>	Throughout school year	Careers instructor; Student Supports	<a href="#">Overview of the FAFSA Process video</a> ; <a href="#">Types of Federal Student Aid</a>



9th	Create a resume and add to your portfolio. <i>Reflection Discussion: As you move forward, what kinds of activities do you want to be able to add to your resume in order to increase your employability?</i>	Spring	Seminar instructors; School Counselor; Student Supports	Google classroom; Slides
	Online Job Application with resume upload <i>Reflection Discussion: Technology is always an issue. Discuss problem-solving strategies used in your class to help everyone get over the hurdles encountered with the application and upload. What happens in real life? How do you show perseverance with a difficult task to an employer while asking for help when you need it?</i>	Spring	Seminar instructors; School Counselor; Student Supports	Google classroom; Slides
	College Prep on College Board - Are you ready? Explore what you need to do to be prepared for success beyond high school. <i>Reflection: As you get ready to work on your 4-year plan, what did you learn from this activity that may impact your choices for classes and extracurricular or co-curricular activities?</i>	Spring	Seminar instructors; School Counselor; Student Supports	<a href="#">College Prep</a>
	FAFSA: Responsible Borrowing & Types of Aid <i>Reflection: What are ways to pay for the education you need for your career path? What types of aid might make the most sense for you?</i>	Spring	Seminar instructors; School Counselor; Student Supports	<a href="#">Responsible Borrowing; Types of Aid</a>
10th	FAFSA Financial Aid Basics on College Board (Complete this activity before the mock scholarship.) <i>Reflection: What are the top 5 questions you still have about paying for college?</i>	Spring	Seminar instructors; School Counselor; Student Supports	<a href="#">Financial Aid Basics</a>
	Mock Scholarship Application: (Allow 3-4 seminar periods to complete this activity. Students may need support with essay writing.) <i>Reflection is built into the application through goals, aspirations, high school prep for college, and a personal essay.</i>	Spring	Seminar instructors; School Counselor; Student Supports	Google classroom; Slides
11th	Preparation: iJAG resume building, cover letters and mock interviews (iJAG classes only) <i>Reflection: Class discussions</i>	Throughout school year; iJAG classes	iJAG instructors	Community & business partners

	ASVAB <i>Reflection: Exit Ticket and counselor conversation</i>	Winter	School Counselor; Student Supports	Military partnerships;
	Complete FAFSA training in Personal Finance course <i>Reflection: What are the 3 most important things you learned? What are two things that surprised you about the process? What is 1 thing you know well enough that you can explain to a friend?</i>	Throughout school year; Personal Finance	Personal Finance instructor	FAFSA lesson and mock application
	Update cover letters and resumes and add to portfolios. <i>Reflection: Share with a friend. Give 1 piece of praise and 1 food for thought comment to your partner.</i>	Spring	Seminar instructors; School Counselor; Student Supports	Google classroom; Slides
	Financial Aid Student/Parent Sessions with ICAN for FAFSA, IFAA, grants, etc.	Spring	School Counselor; Student Supports	Partnership with ICAN; times and schedule for sessions
12th	Update cover letters and resumes and add to portfolio	Fall	Seminar instructors; School Counselor; Student Supports	Google classroom; Slides
	MAP - Update College and Career Readiness Scores; Review Activities for Meeting Post High Education/Career Goals. Verify each artifact is included in your portfolio and then check them off in MAP. <i>Reflection: Are there any artifacts that need adjustment this year as you prepare to apply for scholarships and submit applications for schools? What support do you need?</i>	Fall	Seminar instructors; School Counselor; Student Supports	MAP; Google classroom; Slides
	Financial Aid Student/Parent Sessions with ICAN for FAFSA, IFAA, grants, etc.	Throughout school year	School Counselor; Student Supports	Partnership with ICAN; times and schedule for sessions
	College and scholarship application assistance	Throughout school year	Seminar instructors; School Counselor; Student Supports	Google classroom; Slides

9th- 12th	SWCC Concurrent Enrollment Courses - See <a href="#">course description book</a> ; <i>Reflection: course grades and transcript will demonstrate student's understanding; 4-year planning meetings with counselor for continual discussion on progress towards postsecondary goals</i>	Throughout school year	Seminar instructors; School Counselor; Student Supports	Partnership with SWCC; <a href="#">course description book</a>
	Vocational Rehabilitation Career Interest and Aptitude Surveys	Throughout the year	VocRehab; Life Skills Teacher (liaison)	VocRehab
	10-hour OSHA Training and Certification for welding students	Spring	Welding Academy Instructor	Transportation; Partnership with SWCC
	*Work with ELL teacher and families to ensure equitable access throughout 4-year planning process and postsecondary decisions  *Equitable access will be integrated throughout all aspects of the plan for all students. This section is included to ensure we access the Latino College Access Network and Student Aid Resources in Spanish.	Throughout the year	Seminar instructors; School Counselor; Student Supports; ELL instructor	<a href="#">Latino College Access Network</a> ; <a href="#">Student Loan Resources</a>

**3. FAFSA Advisement: Prior to graduation, all students must be advised on how to successfully complete the Free Application For Federal Student Aid (FAFSA)**

Grade:	Activity/Experience to support FAFSA Advisement	Timeline	Staff member(s) included in implementation with brief statement included on their involvement/role	Resources used including CIS
<b>8th Grade</b>	FAFSA Overview and Types of Federal Student Loans <i>Reflection: Financial Parking Lot: There are several ways to pay for college. What initial concerns or questions do you have?</i>	Throughout school year	Careers instructor; Student Supports	<a href="#">Overview of the FAFSA Process video</a> ; <a href="#">Types of Federal Student Aid</a>

<b>9th Grade</b>	FAFSA: Responsible Borrowing & Types of Aid <i>Reflection: What are ways to pay for the education you need for your career path? What types of aid might make the most sense for you?</i>	Spring	Seminar instructors; School Counselor; Student Supports	<a href="#">Responsible Borrowing;</a> <a href="#">Types of Aid</a>
<b>10th Grade</b>	FAFSA: Financial Aid Basics on College Board (Complete this activity before the mock scholarship.) <i>Reflection: What are the top 5 questions you still have about paying for college?</i>	Spring	Seminar instructors; School Counselor; Student Supports	<a href="#">Financial Aid Basics</a>
<b>11th Grade</b>	Complete FAFSA training in Personal Finance course (graduation requirement) <i>Reflection: What are the 3 most important things you learned? What are two things that surprised you about the process? What is 1 thing you know well enough that you can explain to a friend?</i>	Throughout school year	Personal Finance instructor	FAFSA lesson and mock application
	Financial Aid Student/Parent Sessions with ICAN for FAFSA, IFAA, grants, etc.	Spring	School Counselor; Student Supports	Partnership with ICAN; times and schedule for sessions
<b>12th Grade</b>	Financial Aid Student/Parent Sessions with ICAN for FAFSA, IFAA, grants, etc.	Throughout school year	School Counselor; Student Supports	Partnership with ICAN; times and schedule for sessions

#### **4. District plan integration**

During the last 2 years, the ROCSD administration team and counseling department have engaged in work surrounding the ASCA National Model. Through this work, the district set a vision that acknowledges the differences in ability, interests and preferences of students and the determination of staff to ensure that all students become academically driven and career minded. With this vision in mind, ROCSD will implement the DCAP in a collaborative approach as we move towards the goal of having all staff involved in various activities to help students explore career and postsecondary education opportunities. We recognize that our students come from diverse backgrounds and require support at different levels

in order to see themselves pursuing postsecondary education opportunities and employment. By expanding our plan to include all staff, we are better able to provide more exploration activities and increase advisement capacity for all students.

In addition, we reviewed our postsecondary readiness index which shows that we are above the state average for CTE enrollment but lack participation in concurrent enrollment opportunities. To address this issue, we reviewed course offerings with our SWCC partners and discussed ways to expand and outline more career pathways and certifications for students who may struggle to see the link between offered courses and their chosen career path. We hope to get this work completed in the next month so that the pathways can be used as we work with students to develop their 4-year plans this spring.

While we have made some significant changes, we also recognize that this new plan is only a starting point. Through our work this year, we realize the need to expand opportunities at all grade levels in all areas of the DCAP, but particularly with work-based learning. Our CTE engagement demonstrates that we need to explore more work-based learning opportunities for students with current staff and through possible sharing opportunities with neighboring districts, businesses and community college partners.

1956 G Avenue  
 Red Oak, IA 51566  
 (712) 623-9233



Toll Free: 1-888-235-9233  
 pd@precisiondieselredoak.com

www.precisiondieselredoak.com

Invoice #	0
Date	
Time	08:40

PO#	
Terms	Net 10th
Due Date	3/10/2023

RO#	109593
RO Date	2/9/2023
Miles	In 470069.0
Hours	In 0.0
Service Writer	PATRICIA VARILEK
Stock#	(1596) #10
Serial#	1BAKFCKA18F251675
Yr Make Model	2008 SCHOOL BUS BLUEBIRD
Description	Bus #10 Blue Bird School Bus
License	
Fleet#	ESN:C7503492
In Service Date	12/31/9999

RED OAK COMM SCHOOLS (210542)  
 ATTN: BARB  
 604 S BROADWAY ST  
 RED OAK IA 51566  
 Contact Lemrick, Tim (712) 370-2434

Repair Order  
 Customer

Memo Bus #10- Regen

**Customer Service Issue # 1**

Com: Bus #10 was brought in to have a regen done but found the fan wasn't turning either. Service guy from CAT at 10am to put the code into it.

Fix: Checked over engine fan and performed test and clutch is working like it should. Can't perform regen due to codes in system. Can't clear codes without factory CAT password. A service tech from CAT came with password to clear codes. Test drove bus and had no faults at this time. (Ziegler CAT billed Red Oak Schools directly for their work.)

- Bus has exhaust after-treatment fault codes; the DPF will not ignite/burned out. Will need
- ARD head due to leaking coolant into the exhaust and is full of soot,
- DPF filter as it is burned out and chunks missing,
- DPF sensors as they are welded to the bungs in the DPF from the excessive heat, and
- Exhaust downpipe from DPF to downpipe is burned apart due to heat.

With the DPF system inoperable, the bus will not operate at above derate level on the road. Replacement of components is only repair option.

We had 10.5 hours on the bus at this point in doing diag and disassembly of components for inspection. We are billing only half of that, as a courtesy. If no further work is done, then the 5.25 hr labor @ \$120 per hour (\$630) is all that is due.

Note:

Mech	Type	Description	Qty	Price	Total
	Labor	SCAN CHARGE; \$100 FLAT	0.0000		\$0.00
	Labor	VL-BUS	10.5000	- 50%	\$630.00

**Customer Service Issue # 2**

Com: Proposal for Repair:  
 New DPF from CAT \$4742.01,  
 Reman DPF from CAT \$2608.30 plus \$1920 core charge due to it's condition = \$4528.30, or  
 Aftermarket DPF \$3250

We would recommend the aftermarket DPF due to price and it also includes the clamps and gaskets that are needed with the CAT options (\$234.02 x 2)

- Other parts needed:
- 2 - DPF sensors at \$642.42 ea
  - 1 - Downpipe \$475.00

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Customer Name	Invoice#	RO#	Date
RED OAK COMM SCHOOLS	0	109593	02/09/2023

1 - ARD Head \$789.14  
 2 - Gaskets at \$7.50 each  
 There may be misc parts/fluids not listed

Labor to repair would be an additional 16 hours @ \$120 per hour = \$1920.

Fix:

Note:

Mech	Type	Description	Qty	Price	Total
	Labor	ON ENGINE LABOR	16.0000		\$1,920.00
Misc.	MISC. PARTS	Parts as listed, using aftermarket DPF	1.0000	5813.98 0.00%	\$5,813.98

Cash	Check	Check #	CC	CC Type	On Acct.	Mfg Credit	CIT	Deposit	Other
\$0.00	\$0.00		\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Summary of Charges	
\$0.00	Taxable
\$8,363.98	Non-Taxable
\$8,363.98	Subtotal
\$0.00	Sales Tax
<b>\$8,363.98</b>	<b>PAY THIS AMOUNT</b>
\$0.00	Amount Tendered
\$0.00	Change Due
Exempt Tax Cert #: GOVT	
Expiration Date: 08/31/2024	

Customer Signature	Date
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# Preliminary FY2024 Budget Discussion

Red Oak Community School District

Board of Directors

March 15, 2023



# Stagnant Property Values

- Property values decreased slightly from 2022 to 2023
  - Property tax values decreased by \$737
  - Residential, agricultural land, and agricultural buildings values increased 2.1%, 2.9%, and 2.5% respectively
  - The value of commercial and industrial properties decreased by 5.3% and 4.2% respectively
- The City Of Red Oak doubled Tax Increment Funding (TIF) revenues
  - From \$3.7 million in 2021 to \$7.5 million in 2022
  - This decreased our General Fund valuations by \$3.8 million

We would need to increase our current tax rates to simply levy the same dollars on less property value.

# Declining Enrollment

- Our enrollment declined 38.2 students or 3.6% from last year
- Due to declining enrollment, we are subject to the State's 101% Budget Guarantee
- We must levy an additional \$132,977 to reach this level
  - This equates to a \$0.32 increase on our current total levy
  - If we were to hold our individual levy rates constant, our overall property tax rate would increase from \$15.41 to \$15.73 per thousand

# Surplus Debt Service Levy

- The past three years we have sought to maximize our Surplus Levy to prepay the interest on our 2018 general obligation bonds and hasten our ability to issue future bonds.
- Maintaining the Surplus Levy at the statutory limit of \$4.05 per thousand would save taxpayers \$94,250 in interest payments (in addition to the \$164,938 we have previously saved).
- This amount would grow over time as we pay more toward the principal amount.
- We tentatively have \$200,000 allocated in the Surplus Levy.

# Management Levy

- The Management Levy is used to cover the costs of early retirement benefits, legal judgements and settlements, liability insurance, workman's compensation benefits, and natural gas (i.e., Government High Risk Pool).
- SSB 1049 which is currently being debated in the Legislature would direct to “adopt a program for teacher recruitment incentives to recruit new teachers.”
- We tentatively have \$200,000 allocated in the Management Fund Levy.

**FY 2023** Levy Rate— **\$15.41**

Difference

Proposed **FY 2024** Levy Rate— **\$15.60**

PPEL Levy

General Fund Levy

PPEL Levy

General Fund Levy

Debt Service Surplus Levy—**\$4.05**

-\$0.01

Debt Service Surplus Levy—**\$4.04**

Regular PPEL Levy— **\$0.33**

+\$0.00

Regular PPEL Levy— **\$0.33**

Voted PPEL Levy—**\$1.19**

+\$0.00

Voted PPEL Levy—**\$1.19**

Management Levy—**\$0.70**

-\$0.19

Management Levy—**\$0.51**

Instructional Support Levy—**\$0.71**

-\$0.06

Instructional Support Levy—**\$0.65**

Levy to Fund Combined  
District Cost—**\$8.42**

+\$0.47

Levy to Fund Combined  
District Cost—**\$8.89**

# Board Priorities?

- Maintain or reduce the current property tax rate?
- Have more money in the Management Fund for ongoing costs and potential teacher recruitment programs?
- Save on interest payments and accelerate the District's future bonding capacity?