



Red Oak Community School District

604 S Broadway

Red Oak, Iowa 51566

712.623.6600

www.redoakschooldistrict.com

Regular Board of Directors Meeting

Meeting Location: Red Oak Jr./Sr. Virtual Learning Center OR
VIA Internet and phone -visit website for information

Monday, December 19, 2022 – 5:30 pm

- Agenda -

- 1.0 Call to Order – Board of Directors President Bret Blackman
- 2.0 Roll Call – Board of Directors Secretary Deb Drey
- 3.0 Approval of the Agenda – President Bret Blackman
- 4.0 Communications
 - 4.1 Good News from Red Oak Schools
 - 4.2 Visitors and Presentations
 - 4.2.1 Red Oak High School Minisingers
- 5.0 Consent Agenda
 - 5.1 Review and Approval of Minutes from November 28, 2022, December 12, 2022 pg
 - 5.2 Review and Approval of Monthly Business Reports 3-6
 - 5.3 Personnel Considerations pg-7-21
 - 5.3.1 Retirement of Becky Dolch as Inman Elementary Teacher effective at the end of the 2022-2023 school year
 - 5.3.2 Retirement of Jewell Moore as Inman Elementary Teacher effective at the end of the 2022-2023 school year
 - 5.3.3 Resignation of Taylor Clark as Inman Elementary School Counselor effective at the end of the 2022-2023 school year
 - 5.3.4 Resignation of Kelly Jones as Inman 2nd Grade Teacher and Assessment Lead for TLC effective at the end of the 2022-2023 school year
 - 5.3.5 Hiring of Shawn Parker as Study Hall Monitor at Jr/Sr High for the 2022-2023 school year
 - 5.6.6 Hiring of Heather Hodgkin as Para Professional at Inman Elementary for the 2022-2023 school year
- 6.0 General Business for the Board of Directors
 - 6.1 Old Business
 - 6.1.1 Discussion/Approval of 2nd reading of Board Policy 509 pg 22 -
 - 6.2 New Business
 - 6.2.1 Discussion/Approval of 1st reading of Board Policies 600-604 pg 23-52

- 6.2.2 Discussion/Approval authorizing board secretary to pay December bills prior to formal approval on January 18, 2023, in accordance with Board Policy 705.3
- 6.2.3 Discussion/approval of setting a defined district contribution for health insurance for all covered employees at current levels, for the 2023-2024 school year
- 6.2.4 Discussion/Approval of increasing the rate of pay for Para Professionals, Building Secretaries, Bus Drivers by \$2.00 per hour, for the remainder of the 2022-2023 school year, effective January 1, 2023
- 6.2.5 Discussion/Approval of increasing the rate of pay for Para Professionals, Building Secretaries, Bus Drivers by an additional \$2.00 per hour, for the 2023-2024 school year, effective July 1, 2023
- 6.2.6 Discussion/Approval of the At Risk/Drop Out Application Modified Supplemental amount in the amount of \$315,976
- 6.2.7 Discussion/Approval of orange gym floor refinishing at the high school not to exceed \$5,678.50

pg 53

7.0 Reports

- 7.1 Administrative
- 7.2 Future Conferences, Workshops, Seminars
- 7.3 Other Announcements
- 7.4 Board Member Requested Item(s) for next meeting agenda

8.0 Next Board of Directors Meeting: Wednesday, January 18th, 2023 – 5:30 pm
 Red Oak Virtual Learning Center
 Red Oak Jr./Sr. High

9.0 Adjournment

Red Oak Community School District
Meeting of the Board of Directors
Meeting Location: Virtual Classroom/ Phone/Internet
Red Oak Junior Senior High School Campus
November 28, 2022

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

Present

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

Approval of Agenda

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

Good News from Red Oak Schools

Merced Ramirez was named to the Iowa Girls Coaches Association 3A All District Volleyball Team.

Dawson Bond was named to the first team and Riley Fouts was named to the second team of the Iowa Print Sports Writers Association and Iowa Football Coaches Association All-State Football teams.

The girls' wrestling program is officially underway.

Presentations

Riley Brown and Kaitlyn Brammer, Vocation Agriculture Instructs, and FFA members presented on their recent trip to the National FFA Convention. Each member shared information regarding tours, convention sessions, and favorite memories of the trip. A video created by Stef Medina was shown.

Consent Agenda

Motion by Director Johnson, second by Director DeVries to approve the consent agenda as presented including meeting minutes, monthly business reports, personnel considerations, out-of-state field trips, and special education agreements. Motion carried unanimously.

Board Policy 508.10

Motion by Director Carlson, second by Director DeVries to approve the first reading of the Board Policy 508.10-Wellness Policy and waive the second reading. Motion carried unanimously.

Board Policy Series 509

Motion by Director Johnson, second by Director Carlson to approve the first reading of Board Policy Series 509. Motion carried unanimously.

SBRC Application for Open Enrollment Out

Motion by Director DeVries, second by Director Johnson to approve the SBRC Application for Open Enrollment Out in current year not in certified enrollment in the prior year in the amount of \$144,540.00. Motion carried unanimously.

Continuation of November 28, 2022 Meeting Minutes-Page 2

SBRC Application for LEP Beyond 5 Years

Motion by Director Johnson, second by Director DeVries to approve the Limited English Proficiency Beyond 5 Years application in the amount of \$15,567.30. Motion carried unanimously.

Early Graduation Requests

Motion by Director Carlson, second by Director DeVries to approve the early graduation requests as presented if all graduation requirements are fulfilled. Motion carried unanimously.

2022-2023 Natural Gas Risk Pool

Motion by Director DeVries, second by Director Johnson to approve participation in the Local Government Risk Pool for Natural Gas in the amount of \$100,304.57. Motion carried unanimously.

ESSER Fund Usage

Motion by Director Johnson, second by Director Carlson to approve using ESSER funds to purchase replacement devices for the central office in the amount of \$11,570.48. Motion carried unanimously.

Regular Meeting Adjournment

Motion by Director DeVries, second by Director Carlson to adjourn the regular meeting at 6:01 p.m. Motion carried unanimously.

Annual Meeting of the Board of Directors

The annual meeting of the Board of Directors of the Red Oak Community School District was called to order by Board Secretary Deb Drey at 6:02 p.m. at the Red Oak Junior Senior High School Virtual Classroom.

Present

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

Election of President

Director Carlson nominated Bret Blackman for the office of president and moved that nominations cease. Director DeVries seconded the motion. Motion carried 3-0 with Director Blackman abstaining.

Board Secretary Deb Drey gave the oath of office to Newly Elected President Blackman. President Blackman took over the meeting.

Election of Vice President

Director Carlson nominated Jackie DeVries for the office of vice president and moved that nominations cease. Director Johnson seconded the motion. Motion carried 3-0 with Director DeVries abstaining.

Board Secretary/Treasurer Appointment

Motion by Director Carlson, second by Director Johnson to appoint Deb Drey as Board Secretary/Treasurer and Heidi Harris as Assistant Board Secretary/Treasurer. Motion carried unanimously.

4

Continuation of November 28, 2022 Meeting Minutes-Page 3

Legal Publication

Motion by Director Johnson, second by Director DeVries to approve The Red Oak Express as the district's legal publication. Motion carried unanimously.

Depositories/Limits

Motion by Director DeVries, second by Director Carlson to approve Houghton State and Iowa Schools Joint Investment Trust as depositories with a limit of \$25,000,000, Motion carried unanimously.

Legal Counsel

Motion by Director Carlson, second by Director DeVries to approve Ahlers and Cooney, PC as the district's legal counsel. Motion carried unanimously.

Meeting Dates and Times

Motion by Director Carlson, second by Director Johnson to change to one regular meeting per month on the third Wednesday at 5:30 p.m. beginning in January 2023, and a work session once a quarter on the first Wednesday of the month at 5:30 p.m. with a review of this change in April 2023. Motion carried unanimously.

Committee Assignments

Motion by Director Carlson, second by Director DeVries to approve the following committee assignments: Red Oak Education Association Negotiations/Labor Management Committee: Directors DeVries and Walker; Support Staff Negotiation/Labor Management Committee: Directors Blackman and Johnson; School Improvement Committee: Directors Walker and DeVries; District Policy Committee: Directors Walker and DeVries; District Facilities Committee: Directors Carlson and Blackman; District Calendar Committee: Director Walker; District Technology Committee: Directors Blackman and Johnson; Montgomery County Conference Board: Director Carlson; District STEM Committee: Directors Johnson and Blackman. Motion carried unanimously.

Agenda Ordering and Approval

Motion by Director Johnson, second by Director DeVries to order and approve the agenda as it currently is done. Motion carried unanimously.

Annual Meeting Adjournment

Motion by Director Carlson, second by Director DeVries to adjourn the annual meeting at 6:29 p.m. Motion carried unanimously.

Exempt Session of the Red Oak Community School District Board of Directors

The board of directors entered an exempt session to discuss negotiations strategy for upcoming contract discussions with support staff groups and teachers unit per Iowa Code Section 20.17(3) at 6:33 p.m. and exited at 7:26 p.m.

Next Board of Directors Meeting

Monday, December 19, 2022 – 5:30 p.m.
Virtual Classroom/Phone/Internet
Red Oak Junior Senior High School Campus

Bret Blackman, President

Deb Drey, Board Secretary

5

Red Oak Community School District
Meeting of the Board of Directors
Meeting Location: Virtual Classroom/ Phone/Internet
Red Oak Junior Senior High School Campus
December 12, 2022

The special meeting of the Board of Directors of the Red Oak Community School District was called to order by President Bret Blackman at 7:31 a.m. via internet/phone

Present

Directors: Bret Blackman, Roger Carlson, Jackie DeVries, Bryce Johnson, Kathy Walker
Superintendent Ron Lorenz, Business Manager Deb Drey

Approval of Agenda

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

Out of State Wrestling Trip

Motion by Director Johnson, second by Director DeVries to approve the varsity wrestling team trip to Kansas City on December 16-17, 2022. Motion carried unanimously.

Use of PPEL Funds

Motion by Director Carlson, second by Director Walker to approve using Physical Plant and Equipment Levy (PPEL) to purchase a van with a lift for the Child Nutrition Program in the amount of \$57,186.00. Motion carried unanimously.

Adjournment

Motion by Director Walker, second by Director Johnson to adjourn the meeting at 7:36 a.m.
Motion carried unanimously.

Next Board of Directors Meeting

Monday, December 19, 2022 – 5:30 p.m.
Virtual Classroom/Phone/Internet
Red Oak Junior Senior High School Campus

Bret Blackman, President

Deb Drey, Board Secretary

2

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Checking Account ID 1	Fund Number 10	OPERATING FUND
AHLERS & COONEY	833804	103.00
10 9010 2310 000 0000 342	November 2022 Legal Fees	103.00
Vendor Name AHLERS & COONEY		<u>103.00</u>
BATTEN SANITATION SERVICE	113022BS	6,095.00
10 9010 2630 000 0000 421	Admin/Bus Barn/FBF Sanitation 11/22	95.00
10 0109 2630 000 0000 421	HS Sanitation 11/2022	1,980.00
10 0418 2630 000 0000 421	IES Sanitation 11/2022	1,980.00
10 0445 2630 000 0000 421	ROECC Sanitation 11/2022	2,040.00
Vendor Name BATTEN SANITATION SERVICE		<u>6,095.00</u>
CAMBLIN MECHANICAL INC	40779	86.52
10 0418 2620 000 0000 432	IES Mechanical Room Repair	86.52
Vendor Name CAMBLIN MECHANICAL INC		<u>86.52</u>
CAPITAL SANITARY SUPPLY CO.	061655	4,316.95
10 9010 2620 000 0000 618	Jumbo Toilet Paper	952.75
10 9010 2620 000 0000 618	Toilet Paper	409.10
10 9010 2620 000 0000 618	Paper Towels Natural	746.50
10 9010 2620 000 0000 618	White Paper Towels	1,123.00
10 9010 2620 000 0000 618	Spa Foam Hand and Body Soap	1,085.60
CAPITAL SANITARY SUPPLY CO.	061797	2,004.30
10 9010 2620 000 0000 618	Black Trash Bags	540.90
10 9010 2620 000 0000 618	Natural Trash Bags	898.40
10 9010 2620 000 0000 618	Small Natural Trash Bags	565.00
Vendor Name CAPITAL SANITARY SUPPLY CO.		<u>6,321.25</u>
CDW GOVERNMENT, INC.	FC68158	91.19
10 9010 2235 000 0000 618	APC Battery Backup	91.19
Vendor Name CDW GOVERNMENT, INC.		<u>91.19</u>
CENTURY LABORATORIES, INC.	112522CL	629.86
10 9010 2490 000 0000 530	District Long Distance	629.86
Vendor Name CENTURY LABORATORIES, INC.		<u>629.86</u>
CENTURY LINK	120122CL	176.00
10 9010 2490 000 0000 530	Two-Way Transmitter	176.00
Vendor Name CENTURY LINK		<u>176.00</u>
CHAT MOBILITY	121022CM	108.30
10 9010 2510 000 0000 532	Admin Mifi's	108.30
Vendor Name CHAT MOBILITY		<u>108.30</u>
CHEMSEARCH	8035523	478.76
10 0418 2640 000 0000 433	IES Boiler Water Treatment 11/22	478.76
CHEMSEARCH	8038179	492.23
10 0109 2640 000 0000 433	HS Boiler Water Treatment 11/22	492.23
Vendor Name CHEMSEARCH		<u>970.99</u>
CHROMEBOOK PARTS.COM	150793	1,002.78

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Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
10 9010 2235 000 0000 618	Lenovo 300e 1st Gen Audio Board	194.85
10 9010 2235 000 0000 618	Lenovo 300e 1st Gen LCD Digitizer	99.99
10 9010 2235 000 0000 618	Lenovo 300e 2nd Gen AMD LCD Digitizer	299.97
10 9010 2235 000 0000 618	Lenovo 300e 2nd Gen MTK Motherboard	407.97
Vendor Name	CHROMEBOOK PARTS.COM	<u>1,002.78</u>
CITY OF RED OAK	113022CORO	1,385.76
10 9010 2620 000 0000 411	District Offices Water/Sewer 11/2022	101.47
10 0109 2620 000 0000 411	HS Water/Sewer 11/2022	459.26
10 0418 2620 000 0000 411	IES Water/Sewer 11/2022	599.96
10 0445 2620 000 0000 411	ROECC Water/Sewer 11/2022	225.07
Vendor Name	CITY OF RED OAK	<u>1,385.76</u>
COUNCIL BLUFFS COMM SCHOOLS	2023103	1,245.00
10 9010 1200 217 3303 320	Sped Level III X 1 7/22	1,245.00
COUNCIL BLUFFS COMM SCHOOLS	2023129	6,563.48
10 9010 1200 217 3303 320	Sped Lvl III Aug/Sept 2022	6,563.48
Vendor Name	COUNCIL BLUFFS COMM SCHOOLS	<u>7,808.48</u>
CRAIG, PEGGY	121322PC	86.14
10 0418 2110 490 8027 618	Supplies for YES mentoring - Walmart	61.14
10 0418 2110 490 8027 618	YMCA (Rental)- YES mentoring	25.00
Vendor Name	CRAIG, PEGGY	<u>86.14</u>
CUMMINS SALES AND SERVICE	J3-76968	830.56
10 0418 2620 000 0000 432	IES Generator Maintenance	830.56
CUMMINS SALES AND SERVICE	J3-77069	1,384.68
10 0109 2620 000 0000 432	Generator Maintenance HS	1,384.68
CUMMINS SALES AND SERVICE	J3-77525	891.89
10 0109 2620 000 0000 432	HS Preventative Maintenance Generator	891.89
Vendor Name	CUMMINS SALES AND SERVICE	<u>3,107.13</u>
DEPARTMENT OF EDUCATION	TRANS002889	850.00
10 9010 2700 000 0000 434	Semi-Annual Bus Inspections	850.00
Vendor Name	DEPARTMENT OF EDUCATION	<u>850.00</u>
DOVEL REFRIGERATION	6009447	862.96
10 0418 1000 100 0000 738	Refrigerator - IES	862.96
Vendor Name	DOVEL REFRIGERATION	<u>862.96</u>
FAREWAY FOOD STORES	120222FWRB	18.19
10 0109 1000 100 0000 612	Lab Supplies AgEd	18.19
FAREWAY FOOD STORES	160504	70.86
10 0418 2110 490 8027 618	YES Mentoring Supplies	70.86
Vendor Name	FAREWAY FOOD STORES	<u>89.05</u>
FASTENAL COMPANY	89604-2	150.41
10 0418 2630 000 0000 435	Safety Fence IES Playground	150.41

8

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Vendor Name FASTENAL COMPANY		150.41
FES	000267	405.00
10 9010 2236 000 0000 536	12/2022 Web Hosting	405.00
Vendor Name FES		405.00
FIRST BANKCARD - DEB DREY	FBCDD120922	44.97
10 9010 2620 000 0000 618	Fresh Cab Mouse Repellent	44.97
Vendor Name FIRST BANKCARD - DEB DREY		44.97
FIRST BANKCARD - HEIDI HARRIS	FBCHH120922-1	242.97
10 0418 1000 100 8001 612	PTO Literature Organizer	149.99
10 0418 1000 100 8001 612	PTO Ear Buds	36.99
10 0418 1000 100 8001 612	PTO Headphones	55.99
FIRST BANKCARD - HEIDI HARRIS	FBCHH120922-10	40.97
10 0445 1000 100 0000 611	Staplers	24.99
10 0445 1200 214 3117 618	Locks	15.98
FIRST BANKCARD - HEIDI HARRIS	FBCHH120922-14	17.94
10 0109 1000 100 8017 641	Stargirl in Spanish	17.94
FIRST BANKCARD - HEIDI HARRIS	FBCHH120922-2	334.80
10 0109 2213 132 3376 320	What's Going Well - 6 copies	107.70
10 0418 2213 132 3376 320	What's Going Well - 6 copies	107.70
10 0418 2410 000 0000 611	What's Going Well Journal	19.90
10 0109 2410 000 0000 611	What's Going Well Journal	39.80
10 9010 2321 000 0000 611	What's Going Well Journal	59.70
FIRST BANKCARD - HEIDI HARRIS	FBCHH120922-3	983.30
10 9010 2620 000 0000 618	Light Bulbs 30 Count	983.30
FIRST BANKCARD - HEIDI HARRIS	FBCHH120922-4	314.64
10 0109 1000 100 0000 612	Amaco White Art Clay	314.64
FIRST BANKCARD - HEIDI HARRIS	FBCHH120922-5	0.00
10 9010 2310 000 4055 618	Table Cloth Return	(111.65)
10 9010 2310 000 4055 618	ABCCanopy Table Cloths 6ft	111.65
FIRST BANKCARD - HEIDI HARRIS	FBCHH120922-7	100.96
10 0418 2410 000 0000 611	Office Supplies: Stapler, Staple Remover	48.97
10 0418 1000 100 8001 612	Dry Erase PTO: Pockets	51.99
FIRST BANKCARD - HEIDI HARRIS	FBCHH120922-8	496.74
10 0418 1000 100 8001 612	PTO Games, Table/Chairs, Tablet	496.74
FIRST BANKCARD - HEIDI HARRIS	FBCHH120922-9	367.92
10 0418 1200 217 3303 612	SPED Task Boxes	367.92
Vendor Name FIRST BANKCARD - HEIDI HARRIS		2,900.24
FIRST BANKCARD - OFFICE CARD 1	FBC#1120922	85.01
10 0109 2620 000 0000 618	Drain Repair Kits	85.01
FIRST BANKCARD - OFFICE CARD 1	FBC#1120922-1	266.00
10 9010 2620 000 0000 618	Hammer Drill and Bits	266.00

9

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
FIRST BANKCARD - OFFICE CARD 1	FBC#1120922-2	79.98
10 0445 2620 000 0000 618	Batteries - Emergency Lights	79.98
FIRST BANKCARD - OFFICE CARD 1	FBC#1120922-3	214.00
10 0418 2620 000 0000 618	Key Blanks	214.00
Vendor Name FIRST BANKCARD - OFFICE CARD 1		<u>644.99</u>
FIRST BANKCARD - OFFICE CARD 2	FBC#2120922	5.40
10 9010 2310 000 0000 531	Return Package for Maintenance	5.40
Vendor Name FIRST BANKCARD - OFFICE CARD 2		<u>5.40</u>
FIRST BANKCARD - OFFICE CARD 3	FBC#3120922	64.22
10 0109 2620 000 0000 618	10 Keys	64.22
FIRST BANKCARD - OFFICE CARD 3	FBC#3120922-1	184.69
10 0418 2630 000 0000 435	T-Posts for IES Playground	184.69
FIRST BANKCARD - OFFICE CARD 3	FBC#3120922-2	6.10
10 0418 2410 000 0000 531	Postage	6.10
Vendor Name FIRST BANKCARD - OFFICE CARD 3		<u>255.01</u>
FIRST BANKCARD - OFFICE CARD 4	FBC#4120922	465.96
10 9010 2213 132 3376 580	Hotel for ISCA Conference	465.96
FIRST BANKCARD - OFFICE CARD 4	FBC#4120922-2	39.98
10 0109 2222 000 0000 643	Media Books - HS	39.98
FIRST BANKCARD - OFFICE CARD 4	FBC#4120922-3	265.07
10 0109 1000 100 0000 612	Classroom Supplies - Physics	265.07
Vendor Name FIRST BANKCARD - OFFICE CARD 4		<u>771.01</u>
GLENWOOD COMMUNITY SCHOOLS	120122GCSD	2,920.99
10 9010 1200 217 3303 320	Apex Lvl III - 11/2022	2,920.99
Vendor Name GLENWOOD COMMUNITY SCHOOLS		<u>2,920.99</u>
HEALTHY TURF LANDSCAPING, INC	7699	450.00
10 9010 2630 000 0000 435	Early Summer FBF Fertilizer	450.00
Vendor Name HEALTHY TURF LANDSCAPING, INC		<u>450.00</u>
HEARTLAND AEA #1	130670	144.00
10 0109 1000 100 0000 359	Poster Creation	144.00
Vendor Name HEARTLAND AEA #1		<u>144.00</u>
HERRON BODY AND REPAIR	3357	2,011.60
10 9010 2700 000 0000 434	Repairs Guthrie Center Community Vehicle	2,011.60
Vendor Name HERRON BODY AND REPAIR		<u>2,011.60</u>
JAN-PRO OF OMAHA	15109	2,250.00
10 9010 2630 000 0000 340	IES Portable Custodial 1/2023	2,250.00
JAN-PRO OF OMAHA	15113	3,080.00
10 9010 2630 000 0000 340	Addl 11/22 Custodial	3,080.00

10

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
JAN-PRO OF OMAHA	15166	37,500.00
10 9010 2630 000 0000 340	1/2023 Janitorial Services	37,500.00
Vendor Name JAN-PRO OF OMAHA		<u>42,830.00</u>
JOHNSON CONTROLS FIRE PROTECTION LP	89318145	2,650.29
10 0418 2670 000 0000 490	IES Smoke Head Repair	2,650.29
Vendor Name JOHNSON CONTROLS FIRE PROTECTION LP		<u>2,650.29</u>
KURZWEIL EDUCATION, INC	6090550	4,000.00
10 9010 1200 211 3301 612	Kurzweil 3000 Site Subscription	1,333.33
10 9010 1200 214 3302 612	Kurzweil 3000 Site Subscription	1,333.33
10 9010 1200 217 3303 612	Kurzweil 3000 Site Subscription	1,333.34
Vendor Name KURZWEIL EDUCATION, INC		<u>4,000.00</u>
MATHESON TRI-GAS	0026855946	105.68
10 0109 1300 370 0000 612	GTAW Welding Electrodes	105.68
Vendor Name MATHESON TRI-GAS		<u>105.68</u>
MEDIACOM	112122MC	236.90
10 9010 2236 000 0000 536	FBF PRI Lines 12/22	236.90
Vendor Name MEDIACOM		<u>236.90</u>
MIDAMERICAN ENERGY	533771383	362.27
10 0109 2620 000 0000 622	Fieldhouse Electricity 11/22	362.27
MIDAMERICAN ENERGY	533785226	11.46
10 9010 2620 000 0000 622	Webster Electricity 11/22	11.46
MIDAMERICAN ENERGY	533804044	366.54
10 0418 2620 000 0000 622	IES Portable Electricity 11/22	366.54
Vendor Name MIDAMERICAN ENERGY		<u>740.27</u>
NEBRASKA AIR FILTER, INC.	0406776-IN	279.00
10 9010 2620 000 0000 618	District Air Filters	279.00
Vendor Name NEBRASKA AIR FILTER, INC.		<u>279.00</u>
ONESOURCE THE BACKGROUND CHECK COMPANY	2022091138	30.00
10 9010 2310 000 0000 340	11/2022 Background Checks	30.00
ONESOURCE THE BACKGROUND CHECK COMPANY	20221130	15.00
10 9010 2310 000 0000 340	Background Checks	15.00
Vendor Name ONESOURCE THE BACKGROUND CHECK COMPANY		<u>45.00</u>
RED OAK HARDWARE HANK	113022STMT-2	17.96
10 0418 1200 217 3303 612	SPED - Clothes Pins (Task Boxes)	17.96
Vendor Name RED OAK HARDWARE HANK		<u>17.96</u>
RED OAK PUBLISHING LLC	113022ROP	666.52
10 9010 2572 000 0000 540	November Board Claims	666.52
Vendor Name RED OAK PUBLISHING LLC		<u>666.52</u>

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Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
RIVERSIDE TECHNOLOGIES, INC	03683801-IN	1,400.00
10 9010 2235 000 0000 359	Managed Svcs 12/2022	1,400.00
Vendor Name RIVERSIDE TECHNOLOGIES, INC		<u>1,400.00</u>
ROGERS PLUMBING & HEATING	35779	288.00
10 0109 2620 000 0000 432	HS Sewer Repair	288.00
ROGERS PLUMBING & HEATING	35825	376.75
10 0109 2620 000 0000 432	HS Sewer Repair	376.75
Vendor Name ROGERS PLUMBING & HEATING		<u>664.75</u>
SAVVAS LEARNING CO, LLC	7028284957	3,300.00
10 0109 2213 132 3376 320	SAVVAS Prof Development	3,300.00
Vendor Name SAVVAS LEARNING CO, LLC		<u>3,300.00</u>
SCHOOL ADMINISTRATORS OF IOWA	300013118	584.00
10 0109 2410 000 0000 810	SAI Membership Dues NP	584.00
Vendor Name SCHOOL ADMINISTRATORS OF IOWA		<u>584.00</u>
SCHOOL SPECIALTY LATTA DIV.	208131473880	112.75
10 0418 1200 217 3303 612	SPED: Dry Erase Markers	112.75
Vendor Name SCHOOL SPECIALTY LATTA DIV.		<u>112.75</u>
SELLERS PEST CONTROL-ART SELLERS	31103	175.00
10 9010 2620 000 0000 425	11/2022 Pest Control	175.00
Vendor Name SELLERS PEST CONTROL-ART SELLERS		<u>175.00</u>
SOUTHWESTERN COMMUNITY COLLEGE	113022SWCC	75,989.40
10 0109 1000 100 0000 565	1st Sem 22/23 College Tuition	75,989.40
SOUTHWESTERN COMMUNITY COLLEGE	30642	210.00
10 9010 2700 000 0000 340	Annual STOP Training for Drivers	210.00
Vendor Name SOUTHWESTERN COMMUNITY COLLEGE		<u>76,199.40</u>
STERLING COMPUTERS	0138400	11,570.48
10 9010 2235 000 4045 739	Dell Latitude 5530	10,521.00
10 9010 2235 000 4045 739	Dell Latitude 7410 2-In-1	1,049.48
Vendor Name STERLING COMPUTERS		<u>11,570.48</u>
STREETSMARTS LLC	12222SS	380.00
10 0109 1000 121 0000 320	Drivers Ed x 1	380.00
Vendor Name STREETSMARTS LLC		<u>380.00</u>
THYSSENKRUPP ELEVATOR CORP	1000479455	177.06
10 0109 2620 000 0000 432	Quarterly Elevator Maintenance	177.06
Vendor Name THYSSENKRUPP ELEVATOR CORP		<u>177.06</u>
UNITED FARMERS COOPERATIVE	113022UFMC	3.38
10 0445 2620 000 0000 618	Key for ROECC	3.38
UNITED FARMERS COOPERATIVE	113022UFMC3	3,845.92
10 9010 2700 217 3303 626	November 2022 Sped Ethanol	1,095.11
10 9010 2700 217 3303 627	November 2022 Sped Diesel	419.78

12

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
10 9010 2700 000 0000 626	November 2022 Ethanol	2,147.69
10 9010 2700 000 0000 626	Maint/Utility Ethanol 11/2022	183.34
Vendor Name	UNITED FARMERS COOPERATIVE	<u>3,849.30</u>
VANDERHOOF, LORI	121522LV	45.00
10 0418 1000 100 0000 580	Mileage Reimbursement	45.00
Vendor Name	VANDERHOOF, LORI	<u>45.00</u>
VISUAL EDGE IT dba COUNSEL	23AR1164011	1,925.58
10 9010 2520 000 0000 618	Steady Serve/Admin Clicks 11/22	74.32
10 0418 1000 100 0000 359	IES Copier Clicks 11/2022	938.57
10 0445 1000 100 0000 359	ROECC Copier Clicks 11/2022	176.88
10 0109 1000 100 0000 359	HS Copier Clicks 11/2022	735.81
VISUAL EDGE IT dba COUNSEL	23AR1177355	45.93
10 0109 2410 000 0000 611	IES Staples	45.93
Vendor Name	VISUAL EDGE IT dba COUNSEL	<u>1,971.51</u>
Wells Fargo Financial Leasing, Inc.	5022855065	1,215.50
10 9010 2520 000 0000 618	Admin Copier Lease 12/22	110.50
10 0109 1000 100 0000 359	HS Copier Lease 12/22	552.50
10 0445 1000 100 0000 359	ROECC Copier Lease 12/22	221.00
10 0418 1000 100 0000 359	IES Copier Lease 12/22	331.50
Vendor Name	Wells Fargo Financial Leasing, Inc.	<u>1,215.50</u>
WISER, DILLON	121322DW	130.61
10 0418 1000 100 8001 612	PTO Reimbursement Classroom Supplies	130.61
Vendor Name	WISER, DILLON	<u>130.61</u>
YOUNG AUTO PARTS INC.	245485	27.36
10 9010 2700 000 0000 618	Parts for Dodge Jouney	27.36
Vendor Name	YOUNG AUTO PARTS INC.	<u>27.36</u>
Fund Number	10	<u>193,852.37</u>
Checking Account ID	1	Fund Number 22
EMC INSURANCE	1748882	MANAGEMENT FUND
22 9010 2700 000 0000 434	Deductible Damage UFMC	2,500.00
Vendor Name	EMC INSURANCE	<u>2,500.00</u>
SPECIALTY UNDERWRITERS LLC	SW4047-3	24,105.75
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>26,605.75</u>
Checking Account ID	1	Fund Number 33
ALLEY, POYNER, MACCHIETTO, ARCHITECTURE, INC	22025-2	CAPITAL PROJECTS - LOST
33 9010 4700 000 0000 450	Building Master Plan	6,000.00
Vendor Name	ALLEY, POYNER, MACCHIETTO, ARCHITECTURE, INC	<u>6,000.00</u>
Fund Number	33	<u>6,000.00</u>
Checking Account ID	1	Fund Number 36
		PHYSICAL PLANT & EQUIPMENT

13

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
COUNCIL BLUFFS COMM SCHOOLS	2023103	1,461.60
36 9010 2620 000 0000 441	Rent 7/2022	1,461.60
COUNCIL BLUFFS COMM SCHOOLS	2023129	1,022.84
36 9010 2620 000 0000 441	Rent Aug/Sept 2022	1,022.84
Vendor Name COUNCIL BLUFFS COMM SCHOOLS		<u>2,484.44</u>
RED OAK CHRYSLER, INC.	779528	57,186.00
36 9010 2700 000 0000 732	Food Service Vehicle	57,186.00
Vendor Name RED OAK CHRYSLER, INC.		<u>57,186.00</u>
WILLIAMS SCOTSMAN INC	9016149857	2,968.20
36 9010 2620 000 0000 441	12/2022 IES Portable Rental	2,968.20
Vendor Name WILLIAMS SCOTSMAN INC		<u>2,968.20</u>
Fund Number 36		<u>62,638.64</u>
Checking Account ID 1	Fund Number 40	DEBT SERVICES FUND
UMB BANK N.A.	936564	300.00
40 9010 5000 000 0000 349	Paying Agent Fee	300.00
Vendor Name UMB BANK N.A.		<u>300.00</u>
Fund Number 40		<u>300.00</u>
Checking Account ID 1		<u>289,396.76</u>
Checking Account ID 2	Fund Number 61	SCHOOL NUTRITION FUND
FIRST BANKCARD - HEIDI HARRIS	FBCHH120922-16	534.79
61 9010 3110 000 0000 618	District Kitchen Supplies	534.79
Vendor Name FIRST BANKCARD - HEIDI HARRIS		<u>534.79</u>
HY VEE FOOD STORES	121222HV	28.96
61 9010 3110 000 0000 618	Triennial Admin Review Supplies	28.96
Vendor Name HY VEE FOOD STORES		<u>28.96</u>
Fund Number 61		<u>563.75</u>
Checking Account ID 2		<u>563.75</u>
Checking Account ID 3	Fund Number 21	STUDENT ACTIVITY FUND
BOBBY'S DANCEWEAR INC	142805	442.00
21 0109 1400 910 6210 618	Minnisinger Shoes	442.00
Vendor Name BOBBY'S DANCEWEAR INC		<u>442.00</u>
BOILED SWEETS LLC	JR000276	295.00
21 0109 1400 910 6111 618	JH Play Invoice	295.00
Vendor Name BOILED SWEETS LLC		<u>295.00</u>
BROTHERS, KEITH	120222KB	65.00
21 0109 1400 920 6710 345	JV Girls BB Official	65.00
Vendor Name BROTHERS, KEITH		<u>65.00</u>
Burt, Zach	121322ZB	140.00
21 0109 1400 920 6710 345	JV/V Girls BB Official	140.00
Vendor Name Burt, Zach		<u>140.00</u>
CENTRAL DECATUR COMMUNITY SCHOOL	121222CDCSD	100.00

14

RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
21 0109 1400 920 6790 810	HS Wrestling Tourney	100.00
Vendor Name	CENTRAL DECATUR COMMUNITY SCHOOL	100.00
CLARK, WILLIAM	120522WC	140.00
21 0109 1400 920 6710 345	V Girls/Boys BB Official	140.00
Vendor Name	CLARK, WILLIAM	140.00
EDIE, DUSTIN	120222DE	120.00
21 0109 1400 920 6790 340	Wrestling Official	120.00
EDIE, DUSTIN	121222DE	150.00
21 0109 1400 920 6790 340	HS WR Tri Official	150.00
EDIE, DUSTIN	121422DE	160.00
21 0109 1400 920 6790 340	V WR Quad Official	160.00
Vendor Name	EDIE, DUSTIN	430.00
FIRST BANKCARD - HEIDI HARRIS	FBCHH120922	32.46
21 0109 1400 910 6110 618	HS Play Supplies	32.46
FIRST BANKCARD - HEIDI HARRIS	FBCHH120922-11	1,250.00
21 0109 1400 920 6790 810	KC Stampede Registration	1,250.00
FIRST BANKCARD - HEIDI HARRIS	FBCHH120922-12	745.15
21 0109 1400 920 6790 580	West Delaware Hotel Wrestling	745.15
FIRST BANKCARD - HEIDI HARRIS	FBCHH120922-13	56.00
21 0109 1400 920 6790 810	Trackwrestling JH Girls Meet	56.00
FIRST BANKCARD - HEIDI HARRIS	FBCHH120922-15	83.16
21 0109 1400 910 6210 618	Candles - HS Choir and Musical	83.16
FIRST BANKCARD - HEIDI HARRIS	FBCHH120922-6	70.00
21 0109 1400 910 6210 618	Minnisinger Outfits	70.00
Vendor Name	FIRST BANKCARD - HEIDI HARRIS	2,236.77
FIRST BANKCARD - OFFICE CARD 4	FBC#4120922-1	358.40
21 0109 1400 910 6210 580	OPUS Honor Choir Hotel	358.40
Vendor Name	FIRST BANKCARD - OFFICE CARD 4	358.40
FOUR SEASONS FUND RAISING	10032363	8,855.45
21 0109 1400 950 7407 618	FFA Fundraiser	8,855.45
Vendor Name	FOUR SEASONS FUND RAISING	8,855.45
FRENCH, DALE	120222DF	120.00
21 0109 1400 920 6710 345	JV/9th Boys BB Official	120.00
FRENCH, DALE	120822DF	110.00
21 0109 1400 920 6710 345	JH Boys BB Official	110.00
FRENCH, DALE	121322DF	110.00
21 0109 1400 920 6710 320	JH Boys BB Official	110.00
Vendor Name	FRENCH, DALE	340.00
GILL, TODD	120222TG	140.00
21 0109 1400 920 6710 345	V G/B BB Official	140.00

15

RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Vendor Name GILL, TODD		<u>140.00</u>
GREBERT, RON	112322RG	140.00
21 0109 1400 920 6710 345	JV/V Girls BB Official	140.00
GREBERT, RON	121322RG	140.00
21 0109 1400 920 6710 345	JV/V Girls BB Official	140.00
Vendor Name GREBERT, RON		<u>280.00</u>
HEARTLAND AEA #1	130670-1	20.00
21 0109 1400 920 6600 618	Officials Vouchers	20.00
Vendor Name HEARTLAND AEA #1		<u>20.00</u>
HUSEMAN, KELSI	121222KH	75.00
21 0109 1400 920 6790 618	Wrestling Weight Certs	75.00
Vendor Name HUSEMAN, KELSI		<u>75.00</u>
IOWA FFA ASSOCIATION	25709	320.00
21 0109 1400 950 7407 618	FFA Conferences	320.00
Vendor Name IOWA FFA ASSOCIATION		<u>320.00</u>
JOSTENS	08556/131120 8	1,376.25
21 0109 1400 950 7426 618	Yearbook	1,376.25
JOSTENS	3096856	363.56
21 0109 1400 920 6600 618	Chenilles	363.56
Vendor Name JOSTENS		<u>1,739.81</u>
JUHL, KELLY	120222JK	120.00
21 0109 1400 920 6710 345	JV/9th Boys BB Official	120.00
Vendor Name JUHL, KELLY		<u>120.00</u>
MCDERMOTT, MIKE	120622MM	110.00
21 0109 1400 920 6710 345	JH Boys BB Official	110.00
Vendor Name MCDERMOTT, MIKE		<u>110.00</u>
NAHNSEN, JOHN	120222JN	140.00
21 0109 1400 920 6710 345	V G/B BB Official	140.00
Vendor Name NAHNSEN, JOHN		<u>140.00</u>
NICHLAUS, TROY	121222	150.00
21 0109 1400 920 6790 340	HS Wrestling Tri Official	150.00
Vendor Name NICHLAUS, TROY		<u>150.00</u>
OLSON, ERIC	121422EO	160.00
21 0109 1400 920 6790 340	V WR Quad Official	160.00
Vendor Name OLSON, ERIC		<u>160.00</u>
OSBORN, CURTIS	120622CO	110.00
21 0109 1400 920 6710 345	JH Boys BB Official	110.00
Vendor Name OSBORN, CURTIS		<u>110.00</u>
PEPPER & SON, INC.	364733883	82.00

16

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
21 0109 1400 910 6111 618	JH Musical Music	82.00
PEPPER & SON, INC.	364839796	114.00
21 0109 1400 910 6210 618	HS Musical Music	114.00
Vendor Name PEPPER & SON, INC.		<u>196.00</u>
RED OAK HARDWARE HANK	113022STMT	53.94
21 0109 1400 920 6600 618	Basketball Nets	53.94
RED OAK HARDWARE HANK	113022STMT-1	97.07
21 0109 1400 910 6110 618	HS Play Supplies	97.07
Vendor Name RED OAK HARDWARE HANK		<u>151.01</u>
RIEMAN MUSIC, INC.	Stmt 113022	201.36
21 0109 1400 910 6220 348	Band Repairs	201.36
Vendor Name RIEMAN MUSIC, INC.		<u>201.36</u>
SCALES SALES & SERVICE INC	32520	260.00
21 0109 1400 920 6790 340	Wrestling Scales Inspection	260.00
Vendor Name SCALES SALES & SERVICE INC		<u>260.00</u>
SCHMITT MUSIC	4909932/4923 372	160.00
21 0109 1400 910 6220 618	Band Repairs	160.00
Vendor Name SCHMITT MUSIC		<u>160.00</u>
SOUTHEASTERN PERFORMANCE APPAREL	503559	1,241.20
21 0109 1400 910 6210 618	Minnisinger Outfits	1,241.20
Vendor Name SOUTHEASTERN PERFORMANCE APPAREL		<u>1,241.20</u>
UNITED FARMERS COOPERATIVE	113022UFMC-1	8.69
21 0109 1400 910 6110 618	HS Play Supplies	8.69
Vendor Name UNITED FARMERS COOPERATIVE		<u>8.69</u>
WENSTRAND, NICOLE	112322NW	140.00
21 0109 1400 920 6710 345	JV/B Girls BB Official	140.00
WENSTRAND, NICOLE	121322NW	140.00
21 0109 1400 920 6710 345	JV/V Girls BB Official	140.00
Vendor Name WENSTRAND, NICOLE		<u>280.00</u>
WEST DELAWARE HIGH SCHOOL	120522WDHS	90.00
21 0109 1400 920 6790 810	Entry Fee - 1 V Team, 2 JV, 2 Girls	90.00
Vendor Name WEST DELAWARE HIGH SCHOOL		<u>90.00</u>
WHITEHILL, KEVIN	120222KW	65.00
21 0109 1400 920 6710 345	JV Girls BB Official	65.00
WHITEHILL, KEVIN	120822KW	110.00
21 0109 1400 920 6710 345	JH Boys BB Official	110.00
WHITEHILL, KEVIN	121422KW	110.00
21 0109 1400 920 6710 320	JH Boys BB Official	110.00
Vendor Name WHITEHILL, KEVIN		<u>285.00</u>
WILLIAMS, AARON	112322AW	140.00
21 0109 1400 920 6710 345	JV/V Girls BB Official	140.00



RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Vendor Name WILLIAMS, AARON		<u>140.00</u>
Fund Number 21		<u>19,780.69</u>
Checking Account ID 3		<u>19,780.69</u>

18

RED OAK COMMUNITY SCHOOLS 2022

NOVEMBER RECONCILIATION REPORT

	GENERAL FUND	MANAGEMENT	PHYSICAL PLANT	AND DEBT SERVICE	SAVE TAXES/REV BONDS	BEFORE/AFTER SCHOOL
Beg. Balance 11-01-2022	\$ 5,183,103.56	\$ 1,223,879.17	\$ 3,143,797.79	\$ 1,257,419.52	\$ 2,495,410.45	\$ 8,049.79
Revenue	\$ 1,426,814.59	\$ 14,047.47	\$ 30,873.87	\$ 153,635.40	\$ 718.07	
Expenditure	\$ 1,048,164.28	\$ (3,848.74)	\$ 6,468.20	\$ 314,668.76	\$ 83,328.18	
Balance 11-30-2022	\$ 5,561,753.87	\$ 1,241,775.38	\$ 3,168,203.46	\$ 1,096,386.16	\$ 2,412,800.34	\$ 8,049.79
Balance 11-30-2021	\$ 3,708,839.80	\$ 1,432,288.97	\$ 2,863,807.71	\$ 1,040,503.58	\$ 2,140,357.20	\$ 8,049.79

Checking Account .33% Checking Account \$ 13,589,182.51

ISJIT
 Petty Cash \$ 100.00
 Outstanding Checks \$ 100,313.51
 \$ 13,488,969.00

	ACTIVITY FUND	NUTRITION FUND
Beg. Balance 11-01-2022	\$ 123,543.82	\$ 562,332.59
Revenue	\$ 10,119.56	\$ 72,119.27
Expenditure	\$ 18,524.30	\$ 58,548.68
Balance 11-30-2022	\$ 115,139.08	\$ 575,903.18

Balance 11-30-2021 \$ 163,680.43 \$ 203,423.27

Checking Account .33%	\$ 119,211.46	\$ 632,900.01
Petty Cash Boxes	\$ 1,200.00	\$ -
Outstanding cks	\$ 5,272.38	\$ 56,996.83
	\$ 115,139.08	\$ 575,903.18

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	\$526,954
Interest	\$3,688	Interest	\$4,218	Interest	\$2,637
Subtotal	\$2,842,900	Subtotal	\$3,082,954	Subtotal	\$2,794,075
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 Plar	\$9,717
Jerry's Basement Waterproof	\$821	Revenue Bond Payment	\$73,807		
Trans Office Const Exp	\$984	Revenue Bond Payment	\$73,807		
Rev Bond Pymt Transfer	\$73,973	Revenue Bond Payment	\$73,807		
Trans Office Const Exp	\$1,521	Revenue Bond Payment	\$73,807		
ROECC Abstract	\$345	Revenue Bond Payment	\$73,807		
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	\$381,275
Fund Balance	\$2,842,900	Fund Balance	\$2,254,567	Fund Balance	\$2,412,800

PHYSICAL PLANT AND EQUIPMENT LEVY

	2020-2021	2021-2022	2022-2023
Beginning Balance (July 1)	\$2,329,854.73	\$ 2,726,998.24	\$ 3,193,485.61
Add: Revenue			
Property Taxes	\$137,149.56	\$ 130,392.46	\$ 73,424.66
Voted PPEL	\$420,570.90	\$ 446,494.67	\$ 243,755.48
Voted PPEL Surtax	\$493,222.30	\$ 174,559.79	
Utility Replacement Tax	\$3,864.00	\$ 3,566.87	\$ 1,857.81
Utility Replacement Tax (SAVE)	\$13,925.08	\$ 16,751.07	\$ 6,719.66
Mobile Home Tax	\$61.01	\$ 45.81	\$ 61.92
Voted PPEL Mobile Home	\$188.87	\$ 269.31	\$ 70.19
Military Credit	\$41.22	\$ 31.27	\$ 27.29
Military Credit (SAVE)	\$115.82	\$ 0.56	\$ 98.69
Commercial Industrial tax	\$2,160.74	\$ 2,101.92	
Commercial Ind. Voted PPEL	\$7,786.86	\$ 3,814.88	
Interest	\$5,392.12	\$ 5,991.65	\$ 3,322.80
Prior Year Expenditure			
ERATE Reimbursement			
Subtotal	\$1,084,478.48	\$ 786,020.26	\$ 329,338.50
TOTAL AVAILABLE	\$3,414,333.21	\$ 3,513,018.50	\$ 3,522,824.11
LESS: Expenditures			
Chrome Book Lease	\$84,589.28	\$ 17,052.94	\$ 169,794.56
Frontline Software	\$16,264.13	\$ 84,897.28	\$ 41,560.28
Forecasts	\$22,158.00	\$ 14,426.00	\$ 18,715.00
School Bus Lease	\$61,602.40	\$ 8,195.00	\$ 7,000.00
RO Chrysler-Ford Transport Van	\$33,987.85	\$ 5,120.00	\$ 34,356.02
Chrome Book Lease	\$308.00	\$ 61,602.40	\$ 61,602.40
Rent Council Bluffs Sp Ed	\$728.08	\$ 259.08	\$ 11,608.00
Rent Council Bluffs Sp Ed	\$732.80	\$ 2,202.60	\$ (84,897.28)
Rent Council Bluffs Sp Ed	\$759.74	\$ 4,000.00	\$ 3,015.34
Rent Council Bluffs Sp Ed	\$791.55		\$ 419.93
Rent Council Bluffs Sp Ed	\$1,346.07		\$ 82,000.00
Infinite Campus Software Renewal	\$23,233.00		\$ 2,978.20
Rent Council Bluffs Sp Ed	\$803.32		\$ 3,500.00
Rent Council Bluffs Sp Ed	\$805.35		\$ 2,968.20
Rent Council Bluffs Sp Ed	\$803.80		
Subtotal	\$248,913.37	\$ 197,755.30	\$ 354,620.65
Cash Balance	\$3,165,419.84	\$ 3,315,263.20	\$ 3,168,203.46

2

509 - Miscellaneous Student-Related Matters

509.1 - Class or Student Group Gifts

The board welcomes gifts to the school district from a class or student group. While class gifts to the school district do not require the approval of the superintendent, the board encourages students to consult with the superintendent or other licensed employees prior to selecting a gift for the school district.

Approved: August 27, 2018

Reviewed: ~~August 27, 2018~~ November 28, 2022

Revised: ~~August 27, 2018~~ November 28, 2022

509.2 - Open Night

In keeping with good community relations, Wednesday evenings will be kept free of scheduled activities with the exception of those activities that are required and/or scheduled by the Iowa State High School Activities Organizations. It is the responsibility of the principal to oversee the scheduling of school activities for compliance with this policy.

Approved: August 27, 2018

Reviewed: ~~August 27, 2018~~ November 28, 2022

Revised: ~~August 27, 2018~~ November 28, 2022

509.3 - Custody and Parental Rights

Disagreements between family members are not the responsibility of the school district. The school district will not take the "side" of one family member over another in a disagreement about custody or parental rights. Court orders that have been issued are followed by the school district. It is the responsibility of the person requesting an action by the school district to inform and provide the school district the court order allowing such action.

This policy does not prohibit an employee from listening to a student's problems and concerns. However, school district personnel shall remain neutral in a disagreement about custody and parental rights, other than child abuse situations.

Approved: August 27, 2018

Reviewed: ~~August 27, 2018~~ November 28, 2022

Revised: ~~August 27, 2018~~ November 28, 2022



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

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

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

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

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

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

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

601.1 - School Calendar [minor changes—clarifications]

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

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

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

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

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

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

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

Approved August 22, 2016

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

Revised October 8, 2018

602.1 - Curriculum Development [minor changes-update responsibilities]

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

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

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

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

~~The Director of Curriculum & Instruction through the Red Oak Curriculum Council~~
Administrative Team with involvement by the Superintendent is responsible for curriculum development and for determining the most effective method of conducting research and design activities. A curriculum framework will describe the processes and procedures that will be followed in researching, designing, and articulating each curriculum area. This framework will at a minimum, describe the processes and procedures for the following curriculum development activities to:

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

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

25

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

Approved February 25, 2013

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

Revised October 8, 2018

602.2 - Curriculum Adoption [minor changes-update responsibilities]

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

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

Approved October 8, 2018

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

Revised October 8, 2018

602.3 - Curriculum Implementation [minor changes]

Implementation refers to what actually happens in practice as compared to what was supposed to happen. Without careful and continuing attention to implementation, planned changes in curriculum and instruction rarely succeed as intended. How change is put into practice, to a large extent, determines how well it fares.

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

- Understanding the conceptual framework of the content/discipline being implemented; and,

- Organized assistance to understand the theory, observe exemplary demonstrations, have opportunities to practice, and receive coaching and feedback focused on the most powerful instructional strategies to deliver the content at the classroom level.

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

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

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

Approved February 25, 2013

Reviewed ~~October 8, 2018~~

December 19, 2022

Revised October 8, 2018

602.4 - Curriculum Evaluation [minor changes]

Curriculum evaluation refers to an ongoing process of collecting, analyzing, synthesizing, and interpreting information to aid in understanding what students know and can do. It refers to the full range of information gathered in the school district to evaluate (make judgments about) student learning and program effectiveness in each content area. Regular evaluation of the total curriculum is necessary to ensure that the written and delivered curriculum is having the desired effect for students.

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

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

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

- Identify procedures for deciding when multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning;
- Identify roles and responsibilities of key groups;
- Involve staff, parents/guardians, students, and community members in curriculum evaluation;
- Ensure participation of eligible students receiving special education services in district-wide assessments.
- **Ensure curriculum complies with applicable laws.**

It is the responsibility of the Superintendent (~~with assistance from the Director of Curriculum & Instruction~~) to keep the board apprised of curriculum evaluation activities, the progress of each content area related to curriculum evaluation activities, and to develop administrative regulations for curriculum evaluation including recommendations to the board.

Approved February 25, 2013

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

Revised October 8, 2018

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

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

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

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

Approved January 28, 2013

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

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

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

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

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

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

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

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

30

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

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

Approved June 24, 2013
Reviewed ~~October 8, 2018~~ December 19, 2022
Revised October 8, 2018

603.2 - Summer School [minor changes-clarifications]

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

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

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

The superintendent may develop administrative regulations regarding this policy.

Approved June 24, 2013
Reviewed ~~October 8, 2018~~ December 19, 2022
Revised October 8, 2018

603.3 - Special Education [minor changes—clarification]

The board recognizes some students have different educational needs than other students. The board will provide a free appropriate public education program and related services to students identified in need of special education. The special education services will be

provided from birth until the appropriate education is completed, age twenty-one or to maximum age allowable in accordance with the law.

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

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

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

Approved June 24, 2013

Reviewed ~~October 8, 2018~~

December 19, 2022

Revised October 8, 2018

603.4 - Multicultural and Gender Fair Education [no changes]

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

The education program is free of discrimination and provides equal opportunity for the students. The education program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Special emphasis is placed on Asian Americans, African Americans,

32

Hispanic Americans, American Indians, European Americans, and persons with disabilities. It will also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

Approved June 24, 2013

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

Revised October 8, 2018

603.5 - Health Education [no changes]

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

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

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

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

Approved June 24, 2013

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

Revised October 8, 2018

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

33

Student Name: _____ Grade: _____

Parent/Guardian: _____ Phone #: _____

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

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

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

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

Signed: _____ Date: _____

(Parent or Guardian)

Signed: _____ Date: _____

(School Administrator)

603.6 - Physical Education

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

Students may be excused from physical education courses if the student presents a written statement from a doctor stating that such activities could be injurious to the health of the student or the student has been exempted because of a conflict with the student's religious

beliefs. Parents/guardians of students requesting such exemption should file a written request that shall include the basis for the request (e.g. verified health concerns and/or a religious conflict) and a proposed alternative activity or study acceptable to the superintendent. The superintendent will have the final authority to determine the alternate activity or study.

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

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

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

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

Approved June 24, 2013
Reviewed ~~October 8, 2018~~ **December 19, 2022**
Revised October 8, 2018

603.7 - Career Education [no changes]

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

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

Approved June 24, 2013
Reviewed ~~October 8, 2018~~ **December 19, 2022**

35

Revised October 8, 2018

603.8 - Teaching About Religion [no changes]

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

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

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

Approved June 24, 2013

Reviewed ~~October 8, 2018~~

December 19, 2022

Revised October 8, 2018

603.8R1 - Teaching About Religion Regulation [no changes]

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

The selection of holidays to be studied will take into account major celebrations of several world religions, not just those of a single religion. Holiday-related activities will be educationally sound and sensitive to religious differences and will be selected carefully to avoid the excessive or unproductive use of school time. Teachers will be especially careful in planning activities that are to take place immediately preceding or on a religious holiday.

Music, art, literature and drama having religious themes (including traditional carols, seasonal songs and classical music) will be permitted if presented in an objective manner without sectarian indoctrination. The emphasis on religious themes is only as extensive as necessary for a balanced and comprehensive study or presentation. Religious content included in student performances is selected on the basis of its independent educational merit and will seek to give exposure to a variety of religious customs, beliefs and forms of expression.

36

Holiday programs, parties or performances will not become religious celebrations or be used as a forum for religious worship, such as the devotional reading of sacred writings or the recitations of prayers.

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

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

603.9 - Academic Freedom [minor changes]

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

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

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

Approved June 24, 2013

Reviewed ~~October 8, 2018~~

December 19, 2022

Revised October 8, 2018

603.9R1 - Teaching Controversial Issues Regulation [no changes]

37

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

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

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

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

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

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

603.10 - Global Education [no changes]

Because of our growing interdependence with other nations in the world, global education is incorporated into the education program for grades kindergarten through twelve so that students have the opportunity to acquire a perspective on world issues, problems, and prospects for an awareness of the relationship between an individual’s self-interest and the concerns of people elsewhere in the world. Global education, in the education program, focuses on the lifelong growth in understanding through the study and participation of the world community and the interdependency of its people and systems - social, cultural, racial, economic, linguistic, technological, and ecological.

Approved June 24, 2013
Reviewed ~~October 8, 2018~~ **December 19, 2022**
Revised October 8, 2018

603.11 Citizenship Education [no changes]

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

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

Approved June 24, 2013
Reviewed ~~October 8, 2018~~ **December 19, 2022**
Revised October 8, 2018

604.1 - Individualized Instruction [no changes]

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

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

Approved September 9, 2013
Reviewed ~~October 8, 2018~~ **December 19, 2022**
Revised October 8, 2018

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

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

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

Approved October 8, 2018

Reviewed ~~October 8, 2018~~

December 19, 2022

Revised October 8, 2018

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

Definitions

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

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

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

Implementation

Classroom educators are responsible for assessing student progress and recommending the promotion or retention of students each year. Educators will assess academic readiness using a thorough evaluation process that may include but is not limited to; district-based testing, portfolios, and teacher observation. The evaluation will also take into account social, emotional, physical and mental growth, past academic performance and behavior, motivation, attendance, and other pertinent circumstances.

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

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

Retention Procedures

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

1. Will seek the involvement of parents/guardians in a highly collaborative working relationship.
 2. Will seek input from curriculum specialists, classroom teachers, and counselors to review and give a recommendation based upon the student documentation.
 3. Retention should be considered in rare cases after all remediation opportunities have been thoroughly explored and exhausted.
 4. Students will be retained if it is expected that the action will be beneficial to the student socially, emotionally, academically and when there are no other means which meets the student's needs. Before considering retention, such actions as remediation in class or out, tutoring in class or after school, mentoring, credit-recovery opportunities, cooperative efforts with families, or summer school should be evaluated.
 5. Will outline steps and time frames that provide for a great deal of interaction with parents/guardians.
 6. The final decision will be made by the principal after consultation with parents/guardians, classroom teachers, committee of receiving staff, and other professional staff.
 7. Parents/guardians may appeal a decision of the principal to the superintendent.
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604.3 - Program for Talented and Gifted Students [no changes]

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

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

Approved September 9, 2013

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

Revised October 8, 2018

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

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

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

Approved September 9, 2013

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

Revised October 8, 2018

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

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

Identification of LEP Students

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

42

Assessment of LEP Students

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

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

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

Student Placement

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

Language Instruction Programs

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

Program Goals

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

1. provide students with English language skills appropriate to their grade level as efficiently and carefully as possible.
2. orient students to the cultural patterns of American life so they can fully participate in classroom activities and community activities.
3. develop students' awareness of cultural diversity and encourage pride in their own bilingualism and biculturalism.
4. enable students to make as much progress as possible in their academic subjects by providing them with supplementary materials, instruction and tutoring.

5. provide a person in the school environment who understands the growth and development patterns of the learner.

Design a Program

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

ESL Teacher/Tutor

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

Reassessment of Student

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

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

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

Evaluation of Program

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

Approved October 8, 2018

Reviewed ~~October 8, 2018~~

December 19, 2022

Revised October 8, 2018

44

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

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

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

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

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

Approved September 9, 2013

Reviewed ~~October 8, 2018~~

December 19, 2022

Revised October 8, 2018

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

Students in grades nine through twelve may receive academic or vocational-technical credits that count toward the graduation requirements set out by the board for courses successfully completed in post-secondary educational institutions. ~~The student may receive academic or vocational-technical credits through an agreement between a post-secondary educational institution or with the board's approval on a case-by-case basis.~~ **Students and parents or guardians shall be made aware of the post-secondary instructional opportunities as part of**

45

the development of each student's individual career and academic plan as required by law. The Superintendent or designee is responsible for developing the appropriate forms and procedures for implementing this policy and the following post-secondary educational opportunities:

Concurrent Enrollment

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

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

Post-Secondary Enrollment Option

Ninth and tenth grade students who have been identified by the school district as gifted and talented, and eligible eleventh and twelfth grade students, may utilize the Post-Secondary Enrollment Option ("PSEO") program. To qualify, a course must be a nonsectarian, credit-bearing course that leads to a degree, and in the areas of mathematics, science, social sciences, humanities, career and technical education. A course is not eligible for PSEO if a comparable course is offered by the school district. In addition, courses at a community college with which the district has a concurrent enrollment agreement are not eligible for PSEO. Students shall not be charged for tuition, textbooks, materials, or fees related to a PSEO course with the exception of equipment that becomes the property of the student unless they fail to receive credit (e.g., fail the course or withdraw from the course after the prescribed drop date) for the course.

The school district shall reimburse the post-secondary institution for tuition and other

46

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

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

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

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

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

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

47

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

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

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

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

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

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

- ~~• the course is taken from a public or accredited private post-secondary educational institution;~~
- ~~• a comparable course is not offered in the school district. A comparable course is one in which the subject matter or the purposes and objectives of the course are similar, in the judgment of the board, to a course offered in the school district;~~

- ~~the course is in the discipline areas of mathematics, science, social sciences, humanities, vocational technical education, or a course offered in the community college career options program;~~
- ~~the course is a credit-bearing course that leads to a degree or certificate;~~
- ~~the course is not religious or sectarian; and~~
- ~~the course meets any other requirements set out by the board.~~

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

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

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

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

Approved September 9, 2013

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

Revised October 8, 2018

604.8 - Home School Assistance Program [no changes]

The board, recognizing alternatives to education outside the formal public-school system, may authorize the establishment of a home school assistance program. If authorized, this program

49

will assist students receiving competent private instruction by providing licensed employees of the school district to assist the parent/guardian or legal custodian in the education of the student.

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

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

Approved September 9, 2013

Reviewed ~~October 8, 2018~~

December 19, 2022

Revised October 8, 2018

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

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

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

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

Students applying for permission to take a virtual course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an on-line learning environment. In addition, the express approval of the principal shall be obtained before a student enrolls in an on-line course. The school must receive an official record of the final grade before credit toward graduation will be recognized.

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

Approved September 9, 2013
Reviewed ~~October 8, 2018~~ **December 19, 2022**
Revised October 8, 2018

604.10 - Appropriate Use of Online Learning Platforms

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

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

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

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

Approved August 28, 2020
Reviewed ~~October 8, 2018~~ **December 19, 2022**
Revised October 8, 2018

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

51

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

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

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

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

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

Approved
Reviewed
Revised

52

When: 12-27-22 we would come in and complete the work in one day (the floor needs 5-7 days to cure after work is complete)

Red Oak to supply:
Remove excessive black mark's

CapSan to provide the following:
All equipment and labor
Prep Floor with SP pads and Citrus Renew
Rinse with Ship Shape
Gym Kote Finish - two coats
Quote = \$5,678.50

Thanks, Dave
Capital Sanitary Supply
Dave Kernes
Sales
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dkernes@capitalsanitary.com
www.capitalsanitary.com

53