



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 Inman Elementary Campus For:
Board Members, Superintendent, Business Manager
VIA Internet and phone for others-visit website for information

Monday, May 10, 2021 – 5:30 pm

Public Hearing on the FY21 Budget Amendment at 5:35 p.m.

- Agenda -

- 1.0 Call to Order – Board of Directors President Bryce Johnson
- 2.0 Roll Call – Board of Directors Secretary Deb Drey
- 3.0 Approval of the Agenda – President Bryce Johnson
- 4.0 Communications
 - 4.1 Good News from Red Oak Schools
 - 4.2 Visitors and Presentations
- 5.0 Consent Agenda
 - 5.1 Review and Approval of Minutes from April 26, 2021 *pg 1-2*
 - 5.2 Review and Approval of Monthly Business Reports *pg 3-9*
 - 5.3 Personnel Considerations
 - 5.3.1 Resignation of Jessie Bruning as Prom Sponsor effective at the end of the 2020-2021 school year
 - 5.3.2 Resignation of SueAnn Crouse as National Honor Society Advisor at the end of the 2020-2021 school year
 - 5.3.3 Resignation of Patty Henke as High School Assistant Girls Basketball effective at the end of the 2020-2021 school year
 - 5.3.4 Resignation of Terra Brummett as Sr High School Fall Play Assistant effective at the end of the 2020-2021 school year
 - 5.3.5 Resignation of Tessa Mittag as Agricultural Education Teacher and FFA Advisor effective at the end of the 2020-2021 school year
 - 5.3.6 Hiring of Laura LaPrell as Jr High Fall Play Director for the 2021-2022 school year
 - 5.3.7 Hiring of Katie Adam as Kindergarten Teacher for the 2021-2022 school year
 - 5.4 Use of Esser Funds
 - 5.4.1 Purchase Side-by-Side Administrative Coaching in Implementing the Marzano Focus Growth and Evaluation Model in the amount of \$9,000.00

5.4.2 Purchase Wilson Reading Curriculum to Address Learning Loss Due to COVID-19 in the amount of \$49,132.02

6.0 General Business for the Board of Directors

6.1 Old Business

6.1.1 Discussion/Approval of the Second Reading of Board Policies 201-205

6.2 New Business

6.2.1 Discussion/Approval of the FY21 Budget Amendment

6.2.2 Discussion/Approval of Graduation List for the class of 2021 Seniors

6.2.3 Discussion/Approval of Educational Service Contracts with Southwestern Community College

6.2.4 Discussion/Approval of the Course Description Handbook

6.2.5 Discussion/Approval of 2021-2022 District Calendar Revisions

6.2.6 Discussion/Approval of Renewing the District's Partnership with Iowa Jobs for America's Graduates (iJAG).

6.2.7 Discussion/Approval of Rescinding Engagement Letter Authorizing the Office of the Auditor of the State of Iowa to Conduct a Special Audit of the FFA Activity Fund

6.2.8 Discussion/Approval of Engagement Letter Authorizing King, Reinsch, Prosser and Company to Complete a Special Audit of the FFA Activity Fund

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

7.5 Closed Session - Superintendent Summative Performance Evaluation Pursuant to Iowa Code Section 21.5(1)(i)

8.0 Next Board of Directors Meeting:

Monday, May 24, 2021 – 5:30 pm

Red Oak Inman Elementary

Red Oak CSD Inman Elementary Campus

Red Oak Community School District
Meeting of the Board of Directors
Meeting Location: Red Oak Inman Elementary/ Phone/Internet
Red Oak Inman Elementary Campus
April 26, 2021

The regular meeting of the Board of Directors of the Red Oak Community School District was called to order by Vice President Roger Carlson at 5:30 p.m. at the Red Oak Inman Elementary School Media Center.

Present

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

Public Hearing on Conveyance of Real Property

Vice President Carlson opened the public hearing on the conveyance of real property at 5:30 p.m. There were no comments. Vice President Carlson closed the public hearing at 5:31 p.m.

Approval of Agenda

Motion by Director Walker, second by Director Johnson 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

Sixteen FFA members attended the FFA State Leadership Conference and did well in contests. Chloe DeVries was named a 2021 Iowa Governor's Scholar.

The girls' tennis team is undefeated after six competitions.

The boys' track distance medley team has posted the second fastest time in class 2A.

The Annual George Maher Clean Up and Community Service Day will be on April 28.

Summer school plans are progressing, a number of teachers and para-professionals have committed to serve.

Visitors and Presentations

Tess Mittag, Vocational Agriculture Instructor, presented information on the recent FFA Leadership Conference, state contests, and upcoming activities.

Consent Agenda

Motion by Director Blackman, second by Director Walker to approve the consent agenda as presented including meeting minutes, open enrollment, personnel considerations, special education contract, and operational sharing agreement. Motion carried unanimously.

Disposition of Bancroft, Webster, and Vacant Lot

Motion by Director Walker, second by Director Johnson to approve the disposition plan for Bancroft, Webster, and the vacant lot as presented. Motion carried unanimously.

Exchange of Real Property Resolution

Motion by Director Blackman, second by Director DeVries to approve the resolution for the exchange of real property with the City of Red Oak. Motion carried unanimously.

2021-2022 Non-Bargaining Staff Contracts

Motion by Director Walker, second by Director Blackman to approve the issuance of non-bargaining employee contracts for 2021-2022 as presented. Motion carried unanimously.

Continuance of April 26, 2021 Meeting Minutes-Page 2

Restricting Concurrent Enrollment Offerings

Motion by Director Walker, second by Director Johnson to approve restricting concurrent enrollment course offerings to specific classes. Motion carried unanimously.

First Reading Board Policies 201-205

Motion by Director Blackman, second by Director Walker to approve the first reading of Board Policy Series 201 through 205. Motion carried unanimously.

ESSER Funds Used for Summer School

Motion by Director Walker, second by Director DeVries to approve the use of ESSER II Funds for summer school. Motion carried unanimously.

2021-2022 Specialty Underwriters Renewal

Motion by Director Blackman, second by Director Walker to approve the renewal of Special Underwriters Equipment Maintenance Insurance Policy for 2021-2022. Motion carried unanimously.

Adjournment

Motion by Director Johnson, second by Director Walker to adjourn the meeting at 6:15 p.m. Motion carried unanimously.

Next Board of Directors Meeting

Monday, May 10, 2021 – 5:30 p.m.
Red Oak Inman Elementary/Phone/Internet
Red Oak CSD Inman Elementary Campus

Bryce Johnson, President

Deb Drey, Board Secretary

RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Checking Account ID 1	Fund Number 10	OPERATING FUND
ACTIVITY FUND	43021GF	35.00
10 9010 1999 000 0000	Wrong Acct Deposit Reimbursement	35.00
Vendor Name ACTIVITY FUND		35.00
AHLERS & COONEY	802076	810.00
10 9010 2310 000 0000 342	April 2021 Legal Services	810.00
Vendor Name AHLERS & COONEY		810.00
APPLE COMPUTER, INC.	AE43724797	1,495.00
10 9010 1000 100 4055 739	Personalized iPad w/Wi-Fi 32GB	1,495.00
Vendor Name APPLE COMPUTER, INC.		1,495.00
CAPITAL SANITARY SUPPLY CO.	0049228	3,052.55
10 9010 2620 000 0000 618	Districtwide Sanitary Supplies	3,052.55
Vendor Name CAPITAL SANITARY SUPPLY CO.		3,052.55
CENTURY LINK	042521CL	557.55
10 9010 2490 000 0000 530	Districtwide Long Distance	557.55
Vendor Name CENTURY LINK		557.55
CHANEY ELECTRONICS, INC.	90237A	132.55
10 0109 1300 370 0000 612	General Purpose Amplifier	47.80
10 0109 1300 370 0000 612	Rocket Kit	11.95
10 0109 1300 370 0000 612	Super LED Flasher Kit	13.90
10 0109 1300 370 0000 612	Racing Robot	16.95
10 0109 1300 370 0000 612	Delux Learn to Solder Kit	12.50
10 0109 1300 370 0000 612	Flashing Arrow Kit	7.50
10 0109 1300 370 0000 612	Shipping	21.95
Vendor Name CHANEY ELECTRONICS, INC.		132.55
CHAT MOBILITY	041521CM	103.68
10 9010 2510 000 0000 532	Admin Mifi's (2)	103.68
Vendor Name CHAT MOBILITY		103.68
CHEMSEARCH	7354275	421.59
10 9010 2640 000 0000 433	Water Treatment for Boilers	421.59
Vendor Name CHEMSEARCH		421.59
CITY OF RED OAK	42821CORO	1,182.91
10 9010 2620 000 0000 411	Admin BB/BBF/BBF Water - 4/2021	94.99
10 0109 2620 000 0000 411	Jr/Sr HS Water - 4/2021	429.23
10 0418 2620 000 0000 411	IES Water - 4/2021	503.96
10 0445 2620 000 0000 411	ROECC Water - 4/2021	154.73
Vendor Name CITY OF RED OAK		1,182.91
COCA-COLA BTLG OF OMAHA	10551259	15.83
10 0418 3200 000 8901 618	IES Coca Cola Order	15.83
Vendor Name COCA-COLA BTLG OF OMAHA		15.83

RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
COUNSEL OFFICE & DOCUMENTS	34AR546311	2,351.64
10 0109 1000 100 0000 359	Jr/Sr HS Copier Clicks - 4/2021	558.02
10 0418 1000 100 0000 359	IES Copier Clicks - 4/2021	1,412.26
10 0445 1000 100 0000 359	ROECC Copier Clicks - 4/2021	201.95
10 9010 2520 000 0000 618	Steady Serve - 4/2021	12.99
10 9010 2520 000 0000 618	Admin Copier Clicks - 4/2021	166.42
Vendor Name COUNSEL OFFICE & DOCUMENTS		2,351.64
FAREWAY FOOD STORES	050521F	85.49
10 9010 2321 000 0000 111	Admin Office Supplies/Teacher Day	85.49
Vendor Name FAREWAY FOOD STORES		85.49
FASTENAL COMPANY	IARED83130	5.13
10 0418 2640 000 0000 618	Inman Playground Repair	5.13
Vendor Name FASTENAL COMPANY		5.13
FBG SERVICE CORPORATION	899167	31,867.25
10 9010 2630 000 0000 340	April 2021 Janitorial Svcs	31,867.25
Vendor Name FBG SERVICE CORPORATION		31,867.25
FES	INV012110	405.00
10 9010 2236 000 0000 536	May 2021 Web Hosting	405.00
Vendor Name FES		405.00
GLENWOOD COMMUNITY SCHOOLS	050321GCSD	3,014.37
10 9010 1200 217 3303 320	April Apex Lvl III x 1	3,014.37
Vendor Name GLENWOOD COMMUNITY SCHOOLS		3,014.37
GREAT AMERICA FINANCIAL SERVICES	29258106	1,421.80
10 9010 2520 000 0000 618	Admin Office Copier Lease - 4/2021	250.78
10 0445 1000 100 0000 359	ROECC Copier Lease - 4/2021	248.40
10 0418 1000 100 0000 359	IES Copier Lease - 4/2021	381.07
10 0109 1000 100 0000 359	Jr/Sr HS Copier Lease - 4/2021	541.55
Vendor Name GREAT AMERICA FINANCIAL SERVICES		1,421.80
HERRICK, KEVIN	42621KH	59.73
10 9010 2235 000 0000 580	Jan - March Mileage Reimbursement	59.73
Vendor Name HERRICK, KEVIN		59.73
LEARNING SCIENCES INTL	SIN033236	4,199.00
10 0109 1000 100 0000 320	Marzano Prof Development Package	2,099.50
10 0445 1000 100 0000 320	Marzano Prof Development Package	2,099.50
Vendor Name LEARNING SCIENCES INTL		4,199.00
MATHESON TRI-GAS	0023440513	281.62
10 0109 1300 370 0000 612	Acetylene Refill	178.40
10 0109 1300 370 0000 612	Oxygen Refill	27.02
10 0109 1300 370 0000 612	C-25 Refill	49.16

4

05/06/2021 10:47 AM

User ID: HARRISH

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
10 0109 1300 370 0000 612	Shipping	27.04
Vendor Name MATHESON TRI-GAS		281.62
MCNEILLY GARAGE DOOR & STEEL BLDG SRV	02394696b	639.40
10 9010 2620 000 0000 432	Bus Barn Garage Door Repair	639.40
Vendor Name MCNEILLY GARAGE DOOR & STEEL BLDG SRV		639.40
MERCER HEALTH & BENEFITS ADMIN LLC	042921M	4,364.86
10 9010 1000 100 8018 270	Retiree Insurance Premium 5/2021	4,364.86
Vendor Name MERCER HEALTH & BENEFITS ADMIN LLC		4,364.86
MIDAMERICAN ENERGY	042121MAE	14,571.49
10 0109 2620 000 0000 622	Jr/Sr HS Electricity - 3/2021	7,375.47
10 0418 2620 000 0000 622	IES Electricity - 3/2021	4,098.24
10 0445 2620 000 0000 622	ROECC Electricity - 3/2021	1,982.58
10 9010 2620 000 0000 621	Admin/Bus Barn Gas - 3/2021	289.61
10 9010 2620 000 0000 622	Admin Electricity - 3/2021	107.16
10 9010 2620 000 0000 622	FBF/BBF Electricity - 3/2021	114.53
10 9010 2620 000 0000 622	Bancroft Electricity - 3/2021	308.11
10 9010 2620 000 0000 622	Bus Barn Electricity - 3/2021	295.79
Vendor Name MIDAMERICAN ENERGY		14,571.49
PLUMB SUPPLY/RIBACK SUPPLY	72700003	250.59
10 0109 2620 000 0000 618	Elkay Lab Faucet	250.59
PLUMB SUPPLY/RIBACK SUPPLY	7316317	210.17
10 9010 2620 000 0000 618	Urinal Valve	105.00
10 0418 2620 000 0000 618	IES Kitchen Filter Supplies	105.17
Vendor Name PLUMB SUPPLY/RIBACK SUPPLY		460.76
QUILL CORP.	16189424	21.57
10 0109 2410 000 0000 618	Office Supplies	21.57
QUILL CORP.	16300619	58.97
10 9010 2310 000 0000 611	Office Supplies - Admin Office	58.97
QUILL CORP.	16304181	16.77
10 9010 2310 000 0000 611	Office Supplies - Admin Office	16.77
QUILL CORP.	16353205	5.80
10 9010 2310 000 0000 611	Office Supplies - Admin Office	5.80
Vendor Name QUILL CORP.		103.11
RED OAK DO IT CENTER	101470	55.30
10 0109 2620 000 0000 618	Tennis Display Board	55.30
Vendor Name RED OAK DO IT CENTER		55.30
RED OAK GLASS INC.	17092	78.03
10 9010 2620 000 0000 618	Ron's Office Door Upgrade	78.03
RED OAK GLASS INC.	964173	78.03
10 9010 2620 000 0000 432	Ron's Office Soundproofing	78.03

5

05/06/2021 10:47 AM

User ID: HARRISH

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Vendor Name	RED OAK GLASS INC.	156.06
RED OAK HARDWARE HANK	043021HH	26.00
10 9010 2640 000 0000 618	Stakes for Soccer Goals	26.00
Vendor Name	RED OAK HARDWARE HANK	26.00
RIVERSIDE TECHNOLOGIES, INC	0318747-IN	520.00
10 9010 2235 000 0000 739	May 2021 Managed Svcs	520.00
RIVERSIDE TECHNOLOGIES, INC	0319256-IN	125.00
10 9010 1000 100 4055 739	LC-LC Fiber Cables	125.00
Vendor Name	RIVERSIDE TECHNOLOGIES, INC	645.00
SCHOOL ADMINISTRATORS OF IOWA	200010158	110.00
10 0109 2410 000 0000 810	Contagious Culture	110.00
Vendor Name	SCHOOL ADMINISTRATORS OF IOWA	110.00
SCHOOL BUS SALES	01P10551	38.10
10 9010 2700 000 0000 618	Turbo Heat Wrap for Bus	38.10
Vendor Name	SCHOOL BUS SALES	38.10
STANEK FIRE PROTECTION	34034	199.00
10 0418 2640 000 0000 433	IES Fire Control Repair	199.00
Vendor Name	STANEK FIRE PROTECTION	199.00
SW IA TIRE & SERVICE	109866	10.95
10 9010 2640 000 0000 618	Field Cart Repair Parts	10.95
Vendor Name	SW IA TIRE & SERVICE	10.95
US CELLULAR	0433941359	2,680.70
10 9010 2236 000 4052 536	Student Mifi's Covid 3/2021	2,680.70
Vendor Name	US CELLULAR	2,680.70
WESTLAKE ACE HARDWARE	2494533	853.14
10 9010 2640 000 0000 618	Maintenance Equipment	43.97
	Supplies - 4/2021	
10 0445 2620 000 0000 618	IES Maintenance Supplies - 4/2021	22.98
10 9010 2620 000 0000 618	Districtwide Maintenance	399.75
	Supplies - 4/20	
10 0109 2620 000 0000 618	Jr/Sr HS Maintenance	386.44
	Supplies - 4/2021	
WESTLAKE ACE HARDWARE	2494533-1	77.72
10 9010 2700 000 0000 618	Mop/Towel/Rag	77.72
Vendor Name	WESTLAKE ACE HARDWARE	930.86
Fund Number	10	76,489.28
Checking Account ID	1	76,489.28
Checking Account ID	3	
Belt, Rich	Fund Number 21	STUDENT ACTIVITY FUND
	42821RB	85.00
21 9010 1400 920 6725 320	Soccer Official - 4/27/21	85.00
Vendor Name	Belt, Rich	85.00
CLARKE COMMUNITY SCHOOLS	42621CCS	100.00

6

RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount	
Account Number	Detail Description		Amount
21 0109 1400 910 6600 810	4.29.21 HS Girls Track Fee		100.00
Vendor Name CLARKE COMMUNITY SCHOOLS			100.00
CRESTON COMMUNITY SCHOOLS	41621CCSD	100.00	
21 0109 1400 910 6600 810	4.16.21 HS Boys Track Fee		100.00
Vendor Name CRESTON COMMUNITY SCHOOLS			100.00
DEREMER, RON	042621RD	55.00	
21 9010 1400 920 6725 320	Soccer Official - 4.23.21		55.00
Vendor Name DEREMER, RON			55.00
EASTBAY TEAM SREVICES	1398083	1,955.54	
21 9010 1400 920 6730 618	Baseball Team Cleats - Booster Reimburse		1,955.54
Vendor Name EASTBAY TEAM SREVICES			1,955.54
FBG SERVICE CORPORATION	899461	843.88	
21 0109 1400 950 7413 423	Prom Clean Up		843.88
FBG SERVICE CORPORATION	899462	290.25	
21 0109 1400 910 6220 423	Band Festival Clean Up		290.25
Vendor Name FBG SERVICE CORPORATION			1,134.13
GLENWOOD COMMUNITY SCHOOLS	41721GCSD	125.00	
21 0109 1400 910 6600 810	JV Soccer Tourney Fee		125.00
GLENWOOD COMMUNITY SCHOOLS	42621GCS	100.00	
21 0109 1400 910 6600 810	4.26.21 HS Girls Track Fee		100.00
Vendor Name GLENWOOD COMMUNITY SCHOOLS			225.00
GRISWOLD COMMUNITY SCHOOLS	042621GRCS	80.00	
21 0109 1400 910 6600 810	4.22.21 HS Boys Track Fee		80.00
Vendor Name GRISWOLD COMMUNITY SCHOOLS			80.00
HARTIGAN, TOM	043021TH	110.00	
21 0109 1400 920 6840 340	JH Track Official - 4/29/21		110.00
Vendor Name HARTIGAN, TOM			110.00
IMELDA, LOPEZ	42821IL	15.00	
21 0109 1790 950 7413	Prom Ticket Reimbursement		15.00
Vendor Name IMELDA, LOPEZ			15.00
JOSTENS	26172117	327.17	
21 0109 1400 950 7421 618	Honor Cords		327.17
JOSTENS	747498	77.96	
21 0109 1400 950 7421 618	Medals - Athletics		77.96
Vendor Name JOSTENS			405.13
JUSTBATS.COM	5866759	669.90	
21 9010 1400 920 6835 739	Softball Bats		669.90
Vendor Name JUSTBATS.COM			669.90
Midwest Mobile DJ	32621MWDJ	550.00	
21 0109 1400 950 7413 618	Prom DJ		550.00
Vendor Name Midwest Mobile DJ			550.00

05/06/2021 10:47 AM

User ID: HARRISH

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
MITTAG, TESSA	042621TM	77.77
21 0109 1400 950 7407 618	FFA Leadership Conference Reimbursement	77.77
Vendor Name MITTAG, TESSA		<u>77.77</u>
RED OAK DO IT CENTER	101401	34.78
21 9010 1400 920 6600 618	Track Time Camera	34.78
Vendor Name RED OAK DO IT CENTER		<u>34.78</u>
RED OAK FABRICATION INC.	319318	195.00
21 9010 1400 920 6790 618	Wrestling Signs - Booster Reimburse	195.00
Vendor Name RED OAK FABRICATION INC.		<u>195.00</u>
RED OAK HARDWARE HANK	043021HH-1	35.99
21 0109 1400 920 6840 618	200' Tape Measure	35.99
RED OAK HARDWARE HANK	043021HH-2	119.97
21 0109 1400 950 7421 618	George Maher Day Supplies	119.97
RED OAK HARDWARE HANK	043021HH-3	53.96
21 0109 1400 950 7421 618	George Maher Day Supplies	53.96
Vendor Name RED OAK HARDWARE HANK		<u>209.92</u>
SHENANDOAH COMMUNITY SCHOOLS	42621SCS	100.00
21 0109 1400 910 6600 810	4.15.21 HS Girls Track Fee	100.00
Vendor Name SHENANDOAH COMMUNITY SCHOOLS		<u>100.00</u>
Smith, Andrew	42621AS	105.00
21 9010 1400 920 6725 320	Soccer Official 4/22/21	105.00
Vendor Name Smith, Andrew		<u>105.00</u>
SOUTHWEST VALLEY SCHOOLS	42621SWV	90.00
21 0109 1400 910 6600 810	4.22.21 HS Girls Track Fee	90.00
Vendor Name SOUTHWEST VALLEY SCHOOLS		<u>90.00</u>
STUDENT ASSURANCE SERVICES INC	050121SAS	550.00
21 9010 1400 920 6600 320	Catastrophic Accident Insurance	550.00
Vendor Name STUDENT ASSURANCE SERVICES INC		<u>550.00</u>
SUBWAY	460514	81.28
21 0109 1400 950 7413 618	Prom Food	81.28
Vendor Name SUBWAY		<u>81.28</u>
TREYNOR COMMUNITY SCHOOL	041221TCSD	100.00
21 0109 1400 910 6600 810	4.12.21 Girls Track Fee	100.00
Vendor Name TREYNOR COMMUNITY SCHOOL		<u>100.00</u>
TROPHIES PLUS	370547	397.68
21 0109 1400 910 6210 618	Music Medals - Booster Reimburse	397.68
Vendor Name TROPHIES PLUS		<u>397.68</u>

05/06/2021 10:47 AM

User ID: HARRISH

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
WESTLAKE ACE HARDWARE	2494533	45.57
21 0109 1400 920 6840 618	Track Supplies - 4/2021	45.57
WESTLAKE ACE HARDWARE	2494533-2	18.96
21 0109 1400 920 6600 618	Paint for Weights	18.96
Vendor Name	WESTLAKE ACE HARDWARE	64.53
WHYE'S CHOICE FUNDRAISING	121030184	2,016.00
21 0109 1400 910 6121 618	JH Choir Fundraiser	2,016.00
Vendor Name	WHYE'S CHOICE FUNDRAISING	2,016.00
YOUNG, GARY	42621GY-1	85.00
21 9010 1400 920 6725 320	Soccer Official 4.23.21	85.00
YOUNG, GARY	42821GY	85.00
21 9010 1400 920 6725 320	Soccer Official 4/27/21	85.00
Vendor Name	YOUNG, GARY	170.00
Fund Number	21	9,676.66
Checking Account ID	3	9,676.66

9

200.1 - Organization of the Board of Directors

The Red Oak Community School District board is authorized by and derives its organization from Iowa law. The board will consist of 5 board members. Board members are elected at-large.

The board is organized for the purpose of setting policy and providing general direction for the school district. The board will hold its organizational meeting ~~in every year~~ at the first regular meeting following the canvass of votes. The retiring board will transfer materials, **including the board policy manual**, and responsibility to the new board.

The organizational meeting allows the outgoing board to approve minutes of its previous meetings, complete unfinished business and review the school election results. The retiring board will adjourn and the new board will then begin. The board secretary will administer the oath of office to the newly-elected board members. The board secretary will preside while the new board elects the president and vice-president of the new board.

Legal Reference: Iowa Code §§ 274.2; 275.23A; 277.23, .28, .31; 279.1, .5, .7, .8, .33. 281 I.A.C. 12.3(2).

Approved March 26, 2018

Reviewed ~~March 26, 2018~~

Revised ~~March 26, 2018~~

Regulation 200.1R1 ORGANIZATIONAL MEETING PROCEDURES

The board will hold its organizational meeting in odd-numbered years at or before the first regular meeting following the canvass of votes. Notice of the meeting's place and time will be given by the board secretary to each member, member-elect and the public.

The purpose of the meeting is to transfer material and responsibility from the outgoing board to the new board. At the meeting, the board will elect a president and a vice president who will hold office for one year. Once elected, the president and vice president will be entitled to vote on all matters before the board.

Meeting Procedure

The organizational meeting of the board will be held in two parts: the final meeting of the outgoing board and the organizational meeting of the new board.

1. Final Meeting of the Retiring Board

- (1) Call to order.
- (2) Roll call.
- (3) Approval of minutes of previous meeting(s).
- (4) Visitors.
- (5) Unfinished business.
 - (a) Current claims and accounts (for the retiring board to authorize).
- (6) Examine and settle the books for the previous year.
- (7) Review of election results. The board secretary will present the county auditor's official report on the latest elections. Official results are recorded in the minutes.
- (8) Adjournment of the retiring board.

2. Organizational Meeting of the New Board

- (1) The Board Secretary as president pro-tem, will preside over the meeting until a new board president is elected.
- (2) Call to order.
- (3) Roll call.
- (4) Oath of office. The board secretary will administer the oath to new members.

- (5) Election of a president of the board. The president pro-tem calls for nominations; nominations need not be seconded. The board will then vote on the nominations. The secretary will announce the result of the vote, and the *[Insert position, title, (e.g. superintendent, board secretary, etc.)]* will administer the oath of office to the newly elected president and the newly elected president will assume the chair.
- (6) Election of the vice-president. The president of the board will call for nominations; the nominations need not be seconded. The board will then vote on the nominations. The president will announce the results and administer the oath of office to the vice-president.

Other items of business at the organizational meeting may include:

- (7) Board resolution of appreciation recognizing the public service rendered by retiring board members.
- (8) Determination of dates, times, and places for regular meetings of the board.
- (9) Board resolution to define the operating rules and practices that will be followed by the new board.
- (10) Board resolution to authorize the interim payment for goods and services pursuant to policy 705.3.
- (11) Visitors.
- (12) Superintendent's report.
- (13) Adjournment.

NOTE: Board members elected at a regular school election must take the oath of office at or before the organization meeting. Failure to do so results in a vacancy.

NOTE: The board president and vice president are each elected to a one-year term at the organizational meeting in odd-numbered years and at the annual meeting in even-numbered years.

Approved
Reviewed
Revised

200.2 - Powers of the Board of Directors

The Board of Directors of the Red Oak Community School District, acting on behalf of the school district, will have jurisdiction over school matters within the territory of the school district.

The board is empowered to make policy for its own governance, for employees, for students and for school district facilities. The board is also empowered to enforce its policies. The board may, through its quasi-judicial power, conduct hearings and rule on issues and disputes confronting the school district.

The board has these powers and all other powers expressly granted to it in federal and state law as well as the powers that can be reasonably implied from the express powers.

Because all powers of the board derived from the state statutes are granted in terms of action as a group, individual board members exercise authority over district affairs only as they vote to take action at a legal meeting of the board. In other instances, an individual board member, including the president, will have power only when the board, by vote, has delegated authority. The board will make its members, the district staff, and the public aware that only the board acting as a whole has authority to take official action. Therefore, the board may transact business only with a quorum present during a regular or special meeting.

Pursuant to the state statutes, any board member shall not seek individually to influence the official functions of the district. The board and its members will deal with administrative services through the superintendent and will not give orders to any subordinates of the superintendent either publicly or privately, but may make suggestions and recommendations.

Legal Reference: *Board of Directors of Ind. School Dist. of Waterloo v. Green*, 259 Iowa 1260, 147 N.W.2d 854 (1967). Iowa Code §§ 28E; 274.1 -.2; 279.8. 281 I.A.C. 12.1(2).

Approved March 26, 2018
Reviewed ~~March 26, 2018~~
Revised March 26, 2018

200.3 - Responsibilities of the Board of Directors

The board is authorized to govern the school district which it oversees. As the governing board of the school district, the board has three duties to perform: legislative duty, executive duty and evaluative duty.

As a representative of the citizens of the school district community, the board is responsible for legislating policy for the school district. As a policy making body, the board has jurisdiction to enact policy with the force and effect of law for the management and operation of the school district.

It is the responsibility of the board, under the board's executive duty, to select its chief executive officer, the superintendent, to operate the school district on the board's behalf. The board delegates to the superintendent its authority to carry out board policy, to formulate and carry out rules and regulations and to handle the administrative details in a manner which supports and is consistent with board policy.

The board has a responsibility to review the education program's performance under its evaluative duty. The board regularly reviews the education program and ancillary services. The review includes a careful study and examination of the facts, conditions and circumstances surrounding the amount of funds received or expended and the education program's ability to achieve the board's educational philosophy for the school district.

Legal Reference: Iowa Code §§ 274.1; 279.1, .8, .20; 280.12. 281 I.A.C. 12.3(2).

Approved March 26, 2018
Reviewed ~~March 26, 2018~~
Revised ~~March 26, 2018~~

201 - Board of Directors' Elections

The school election takes place on the ~~second~~ first Tuesday **after the first Monday** in ~~September~~ **November** of odd-numbered years. Each school election is used to elect citizens to the board to maintain a 5-member board and to address other questions that must be submitted to the voters.

Citizens of the school district community seeking a seat on the board must file their nomination papers with the board secretary, or the board secretary's designee, consistent with the deadlines provided in Iowa law. If a vacancy occurs on the board, it may be filled by appointment or by a special election consistent with Iowa law.

All elections will be held as provided in Iowa law. It is the responsibility of the county commissioner of elections to conduct school elections.

Legal Reference: Iowa Code §§ 39; 45; 63, 69; 274.7; 277; 278.1, 279.7.

Approved: March 26, 2018

Reviewed: ~~March 26, 2018~~

Revised: ~~March 26, 2018~~

202.1 – Qualifications

Serving on the board of directors is an honor and privilege. Its rewards are respect from the community, students, and employees and the satisfaction from knowing each board member contributed to the success of the children in the school district community. Only those who are willing to put forth the effort to care and to make a difference should consider running for a position on the board.

Individuals who are willing to serve on the board should believe public education is important, support the democratic process, willingly devote time and energy to board work, respect educators and have the ability to examine the facts and make a decision. The board believes an individual considering a position on the school board should possess these characteristics.

Citizens wanting to run for a position on the board must be a citizen of the school district, eighteen (18) years of age or older, an eligible elector of the district, and free from a financial conflict of interest with the position.

Legal Reference: Iowa Code §§ 63; 68B; 277.4, .27; 279.7A.

Approved March 26, 2018

Reviewed ~~March 26, 2018~~

Revised ~~March 26, 2018~~

202.2 - Oath of Office

Board members are officials of the state. As a public official, each board member must pledge to uphold the Iowa and the United States Constitution and carry out the responsibilities of the office to the best of the board member's ability.

Each newly-elected board member will take the oath of office prior to any action taken as a school official. The oath of office is taken by each new board member elected at the annual school election at or before the organizational meeting of the board. In the event of an appointment or special election to fill a vacancy, the new board member will take the oath of office within ten days of the appointment or election.

Board members elected to offices of the board will also take the same oath of office but replacing the office of board member with the title of the office to which they were elected.

The oath of office is administered by the board secretary and does not need to be given at a board meeting. In the event the board secretary is absent, the oath is administered by another board member.

The oath of office is the following:

"Do you solemnly swear that you will support the Constitution of the United States and the Constitution of the state of Iowa, and that you will faithfully and impartially to the best of your ability discharge the duties of the office of _____ (naming the office) in **the** Red Oak Community School District as now and hereafter required by law?"

Legal Reference: Iowa Code §§ 277.28; 279.1, .6.

Approved March 26, 2018

Reviewed ~~March 26, 2018~~

Revised ~~March 26, 2018~~

202.3 - Term of Office

Board members elected for a full term at a regularly scheduled school election in ~~September~~ **November** of odd-numbered years serve for four years. Board members appointed to fill a vacant position will serve until **a successor is elected and qualified at the next scheduled school election, unless there is an intervening special election for the school district, in which event a successor shall be elected at the intervening special election.** A board member elected to fill a vacancy will serve out the unexpired term.

Being a board member is a unique opportunity for a citizen to participate on a governing board of the school district. Eligible board members are encouraged to consider running for more than one term.

Legal Reference: Iowa Code §§ 69.12; 274.7; 279.6; 279.7

Approved: March 26, 2018

Reviewed: ~~March 26, 2018~~

Revised: ~~March 26, 2018~~

202.4 – Vacancies

A vacancy occurs when a board member **dies**, resigns, forfeits, or otherwise leaves the office. A vacancy also includes, but is not limited to, the following: failure to be properly elected, failure to qualify within the time fixed by law, failure to reside in the school district or director district, a court order declaring the seat vacant, conviction of a felony, three violations of the open meetings law, or conviction of a public offense in violation of the oath of office.

If a vacancy occurs prior to the expiration of a term of office, the vacancy will be filled by board appointment within 30 days of the vacancy and consistent with the requirements of Iowa law. The newly-appointed board member will hold the position until the next scheduled school election. At that time the appointed board member may run for a four year term, if one is available, or run for the remainder of the unexpired term.

If the board is unable to fill a vacancy by appointment within 30 days after the vacancy occurs, the board secretary will call a special election to be held **no sooner than 60 days and not later than 70 days after the vacancy occurred** consistent with the requirements of Iowa law. A board member elected at the special election will serve the remaining portion of the unexpired term.

NOTE: Special elections called because the board is unable to fill a vacancy by appointment within 30 days or called because a valid petition has been submitted are to be held 60-70 days after the vacancy occurs. These special elections are different than the special school elections (commonly called public measure elections), which are held on four specific dates each year as outlined in Iowa Code. The special elections called to fill a vacancy can be held at any time of the year.

Legal Reference: Iowa Code §§ 69; 277.29; 279. *Good v. Crouch*, 397 N.W.2d 757 (Iowa 1986). *Board of Directors of Grimes Independent School Dist. v. County Board of Public Instruction of Polk Co.*, 257 Iowa 106, 131 N.W.2d 802 (1965). *Board of Directors of Menlo Consol. School Dist. v. Blakesburg*, 240 Iowa 910, 36 N.W.2d 751 (1949).

Approved March 26, 2018

Reviewed ~~March 26, 2018~~

Revised ~~March 26, 2018~~

203 - Board of Directors' Conflict of Interest

Board members must be able to make decisions objectively. It is a conflict of interest for a board member to receive direct compensation from the school district, unless exempted in **law or this policy**, for anything other than reimbursement of actual and necessary expenses, including travel, incurred in the performance of official duties. A board member will not act as an agent for a school textbook or school supply company **supplies including sports apparel or equipment, in any transaction with a director, officer, or other staff member of the school district** during the board member's term of office. It will not be a conflict of interest for board members to receive compensation from the school district for contracts ~~to~~ for the purchase goods or services ~~if the benefit to the board member does not exceed \$2,500~~ **which benefits a board member, or to compensation for part-time or temporary employment which benefits a board member, if the benefit to the board member does not exceed \$6,000** in a fiscal year or if the contracts are made by the board, upon competitive bid in writing, publicly invited and opened.

The conflict of interest provisions do not apply to a contract that is a bond, note or other obligation of a school corporation if the contract is not acquired directly from the school corporation, but is acquired in a transaction with a third party, who may or may not be the original underwriter, purchaser, or obligee of the contract, or to a contract in which a director has an interest solely by reason of employment if the contract was made by competitive bid, in writing, publicly invited and opened, or if the remuneration for employment will not be directly affected as a result of the contract and duties of employment do not involve any of the preparation or procurement of any part of the contract. The competitive bid section of the conflict of interest provision does not apply to a contract for professional services not customarily competitively bid.

It will also be a conflict of interest for a board member to engage in any outside employment or activity which is in conflict with the board member's official duties and responsibilities. In determining whether outside employment or activity of a board member creates a conflict of interest, situations in which an unacceptable conflict of interest is deemed to exist includes, but are not limited to, any of the following:

1. The outside employment or activity involves the use of the school district's time, facilities, equipment and supplies or the use of the school district badge, uniform, business card or other evidence of office to give the board member or member of the board member's immediate family an advantage or pecuniary benefit that is not available to other similarly situated members or classes of members of the general public. For purposes of this section, a person is not "similarly situated" merely by being related to a board member.
2. The outside employment or activity involves the receipt of, promise of, or acceptance of more or other consideration by the board member or a member of the board member's immediate family from anyone other than the state or the school district for the performance of any act that the board member would be required or expected to perform as part of the board member's regular duties or during the hours in which the board member performs service or work for the school district.

3. The outside employment or activity is subject to the official control, inspection, review, audit, or enforcement authority of the board member, during the performance of the board member's duties of office or employment.

If the outside employment or activity is employment or activity in (1) or (2) above, the board member must cease the employment or activity. If the activity or employment falls under (3), then the board member must:

- Cease the outside employment or activity; or
- Publicly disclose the existence of the conflict and refrain from taking any official action or performing any official duty that would detrimentally affect or create a benefit for the outside employment or activity. Official action or official duty includes, but is not limited to, participating in any vote, taking affirmative action to influence any vote, or providing any other official service or thing that is not available generally to members of the public in order to further the interests of the outside employment or activity.

It is the responsibility of each board member to be aware of an actual or potential conflict of interest **should it arise**. It is also the responsibility of each board member to take the action necessary to eliminate such a conflict of interest. Should a conflict of interest arise, a board member should not participate in any action relating to the issue from which the conflict arose.

Legal Reference: 22 C.F.R. § 518.42. Iowa Code §§ 68B; 71.1; 277.27; 279.7A; 301.28.

Approved March 26, 2018

Reviewed ~~March 26, 2018~~

Revised ~~March 26, 2018~~

204 - Code of Ethics (no changes other than addition of legal references)

Board members' actions, verbal and nonverbal, reflect the attitude and the beliefs of the school district. Therefore, board members must conduct themselves professionally and in a manner fitting to their position.

Each board member shall follow the code of ethics stated in this policy.

AS A SCHOOL BOARD MEMBER:

1. I will listen.
2. I will respect the opinion of others
3. I will recognize the integrity of my predecessors and associates and the merit of their work.
4. I will be motivated only by an earnest desire to serve my school district and the children of my school district community in the best possible way.
5. I will not use the school district or any part of the school district program for my own personal advantage or for the advantage of my friends or supporters.
6. I will vote for a closed session of the board if the situation requires it, but I will consider "star chamber" or "secret" sessions of board members unethical.
7. I will recognize that to promise in advance of a meeting how I will vote on any proposition which is to be considered is to close my mind and agree not to think through other facts and points of view which may be presented in the meeting.
8. I will expect, in board meetings, to spend more time on education programs and procedures than on business details.
9. I will recognize that authority rests with the board in legal session and not with individual members of the board, except as authorized by law.
10. I will make no disparaging remarks, in or out of the board meeting, about other members of the board or their opinions.
11. I will express my honest and most thoughtful opinions frankly in board meetings in an effort to have decisions made for the best interests of the children and the education program.
12. I will insist that the members of the board participate fully in board action and recommend that when special committees are appointed, they serve only in an investigative and advisory capacity.
13. I will abide by majority decisions of the board.
14. I will carefully consider petitions, resolutions and complaints and will act in the best interests of the school district.
15. I will not discuss the confidential business of the board in my home, on the street or in my office; the place for such discussion is the board meeting.
16. I will endeavor to keep informed on local, state and national educational developments of significance so I may become a better board member.

IN MEETING MY RESPONSIBILITY TO MY SCHOOL DISTRICT COMMUNITY

1. I will consider myself a trustee of public education and will do my best to protect it, conserve it, and advance it, giving to the children of my school district community the educational facilities that are as complete and adequate as it is possible to provide.

2. I will consider it an important responsibility of the board to interpret the aims, methods and attitudes of the school district to the community.
3. I will earnestly try to interpret the needs and attitudes of the school district community and do my best to translate them into the education program of the school district.
4. I will attempt to procure adequate financial support for the school district.
5. I will represent the entire school district rather than individual electors, patrons or groups.
6. I will not regard the school district facilities as my own private property but as the property of the people.

IN MY RELATIONSHIP WITH SUPERINTENDENT AND EMPLOYEES

1. I will function, in meeting the legal responsibility that is mine, as a part of a legislative, policy-forming body, not as an administrative officer.
2. I will recognize that it is my responsibility, together with that of my fellow board members, to see the school district is properly run and not to run them myself.
3. I will expect the school district to be administered by the best-trained technical and professional people it is possible to procure within the financial resources of the school district.
4. I will recognize the superintendent as executive officer of the board.
5. I will work through the administrative employees of the board, not over or around them.
6. I will expect the superintendent to keep the board adequately informed through oral and written reports.
7. I will vote to employ employees only after the recommendation of the superintendent has been received.
8. I will insist that contracts be equally binding on teachers and the board.
9. I will give the superintendent power commensurate with the superintendent's responsibility and will not in any way interfere with, or seek to undermine, the superintendent's authority.
10. I will give the superintendent friendly counsel and advice.
11. I will present any personal criticism of employees to the superintendent.
12. I will refer complaints to the proper administrative officer.

TO COOPERATE WITH OTHER SCHOOL BOARDS

1. I will not employ a superintendent, principal or teacher who is already under contract with another school district without first securing assurance from the proper authority that the person can be released from contract.
2. I will consider it unethical to pursue any procedure calculated to embarrass a neighboring board or its representatives.
3. I will not recommend an employee for a position in another school district unless I would employ the employee under similar circumstances.
4. I will answer all inquiries about the standing and ability of an employee to the best of my knowledge and judgment, with complete frankness.
5. I will associate myself with board members of other school districts for the purpose of discussing school district issues and cooperating in the improvement of the education program.

Legal Reference: Iowa Code §§ 21.6(3)(d); 68B; 69; 277.28; 279.7A, 279.8, 301.28.

Approved March 26, 2018
Reviewed ~~March 26, 2018~~
Revised ~~March 26, 2018~~

205 - Board Member Liability

Board members will not be held personally liable for actions taken in the performance of their duties and responsibilities vested in them by the laws of Iowa and the members of the school district community. In carrying out the duties and responsibilities of their office, board members will act in good faith.

The school district will defend, save harmless and indemnify board members against tort claims or demands, whether groundless or otherwise, arising out of an alleged act or omission occurring within the scope of their official duties, unless it constitutes a willful or wanton act or omission. However, the school district will not save harmless or indemnify board members for punitive damages.

Legal Reference: Wood v. Strickland, 420 U.S. 308 (1975). 42 U.S.C. §§ 1983, 1985. Iowa Code ch. 670.

Approved ~~March 26, 2018~~

Reviewed ~~March 26, 2018~~

Revised ~~March 26, 2018~~

GRADUATION LIST MAY 2021

Axon	Alec
Beam	Emily
Bentley	Ashlynn
Bierbaum	Emma
Biggerstaff	Carter
Brittain	Dominick
Bruce	Madison
Brummett	Araina
Couse	Garrett
DeVries	Chloe
Eitzen	Kennedy
Ernst	Nathaniel
Erp	Bryan
Fridolph	Alexia
Fussell	Dashon
Gass	Kadee
Graber	Maci
Graber	Morgan
Grammer	Kaden
Gray	Hannah
Gutierrez-Echternach	Jet
Isaac	Hidalgo
Horn	Ethan
Johnson	Brooklyn
Johnson	Kobe
Jones	Abigail
Kenney	Alyssa
King	Jacey
Klyn	Jenna
Lemus	Alexander **Mid Year Graduate
Lepe	Fernando
Loftness	Jade **Mid Year Graduate
McClurg	Kevin
McCunn	Alexa
Meaike	Colby
Meek	Peyton
Mutschler	Lucas
Nelson	Dylan
Patterson	Ryleigh
Points	Daniel
Porter	Camille
Pruett	Shelby
Ramos	Brianda
Ramos	Yovanni
Rea	Cooper
Resh	Alyssa

GRADUATION LIST MAY 2021

Rice	Alissa
Rolenc	Rhenn
Ronfeldt	Stephen
Ross	Xavier
Schmadeke	Cael
Serna	Paola
Sherman	Eva
Southwell	Mya
Sperber	Alec
Straw	Christian
Strunk	Tyler
VonDielingen	Jadyn
Wendt	Kamryn
Wilcoxon	Spencer
Wolfe	Corbin
Workman	Dillon

SOUTHWESTERN COMMUNITY COLLEGE EDUCATIONAL SERVICES CONTRACT

This contract establishes the terms and extent of a relationship between Southwestern Community College (Merged Area XIV), hereinafter referred to as "Provider" and the Red Oak Community School District, hereinafter referred to as "Participant" for providing Arts and Sciences courses for high school students by Provider to the Participant and citing the scope of this contractual relationship.

SECTION I TITLE OF CONTRACT

SWCC and Red Oak Community School District enter into the contract for the purpose of providing college courses to high school students. Contract includes the following Arts and Sciences courses:

Face to Face Courses with textbook provided

CRJ 100	Introduction to Criminal Justice	3 Credits
MAT 110	Math for Liberal Arts	3 Credits
MAT 120	College Algebra	3 Credits
MAT 156	Statistics	3 Credits
MAT 210	Calculus I	4 Credits
MAT 216	Calculus II	4 Credits
SPC 101	Fundamentals of Oral Communication	3 Credits

Online Courses with textbook provided (all 3 credits)

AGA 114	Principles of Agronomy
ART 101	Art Appreciation
BIO 151	Nutrition
BIO 162	Essentials of Anatomy and Physiology
ENG 105	Composition I
ENG 106	Composition II
GEO 121	World Regional Geography
HIS 110	Western Civilization: Ancient to Early Modern
HIS 111	Western Civilization: Early Modern to Present
HIS 151	U.S. History to 1877
HIS 152	U.S. History since 1877
HIS 268	American Experience in Vietnam
HSC 114	Medical Terminology
LIT 178	Mythological and Biblical Literature
MUS 100	Music Appreciation
PEC 108	Sports and Society
PNN 208	Pharmacology Basics
PSY 111	Introduction to Psychology
PSY 121	Developmental Psychology
SOC 110	Introduction to Sociology
SPC 112	Public Speaking

Courses contracted with textbook charged (all 3 credits)

BUS 121	Business Communications
CSC 110	Introduction to Computers

ECE 103 Introduction to Early Childhood Education
EDU 213 Introduction to Education
LIT 101 Introduction to Literature
MGT 110 Small Business Management

SECTION II CONTRACT AGENCIES

Provider: Southwestern Community College (Merged Area XIV)
Participant: Red Oak Community School District

SECTION III TERM OF COMMITMENT

Beginning Date: August 25, 2021
Ending Date: May 6, 2022

SECTION IV UNDERSTANDING OF PROJECT AND MUTUAL AGREEMENT

It is hereby understood and mutually agreed: that the Provider and the Participant shall cooperate, along with other education agencies, in providing concurrent credit courses, activities and programs to students enrolled in the high school of the Participant District; that the Provider shall serve as administrator and fiscal agent for the project; that the Provider shall serve as the employing agent; that counseling, admissions and registration shall be the joint responsibility of Provider and Participant; that instructional services under this project shall be the responsibility of the Provider; that the governing body of the project shall be provided by the Provider; that each school district participating in a project shall designate their administrative representative for the project, to meet as provided in Section VIII of this contract.

SECTION V FACILITIES, STUDENTS, PERSONNEL AND SERVICES TO BE PROVIDED

A. Facilities

1. By the Provider: The Provider hereby agrees to provide facilities for the project through lease or some other contractual arrangement. When the Provider through such arrangement uses the facilities of a local education agency, it hereby agrees to abide by the rules and policies of that local education agency and will require compliance by all personnel who are part of this project.
2. By the Participant: The Participant School District hereby agrees: students provide transportation to and from the project instructional center or site; to cooperate in developing bus schedules, calendars, class schedules, procedures and provide other advice and counsel for the efficient and effective management of the project. The school district will provide their own transportation. Any liability arising

there from shall be the responsibility of the school district.

B. Students and Personnel

1. By the Provider: The Provider shall provide administrative, instructional, and other necessary staff to carry out the purposes of this instructional project. The Provider shall make available to the Participant, staff members for consultative purposes from time to time as needed for activities related to this project. Students will be treated as young adults and appropriate and proper behavior will be expected. Jointly agreed upon rules common to the participant schools and community college will be administered.
2. By the Participant School District: The Participant will provide, under the terms of this contract, properly screened and counseled students who are appropriately enrolled in courses offered under this project. All rules, regulations, and personnel policies of the Provider shall apply to project personnel, including students, while they are in the Provider's facilities. The Participant School District staff may serve the Provider's instructional staff for consultative purposes from time to time and otherwise encourage a cooperative relationship with the Provider's personnel.

SECTION VI INSTRUCTIONAL EQUIPMENT AND MAINTENANCE

The Provider will enter into maintenance and repair contracts as required and will be responsible for keeping the instructional equipment in proper working condition. Equipment on loan to the project from local education agencies will be labeled and inventoried.

SECTION VII INSTRUCTIONAL RELATED SERVICES

The Provider shall make available Arts and Sciences courses, activities and programs to the students from Participant high schools. Said instructional offerings shall have been approved by the local school district boards, by the community college board and by the State of Iowa Department of Education. The Provider will provide counseling services as well as admissions, registration and record-keeping services to supplement those same services provided by the participant District.

Arts and Sciences courses will be selected on need, interest and demand as determined by the Provider. Course offerings will be started gradually and expanded slowly. Advisory committees will be appointed and articulation agreements put into place where appropriate. Adjustments in registration will be allowed after each

semester course. Enrollment will be allowed and encouraged in non project courses if space is available.

SECTION VIII ADMINISTRATION AND COMMUNICATION

Provider staff will meet periodically with Participant staff to coordinate the program. Said meetings will be scheduled by individual school districts.

SECTION IX TUITION, FEES, BOOKS AND BILLING

- A. Red Oak Community School District is contracting for college courses. The amount charged will be 90% of 2021-2022 tuition and fees rate per student enrolled.
- B. Billings will be sent in October (for students enrolled fall semester) and March (for students enrolled spring semester).
- C. Southwestern Community College will supply the required textbooks per the course roster shown in Section I. Courses designated with a textbook charge will be billed with the tuition and fees. Red Oak Community School District is responsible for collecting the loaned textbooks at the completion of the course. Any textbooks not returned or damaged beyond use will be billed to the Red Oak Community School District. Textbooks purchased by the district with a buyback option are the responsibility of the district.
- D. The provider shall reserve the right to control the maximum enrollment in each class.
- E. In any event, a course may be canceled if the total enrollment by all participating districts is insufficient.
- F. This contract must be signed and filed with Southwestern Community College, 1501 West Townline Street, Creston, IA 50801 by May 28, 2021.

SECTION X ESCAPE CLAUSES

- A. For the Participant: The Participant District may be automatically withdrawn from the provisions of that part of the contract for those classes that do not organize.
- B. For the Provider: The Provider, Southwestern Community College (Merged Area XIV) may reduce the number of students accepted for courses, activities and programs if circumstances require it. Further, the Provider shall have the right to withdraw from all parts of the Project if sufficient funds and/or students are not committed to the Project by Participants by May 1 prior to the beginning of any school

year.

NONDISCRIMINATION STATEMENT

Southwestern Community College prohibits discrimination on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, genetic information, creed, religion, veteran status, associational preference, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by federal and state civil rights regulations. If you have questions or complaints related to compliance with this policy, please contact the Equity/Title IX Coordinator, Southwestern Community College, 1501 W. Townline St., Creston, IA 50801, phone 641.782.1456, or email TitleIXCoordinator@swcciaowa.edu; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544, phone 312.730.1560, fax 312.730.1576, TDD 800.877.8339, or email OCR.Chicago@ed.gov.

DISABILITY/SPECIAL NEEDS

Southwestern provides a variety of accommodations for qualified students with disabilities. Services are designed to enhance the student's abilities and are based upon a student's individual needs. Southwestern makes every effort to assure that qualified students with disabilities have equal access to all services. Steps for obtaining such accommodations are listed in the Student Handbook (disability/special needs at Southwestern). For further assistance regarding accommodations or to identify special needs, students should contact Deb Pantini, Director of Student Development, Administration Center, at 641.782.1458.

AUTHORIZATION

We, the undersigned, hereby certify that we are the properly authorized officers of the organizations sought to be bound by this contract, and that we do hereby accept the terms and conditions provided herein, or attached hereto as supplementing any section hereof, and attest that we sign this document on behalf of the contracting entity to the contract:

PARTICIPANT SCHOOL DISTRICT
IN THE COUNTY OF MONTGOMERY
IN THE STATE OF IOWA

PROVIDER, SOUTHWESTERN COMMUNITY
COLLEGE (MERGED AREA XIV)

By: _____
Signature

By: _____
Signature

Date: _____

Date: _____

EDUCATIONAL SERVICES CONTRACT between
SOUTHWESTERN COMMUNITY COLLEGE and
RED OAK COMMUNITY SCHOOL DISTRICT for
COLLEGE CREDIT JOINTLY ADMINISTERED COURSES
2021-2022 ACADEMIC YEAR

Whereas, the Red Oak Community School District which is presently located in Red Oak, Iowa, and Southwestern Community College (Merged Area XIV), with its principal office located at Creston, Iowa, desire to form a partnership for the purpose of increasing accessibility of college courses to the students of Red Oak Community School District. The undersigned parties, Red Oak Community School District and Southwestern Community College, do hereby enter into this contract.

ARTICLE I
CREATION

This Concurrent Enrollment Program (CEP) Contract is entered into between Southwestern Community College and Red Oak Community School District for the purpose of establishing a Welding career academy for Red Oak Community School District. No separate legal entity is created herein by this Contract.

ARTICLE II
COURSES

Course(s) included under this Contract will be limited to approved Southwestern Community College courses.

Fall Semester/1st year

- WEL 111 Welding Blueprint Reading 3 credits
- WEL 114 Introduction to Fabrication 3 credits

Spring Semester/1st year

- WEL 139 Introduction to Oxyacetylene Welding, Cutting and Brazing 2 credits
- WEL 162 Introduction to Shielded Metal Arc Welding (SMAW) 3 credits
- IND 114 General Industry Safety 1 credit

ARTICLE III
CURRICULUM

The CEP instructor will utilize College-approved syllabi, outcomes, and content used for the same course(s) held on the main campus of Southwestern Community College. The textbook must also be identical to the text used by full-time campus faculty or a College-approved equivalent to that text.

ARTICLE IV
INSTRUCTORS

Instructor through local high school:

CEP instructors who are employees of the Red Oak Community School District and the individual instructor(s)' teaching contracts for any of the courses offered pursuant to this Contract shall be governed by the contract currently in effect between the instructor and the Red

Oak Community School District, and all instructors shall be entitled to receive all of the benefits and emoluments arising out of their contract in effect with the Red Oak Community School District. Additionally, for purposes of Chapter 279, Code of Iowa, Red Oak Community School District shall retain all responsibilities with regard to any said instructors.

Notwithstanding the foregoing, Red Oak Community School District shall assign to Southwestern Community College the responsibility for teaching the courses embraced under this Contract, and Southwestern Community College will consider the instructors who will teach these courses as members of its adjunct faculty. Red Oak Community School District further assigns to Southwestern Community College the responsibility for course evaluation. Southwestern Community College's Student Perception Survey will be completed for all CEP course sections.

Only SWCC-approved instructors can teach CEP courses. In the event a CEP instructor will be absent for an extended period of time, Red Oak Community School District is responsible for notifying Southwestern Community College's Secondary Programs Coordinator of the situation. Every attempt will be made to secure a CEP instructor by following the instructor approval process. If a qualified substitute is unavailable, Southwestern Community College reserves the right to proceed as the college deems necessary. This may entail cancelling the course. When a CEP instructor resigns, retires, or is no longer teaching with the district, Red Oak Community School District must promptly contact Southwestern Community College's Secondary Programs Coordinator. Southwestern Community College understand the transition challenges and the hiring of new instructors and will work to support you in the process.

ARTICLE V **ACCEPTANCE AND PARTICIPANTS**

Any student wishing to take course(s) under this Contract who has not previously taken college credit courses through Southwestern Community College must complete a Southwestern Community College application form.

Red oak Community School District students enrolling in course(s) included under this contract must have been referred by Red Oak Community School District administration, meet Senior Year Plus guidelines and meet eligibility requirements as outlined below.

Students must meet the same admissions and placement policies as traditional college students. Students must complete the Southwestern application for admissions and complete their high school's respective registration. Students must complete the ACCUPLACER test by the first day of SWCC classes (unless the student has a documented score of 19 or higher on his/her ACTs). As a result of the challenges associated with COVID-19, Southwestern Community College will waive all entrance test requirements for all high school students attending college classes during the 2021-22 academic year. High school GPA and course placement guidelines will be used for high school students.

Students wishing to enroll in course(s) offered under this Contract who are not high school students of Red Oak Community School District and who are not part of a contract through another Local Education Agency (LEA) may do so only if the course is not full. These students will enroll directly with the College.

ARTICLE VI
CREDIT

All students enrolling in course(s) under this Contract will be enrolled for concurrent credit, receiving high school credit from Red Oak Community School District and college credit from Southwestern Community College.

ARTICLE VII
TEXTBOOKS, MATERIALS, AND SUPPLIES

The Red oak Community School District will provide the required Southwestern Community College textbooks for all students enrolled in course(s) under this Contract. Classroom materials, supplies and equipment will be provided by Red Oak Community School District unless a separate contract is established prior to the beginning of a course.

ARTICLE VIII
ASSURANCES

Red Oak Community School District assures that:

- a. That course(s) under this contract supplement, not supplant high school courses.
 - The course(s) do not replace an identical course offered at the high school in the preceding year or the second preceding year.
 - The course(s) is not required by the school district in order to meet minimum accreditation standards.
- b. The instructor has successfully completed a background investigation in accordance with Iowa Code section 272.2(17) prior to teaching a Southwestern course.
- c. In accordance with Iowa Code 279.69, a background investigation is completed at least every five years after the instructor's initial date of hire with the school district.
- d. In accordance with Iowa Code 232.69, mandatory reporter training is completed every three years after the instructor's initial date of hire with the school district.

Southwestern Community College assures the following:

- a. The course(s) is identified in the community college catalog, amendment, or addendum to the catalog.
- b. The course(s) is open to all registered community college students, not just high school students.
- c. The course(s) is for college credit and the credit will apply toward the completion of a college diploma/degree program.
- d. The course(s) is taught by a teacher meeting appropriate credentialing requirements for community college instructors.
- e. The course(s) is taught utilizing the community college course syllabus.
- f. The course(s) is of the same quality as a course offered on a community college campus.

ARTICLE IX
FINANCE

Southwestern Community College enters into this contract with Red Oak Community School District under Chapter 257.11 – Supplementary Weighting Plan. Red Oak Community School District will submit, for supplemental weighting, the names of students enrolled for the portion of the day that they are enrolled in the jointly administered course(s).

The following pricing structure will apply for any college credit class offered under this Contract, with multiple sections of each course being considered a class under this contract.

Southwestern Community College will bill Red Oak Community School District \$37.00 per credit hour each semester per student enrolled. Fall semester billing will include the OSHA training course fee per student.

Red Oak Community School District will provide the required textbooks and equipment. Red Oak School District reserves the right to bill the balance of program costs to partnership school districts in June. Amount charged to individual districts will be calculated by dividing the total actual costs of the program by the total number of students to establish a per pupil cost. The per pupil cost will then be multiplied by the number of students from the individual district.

As set out in Article IV above, for any course offered under this Contract, the course instructor shall continue to be an employee of the Red Oak Community School District, but shall be considered a member of the adjunct faculty of Southwestern Community College for the purpose of instructing the specified course. The minimum number of students is established by the high school with one exception: for course(s) of fewer than five students, the approval of the Vice President of Instruction is required.

ARTICLE X
COURSES OFFERED TO MULTIPLE DISTRICTS

If two LEAs, both with contracts with Southwestern Community College, combine students in a single class, the fee structure will follow that outlined in Article IX.

ARTICLE XI
WITHDRAWAL

Any student wishing to withdraw from a class offered under this contract must follow the process and dates outlined for all college students in the Southwestern Community College Student Handbook. A student who stops attending class is not considered withdrawn until the official withdrawal procedure is completed.

ARTICLE XII
REFUND

The Red Oak Community School District is eligible for a fee refund according to the following schedule:

Prior to the end of the	Refund
1 st week.....	100%
2 nd week.....	50%
After the end of the 2 nd week.....	0%

ARTICLE XIII
DURATION

Red Oak Community School District and Southwestern Community College enter into this contract for the 2021-2022 school year.

This contract must be signed and filed with Southwestern Community College, 1501 West Townline Street, Creston, IA 50801 by May 28, 2021.

ARTICLE XIV
NONDISCRIMINATION STATEMENT

Southwestern Community College prohibits discrimination on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, genetic information, creed, religion, veteran status, associational preference, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by federal and state civil rights regulations. If you have questions or complaints related to compliance with this policy, please contact the Equity/Title IX Coordinator, Southwestern Community College, 1501 W. Townline St., Creston, IA 50801, phone 641.782.1456, or email Title IX Coordinator@swccia.edu; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544, phone 312.730.1560, fax 312.730.1576, TDD 800.877.8339, or email OCR.Chicago@ed.gov.

ARTICLE XV
DISABILITY/SPECIAL NEEDS

Southwestern provides a variety of accommodations for qualified students with disabilities. Services are designed to enhance the student's abilities and are based upon a student's individual needs. Southwestern makes every effort to assure that qualified students with disabilities have equal access to all services. Steps for obtaining such accommodations are listed in the Student Handbook (disability/special needs at Southwestern). For further assistance regarding accommodations or to identify special needs, students should contact Deb Pantini, Director of Student Development, Administration Center, at 641.782.1458.

RED OAK COMMUNITY SCHOOL DISTRICT

BY: _____
Signature

Date: _____

SOUTHWESTERN COMMUNITY COLLEGE

BY: _____
Signature

Date: _____

37

SOUTHWESTERN COMMUNITY COLLEGE EDUCATIONAL SERVICES CONTRACT

This contract establishes the terms and extent of a relationship between Southwestern Community College (Merged Area XIV), hereinafter referred to as "Provider" and the Red Oak Community School District, hereinafter referred to as "Participant" for providing career and technical education programs for high school students by Provider to the Participant and citing the scope of this contractual relationship.

SECTION I PURPOSE

SWCC and Red Oak Community School District enter into the contract for the purpose of providing college classes to high school students in the Health Career Academy. Contract includes the following classes:

- HSC 110 Introduction to Health Occupations 3 credits
- HSC 114 Medical Terminology 3 credits
- HSC 172 Nurse Aide 3 credits
- PNN 208 Pharmacology Basics 3 credits

SECTION II CONTRACT AGENCIES

Provider: Southwestern Community College (Merged Area XIV)
Participant: Red Oak Community School District

SECTION III TERM OF COMMITMENT

Beginning Date: August 28, 2021
Ending Date: May 6, 2022

SECTION IV UNDERSTANDING OF PROJECT AND MUTUAL AGREEMENT

It is hereby understood and mutually agreed: that the Provider and the Participant shall cooperate, along with other education agencies, in providing concurrent credit career and technical education courses, activities and programs to students enrolled in the high school of the Participant District; that the Provider shall serve as administrator and fiscal agent for the project; that the Provider shall serve as the employing agent; that counseling, admissions and registration shall be the joint responsibility of Provider and Participant; that instructional services under this project shall be the responsibility of the Provider; that the governing body of the project shall be provided by the Provider; that each school district participating in a project shall designate their administrative representative for the project, to meet as provided in Section VIII of this contract.

SECTION V

FACILITIES, STUDENTS, PERSONNEL AND SERVICES TO BE PROVIDED

A. Facilities

1. By the Provider: The Provider hereby agrees to provide facilities for the project through lease or some other contractual arrangement. When the Provider through such arrangement uses the facilities of a local education agency, it hereby agrees to abide by the rules and policies of that local education agency and will require compliance by all personnel who are part of this project.
2. By the Participant: The Participant School District hereby agrees: students provide student transportation to and from the project instructional center or site; to cooperate in developing bus schedules, calendars, class schedules, procedures and provide other advice and counsel for the efficient and effective management of the project. The school district will provide their own transportation. Any liability arising therefrom shall be the responsibility of the school district.

B. Students and Personnel

1. By the Provider: The Provider shall provide administrative, instructional, and other necessary staff to carry out the purposes of this instructional project. The Provider shall make available to the Participant, staff members for consultative purposes from time to time as needed for activities related to this project. Students will be treated as young adults and appropriate and proper behavior will be expected when participating in lab activities the provider is not responsible. Students are responsible for any liability arising as a result of injuries associated with lab. Jointly agreed upon rules common to the participant schools and community college will be administered.
2. By the Participant School District: The Participant will provide, under the terms of this contract, properly screened and counseled students who are appropriately enrolled in courses offered under this project. All rules, regulations, and personnel policies of the Provider shall apply to project personnel, including students, while they are in the Provider's facilities. The Participant School District staff may serve the Provider's instructional staff for consultative purposes from time to time and otherwise encourage

a cooperative relationship with the Provider's personnel.

SECTION VI INSTRUCTIONAL EQUIPMENT AND MAINTENANCE

The Provider will enter into maintenance and repair contracts as required and will be responsible for keeping the instructional equipment in proper working condition. Equipment on loan to the project from local education agencies will be labeled and inventoried.

SECTION VII INSTRUCTIONAL RELATED SERVICES

The Provider shall make available career and technical education courses, activities and programs to the students from Participant high schools. Said instructional offerings shall have been approved by the local school district boards, by the community college board and by the State of Iowa Department of Education. The Provider will provide counseling services as well as admissions, registration and record-keeping services to supplement those same services provided by the participant District.

Instructional programs will be selected on need, interest and demand as determined by the Provider. Programs will be started gradually and expanded slowly. Advisory committees will be appointed for each instructional program and articulation agreements put into place where appropriate. Flexibility will be built in to accommodate the students in new as well as existing career programs. Adjustments in registration will be allowed after each semester course. Enrollment will be allowed and encouraged in nonproject programs if space is available.

SECTION VIII ADMINISTRATION AND COMMUNICATION

Provider staff will meet periodically with Participant staff to coordinate the program. Said meetings will be scheduled by individual school districts.

SECTION IX TUITION, FEES, BOOKS AND BILLING

- A. Red Oak Community School District is contracting for students in the Health Career Academy. The amount charged will be 90% of 2021-2022 tuition and fees rate per student enrolled.
- B. Billings will be sent in October and March.
- C. Southwestern Community College is responsible for purchasing and distributing the required textbooks. Red Oak Community School District is responsible for collecting the textbooks at the completion of the course. Any textbooks not returned or damaged beyond use will be billed to the

Red Oak Community School District.

- D. The provider shall reserve the right to control the maximum enrollment in each class.
- E. In any event, a program may be canceled if the total enrollment by all participating districts is insufficient.
- F. This contract must be signed and filed with Southwestern Community College, 1501 West Townline Street, Creston, IA 50801 by May 28, 2021.

SECTION X ESCAPE CLAUSES

- A. For the Participant: The Participant District may be automatically withdrawn from the provisions of that part of the contract for those classes that do not organize.
- B. For the Provider: The Provider, Southwestern Community College (Merged Area XIV) may reduce the number of students accepted for courses, activities and programs if circumstances require it. Further, the Provider shall have the right to withdraw from all parts of the Project if sufficient funds and/or students are not committed to the Project by Participants by May 1 prior to the beginning of any school year.

NONDISCRIMINATION STATEMENT

Southwestern Community College prohibits discrimination on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, genetic information, creed, religion, veteran status, associational preference, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by federal and state civil rights regulations. If you have questions or complaints related to compliance with this policy, please contact the Equity/Title IX Coordinator, Southwestern Community College, 1501 W. Townline St., Creston, IA 50801, phone 641.782.1456, or email TitleIXCoordinator@swcciaowa.edu; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544, phone 312.730.1560, fax 312.730.1576, TDD 800.877.8339, or email OCR.Chicago@ed.gov.

DISABILITY/SPECIAL NEEDS

Southwestern provides a variety of accommodations for qualified students with disabilities. Services are designed to enhance the student's abilities and are based upon a student's individual needs. Southwestern makes every effort to assure that qualified students with disabilities have equal access to all services. Steps for obtaining such accommodations are listed in the Student Handbook (disability/special needs at Southwestern). For further assistance regarding accommodations or to identify special needs, students should contact Deb Pantini, Director of Student Development, Administration Center, at 641.782.1458.

AUTHORIZATION

We, the undersigned, hereby certify that we are the properly authorized officers of the organizations sought to be bound by this contract, and that we do hereby accept the terms and conditions provided herein, or attached hereto as supplementing any section hereof, and attest that we sign this document on behalf of the contracting entity to the contract:

PARTICIPANT SCHOOL DISTRICT
IN THE COUNTY OF MONTGOMERY
IN THE STATE OF IOWA

PROVIDER, SOUTHWESTERN
COMMUNITY COLLEGE
(MERGED AREA XIV)

By: _____
Signature

By: _____
Signature

Date: _____

Date: _____

SWCC

2021-2022 Course Descriptions

- Students requesting these specific courses are highly encouraged to submit their registration form early. Our opportunity to place them into the available section closes quickly.

CSC 110 Introduction to Computers

SPC 112 Public Speaking

- Online PNN 208 Pharmacology Basics will be a spring-only course

AGA 114 - 3 Credits - Principles of Agronomy

A foundation course in agronomy applying crop, soil, and environmental sciences in understanding agricultural systems in the world. Includes introductory concepts of plant, soil, tillage, pest, environmental, and sustainable aspects of crop production. The laboratory portion of the course will consist of hands-on learning experiences via the college farm, field trips, or the utilization of interactive computer-based programs.

ART 101 – 3 Credits - Art Appreciation

Art Appreciation is an introduction to the visual arts and explores the nature of art and the mechanisms of creativity, the materials and methods of making art, the purpose of art in various cultures both ancient and contemporary, and the significance of visual literacy in today's world.

Advisor Notes: Gen Ed Requirement: Fulfills Humanities

FALL - Textbook currently embedded within course – VS (instructor dependent) Students will be able to access their course eTextbooks or Digital Content on the first day of classes through their online course.

SPRING - Physical textbook delivered for students

BIO 151 – 3 Credits - Nutrition

Prerequisite: One year of high school chemistry or CHM 112 Introduction to Chemistry or equivalent.

Study of an individual's health as related to the influence of nutrients and energy metabolism. Emphasis is on normal nutrition, although discussion of nutrition during disease is included. Designed for students in health related fields.

Advisor Notes: Gen Ed Requirement: Science

BIO 162 - 3 Credits - Essentials of Anatomy and Physiology

(Designed for health-related fields.)

Prerequisite: One year of high school biology or one year of high school chemistry or CHM 112 Introduction to Chemistry or instructor approval.

Introduces the student to the structure, function, and organization of the human body and all body systems.

Advisor Notes: Fulfills Science; intended for students seeking health-related degrees

BUS 121 - 3 Credits - Business Communications

Prerequisite: ENG 101 Elements of Writing or minimum ACCUPLACER sentence structure score of 86.

This course is a study of communications for the typical business situation. Topics to be covered are reports and letters of inquiry, orders, credit, collections, sales, and handling disputes.

Advisor Notes: Gen Ed Requirement: Fulfills Elective Utilizes Cengage Unlimited, online textbook access code which will be billed to district

CRJ 100 – 3 Credits - Introduction to Criminal Justice – (Face to Face – on campus only)

This course will offer an introduction to the varying and ever evolving fields in criminal justice with primary emphasis on the three main areas of the criminal justice system: police, courts, and corrections. The student will gain a realistic

understanding of the various fields and career opportunities in criminal justice while learning of the interactions and complexities of each area. Further, this course will challenge students to think critically about the concept of justice.

Advising Notes: Fulfills elective or course required for Criminal Justice AAS

CSC 110 - 3 Credits - Introduction to Computers

Prerequisite: Keyboarding skills.

This course is an introductory course that surveys a variety of topics to include history, hardware, software, terminology, communications, computer ethics, and societal impact of computers. In addition to computer literacy, students will complete hands-on modules using operating systems, word processing, database, presentation, and spreadsheet software; such as Microsoft Office programs.

Advisor Notes: Fulfills Elective. Utilizes Cengage Unlimited, online textbook access code which will be billed to district. Student must have access to Microsoft Office Suite or Office365.com. Chromebooks and Macs are not an ideal device to complete this class. Student needs to have a PC computer available for coursework.

ECE 103 – 3 Credits - Introduction to Early Childhood Education

Gives students a historical and philosophical foundation of the field of early childhood education. Includes an overview of assessment and trends that influence best practices. Explores careers in the field. Addresses influences of families and diversity.

Advisor Notes: Fulfills Elective. Utilizes Cengage Unlimited, online textbook access code which will be billed to district

EDU 213 – 3 Credits - Introduction to Education

Prerequisite: ENG 105 Composition I is highly encouraged.

This introductory course in education will provide opportunities for the student to gain a fundamental understanding of what is involved in a teaching career. Topics include, but are not limited to, current issues in education, school law, and ethics. Also, it is designed to familiarize students who may not enter the teaching profession with some basic educational principles which will enable them to contribute more adequately to the total educational system.

Advisor Notes: Fulfills Elective Campus class typically requires only 15 hours of observation Online course: Utilizes Cengage Unlimited, online textbook access code which will be billed to district. Students will be required to complete 30-40 hours or more of observation in a K-8 classroom as part of this online course.

ENG 105 – 3 Credits - Composition I

Prerequisite: Recommended ACCUPLACER score.

This is an intensive writing course designed to develop skills in the use of language, clear thinking, critical reading, and effective writing within an essay format. Special emphasis will be placed on development of content, clear organization, sentence and paragraph structure, and correctness in usage, grammar, and mechanics. Research documentation is introduced.

Advisor Notes: Gen Ed Requirement - Communications Textbook embedded within course

ENG 106 – 3 Credits - Composition II

Prerequisite: ENG 105 Composition I.

This course is intended to build upon the skills students develop in ENG 105 Composition I. As such, the course assumes that students have a basic control of paragraphing, mechanics, grammar, and punctuation. The primary focus of the course shifts from the personal writing of ENG 105 Composition I to analytical, persuasive, and research writing. The course emphasizes critical thinking and clear, coherent development of thought. Using their research skills and the ability to organize the results of information gathering, students will be expected to analyze and present the results of their research in clear, organized, persuasive, and interesting writing projects.

Advisor Notes: Gen Ed Requirement - Communications Textbook embedded within course

GEO 121 - 3 Credits - World Regional Geography

A geographic survey of nations and continents with emphasis on important physical characteristics of the major regions of the world. Attention is devoted to their demographic, economic, political, and cultural development with each other. The course covers physical and cultural geography as well as basic geographical literacy. The human impact on the environment and growing problems of resources are discussed.

Advisor Notes: Gen Ed Requirement – Social Sciences Textbook may be embedded (instructor dependent)

HIS 110 - 3 Credits - Western Civilization: Ancient to Early Modern

This course explores the cultural, political, literary, and economic aspects of Western civilization from the first civilizations in Mesopotamia and Egypt to the Greeks and Romans. This course also discusses the conflicts of the Middle Ages, Renaissance, and Reformation.

Advisor Notes: Gen Ed Requirement Humanities

HIS 111 – 3 Credits - Western Civilization: Early Modern to Present

This course explores the cultural, political, literary, and economic aspects of Western civilization from the practice of absolutism to the intellectual revolutions of science, agriculture, and philosophy. This course also discusses the conflicts of the 18th through 21st centuries.

Advisor Notes: Gen Ed Requirement - Humanities

HIS 151 – 3 Credits - U.S. History to 1877

Fall Semester. This course explores the cultural, political, literary, and economic aspects of the colonies as they developed into the United States of America. Such topics as the American Revolution, the Constitution, the Trail of Tears, and the Civil War will be examined.

Advisor Notes: Gen Ed Requirement – Social Sciences

HIS 152 – 3 Credits - U.S. History since 1877

Spring Semester. This course explores the cultural, political, artistic, and economic aspects of the United States after the Civil War. Such topics as Reconstruction, World War I, the Roaring Twenties, World War II, the Cold War, and subsequent events will be discussed.

Advisor Notes: Gen Ed Requirement – Social Sciences

HIS 268 – 3 Credits - American Experience in Vietnam

A survey of the 2,000-year history of Vietnam, the French Indochina War and U.S. involvement, the military role, the view from those who participated and discussion of the consequences of American participation in the Asian conflict. The conflict will be viewed within the context of the Cold War and explore the events, attitudes and political scene leading up to the United States' commitment in Southeast Asia. Exploration of the anti-Vietnam War movement will also take place.

Advisor Notes: Gen Ed Requirement - Humanities

HSC 110 - 3 Credits - Introduction to Health Occupations

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

HSC 114 – 3 Credits - Medical Terminology

This course will aid in the student's understanding of core medical terms. Attention will be given to prefixes, suffixes and root words used in the medical field. Exercises stressing the spelling, pronunciation, and usage of medical terms are included.

Advisor Notes: Fulfills Elective

45

HSC 172 - 3 Credits - Nurse Aide

Prerequisites: HSC 110 Introduction to Health Occupations and criminal background check. This course builds upon the topics in HSC 110 Introduction to Health Occupations. Students will complete the 75 Hour Nurse Aide training and will be eligible for certification testing.

IND 114 - 1 Credit - General Industry Safety

This course provides instruction on general industry safety and health topics. The course will provide students with the knowledge to recognize the hazards of the workplace and to work safely in or around such hazards.

LIT 101 – 3 Credits - Introduction to Literature

As a study of the nature and purpose of literature in our culture, this course will include reading, discussion, and evaluation of literary works (including short stories, drama, and poetry) from different countries and different time periods.

Advisor Notes: Gen Ed Requirement. Humanities Utilizes Cengage Unlimited, online textbook access code which will be billed to district.

LIT 178 – 3 Credits - Mythological and Biblical Literature

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

Advisor Notes: Gen Ed Requirement – Humanities

MAT 110 - 3 Credits - Math for Liberal Arts (Face to Face only)

Prerequisite: Two years of high school algebra or MAT 101 Intermediate Algebra or recommended ACCUPLACER score. Students will use critical thinking in their study of logic, sets, and statistical reasoning. Students will perform problem-solving and decision-making by studying probability and application of statistical data, modeling, and financial mathematics. Abuses of mathematical data, the history of mathematics, and applications of mathematics in art, music, business, and politics will also be surveyed.

Advisor Notes: Gen Ed Requirement: Fulfills Math

MAT 120 – 3 Credits – College Algebra (Face to Face only)

Prerequisite: Recommended ACCUPLACER score or MAT 101 Intermediate Algebra. Topics to include: the real and complex number systems and Cartesian coordinate system. Additional concepts include polynomial, exponential, and logarithmic functions as well as matrix algebra, systems of equations, conic sections and sequences and series.

Advisor Notes: Gen Ed Requirement: Fulfills Mat

MAT 156 – 3 Credits – Statistics (Face to Face only)

Prerequisite: Recommended ACCUPLACER score or MAT 101 Intermediate Algebra. This course provides a foundation of statistical concepts and procedures that can aid the student as both a consumer and producer of statistical information. The course emphasizes descriptive and inferential statistical methods, probability, estimation, hypotheses testing and linear regression. Students are introduced to technology as it applies to introductory statistical methods.

Advising Notes: Gen Ed Requirement: Fulfills Math

MAT 210 – 4 Credits – Calculus I (Face to Face only)

Prerequisite: Recommended ACCUPLACER score or MAT 127 College Algebra and Trigonometry.

This course continues where MAT 127 College Algebra and Trigonometry left off. Topics will include, but are not limited to: limits and continuity, derivatives, applications of derivatives, and integration.

Advising Notes: Gen Ed Requirement: Fulfills Math

MAT 216 – 4 Credits – Calculus II (Face to Face only)

Prerequisite: MAT 210 Calculus I. This course studies transcendental functions, techniques of integration, infinite series, conic sections, parameterized curves, and polar coordinates.

Advising Notes: Gen Ed Requirement: Fulfills Math

MGT 110 – 3 Credits - Small Business Management

This course introduces the student to various types of small business opportunities. Students will use concepts from the course to develop a business plan designed to guide the startup of a new business. The course also covers topics relevant to small business management, including marketing, operational management, financial management, human resource management, and regulations.

Advisor Notes: Fulfills Elective Utilizes Cengage Unlimited, online textbook access code which will be billed to district.

MUS 100 – 3 Credits - Music Appreciation

This course will help the student learn how to listen to music, to make sense of what he/she hears, and increase his/her perceptive powers. The course covers the changing musical scene from the Renaissance to the present.

Advisor Notes: Gen Ed Requirement - Humanities

PEC 108 – 3 Credits - Sports and Society

Explores pervasive appeal of sports in American society. Interrelationships among sport, behavior, culture and social institutions of business, religion, politics, education and family will be examined.

Advisor Notes: Fulfills Elective

PNN 208 – 3 Credits - Pharmacology Basics (Spring-only)

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

Advisor Notes: Fulfills Elective

PSY 111 – 3 Credits - Introduction to Psychology

An introductory course to the scientific study of human behavior and mental processes. This course includes such topics as the background of modern psychology, personality development, brain and behavior, heredity and environment, learning and motivation, emotional processes, intelligence, human interaction, and psychological disorders.

Advisor Notes: Gen Ed Requirement – Social Sciences

PSY 121 – 3 Credits - Developmental Psychology

Prerequisite: PSY 111 Introduction to Psychology. This course affords the student an overview of the psychology of human growth and development from conception through death. Emphasis is placed upon the continuous interaction and interrelationship of these processes with environmental forces and conditions that influence patterns of behavior. Major developmental theories are presented: cognitive, personality, social, and behavioral.

Advisor Notes: Gen Ed Requirement – Social Sciences

SOC 110 – 3 Credits - Introduction to Sociology

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

Advisor Notes: Gen Ed Requirement – Social Sciences

SPC 101 – 3 Credits - Fundamentals of Oral Communication (campus/center course only)

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

Advisor Notes: Gen Ed Requirement- communications

SPC 112- 3 credits – Public Speaking (online course only)

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

Advisor Notes: Gen Ed Requirement- communications Textbook embedded within course Students will be able to access their course eTextbooks or Digital Content on the first day of classes through their online course.

WEL 111 - 3 Credits - Welding Blueprint Reading

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

WEL 114 - 3 Credits - Introduction to Fabrication

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

WEL 139 - 2 Credits - Introduction to Oxyacetylene Welding, Cutting and Brazing

This course provides a thorough technical understanding of metallurgy, oxyacetylene welding, flame cutting and brazing fundamentals. Students will develop understanding of weld hazards and safety procedures throughout the course.

WEL 162 - 3 Credits - Introduction to Shielded Metal Arc Welding (SMAW)

This course provides a thorough technical understanding of shielded metal arc welding fundamentals, weld hazards and weld safety, power sources and electrode selection. Provides ample time and direction to develop skills necessary to make high quality welds on 16 gauge to 1/4" mild steel in all positions.



RED OAK COMMUNITY HIGH SCHOOL

**COURSE DESCRIPTION
HANDBOOK**

2021-2022

TABLE OF CONTENTS

<u>Graduation Course and Credit Requirements</u>	<u>3</u>
<u>Credit Recovery, Duplicating Courses, & Minimum School Day for High School Students</u>	<u>4</u>
<u>Recommended Pathway Courses</u>	<u>5</u>
<u>Scheduling Parameters and Changes</u>	<u>7</u>
<u>Independent Study</u>	<u>8</u>
<u>Senior Year Plus</u>	<u>8</u>
<u>Course Offerings</u>	<u>9</u>
<u>Language Arts</u>	<u>10</u>
<u>Mathematics</u>	<u>13</u>
<u>Science</u>	<u>15</u>
<u>Social Studies</u>	<u>16</u>
<u>Agriculture</u>	<u>18</u>
<u>Business Education</u>	<u>21</u>
<u>Family and Consumer Sciences</u>	<u>22</u>
<u>Fine Arts</u>	<u>24</u>
<u>Foreign Language</u>	<u>27</u>
<u>Industrial Tech</u>	<u>28</u>
<u>Physical Education & Health</u>	<u>30</u>
<u>Work Experience</u>	<u>31</u>
<u>Academic Support Courses</u>	<u>32</u>
<u>SWCC Concurrent and Career Academy Courses</u>	<u>33</u>
<u>SWCC Course Offerings</u>	<u>34</u>
<u>NCAA Eligibility Center</u>	<u>35</u>

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

GRADUATION COURSE & CREDIT REQUIREMENTS

All classes earn 1 credit per semester

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

51

CREDIT RECOVERY

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

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

If the credit recovery course is a prerequisite, it must be passed prior to taking the next course. For example: Language Arts 9 – both semesters must be passed prior to taking Language Arts 10.

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

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

DUPLICATING COURSES

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

MINIMUM SCHOOL DAY FOR HIGH SCHOOL STUDENTS

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

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

Juniors are allowed to schedule and leave campus for MOC (Multi-Occupational Careers) for 1 block per day with prior approval. (Documentation required from the workplace.)

Seniors are allowed to schedule and leave campus for MOC (Multi-occupational Careers) or Work Release experience for 2 blocks per day with prior approval from administration. (Documentation required from the workplace.)

52

RECOMMENDED PATHWAY COURSES

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

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

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

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

GRADING SYSTEM

53

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

GPA for graduating class 2022 will be a combination of weighted and unweighted. The GPA for graduating classes 2023 and beyond will only be unweighted.

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

54

SCHEDULING PARAMETERS

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

Teacher assignments for two semesters may vary. Students will receive a copy of their schedule in August and January.

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

SCHEDULE CHANGES

~~Students needing to change their high school class schedules must complete the schedule change form which requires teacher and parent approval. Schedule changes will be:~~

~~1st semester: 2 weeks prior to the start of school in August~~

~~2nd semester: last two weeks of first semester, prior to holiday break~~

~~No schedule changes will be made after the 3rd day of each semester.~~

~~Any changes after the third day of each semester will require administrative approval.~~

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

Schedule changes may be made according to a student's 4-year academic plan using the following criteria:

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

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

Southwestern Community College - SWCC:

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

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

*student will receive a W (withdraw) on highschool transcript

*student must enroll in a regular high school course

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

*student will receive an F on highschool transcript for college course

*student must enroll in a regular in class elective high school course (teacher approval needed)
(must make up missed work in highschool course as determined by the teacher)

Within 3 to 6 weeks (of the college course start date):

*student will receive an F on highschool transcript for college course

*students must enroll in a high school online semester course for elective credit only.

*course must be completed by the end of the semester to receive an earned grade

*failure to complete the course will result in an F on transcript

*Course options: course options will be a minimum at grade level. Options will be based on the

55

remaining duration of the semester and the student's ability to complete the course to receive a grade.

INDEPENDENT STUDY

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

Plan for Independent Study:

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

Guidelines for Participation:

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

HIGH SCHOOL COURSE OFFERINGS

CORE COURSE OFFERINGS

Language Arts	Math	Science	Social Studies
LA 9 LA 10 Literature Explorations Communication in the Real World Essential Literacy General ELA Debate 21st Century Communication Creative Writing Young Adult Literature	Pre-Algebra Algebra I Geometry Algebra II Trigonometry/Precalculus Discrete Math Essential Math General Math	Biology Physical Science Earth & Space Chemistry Physics Essential Science	US History I US History II World History Human Studies Geography Government

CAREER TECHNICAL OFFERINGS

Agriculture	Business	Family Consumer Science	Industrial Tech
Introduction to Agriculture Plant Science Ag Business/Leadership Animal Science I Animal Science II Ag Engineering I Ag Engineering II CASE Food Science and Safety I CASE Food Science and Safety II Animal and Plant Biotechnology I Animal and Plant Biotechnology II	Careers Accounting Introduction to Business Marketing Principles of Management Personal Finance	FACS for You Early Childhood Development Baking I Baking II Food & Nutrition ProStart I ProStart II	Intro to Engineering Design Engineering Design Tech Intro to Manufacturing Electricity Material Processing Tech Advanced Manufacturing <div style="text-align: right; font-size: 2em;">56</div>

Natural Resources and Ecology I Natural Resources and Ecology II			
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FINE ARTS OFFERINGS

Art	Band	Choir	Foreign Language
Studio Art Drawing & Printmaking Ceramics Advanced Studio ART Digital Media Arts Virtual Reality Yearbook	Band	Junior Varsity Choir Varsity Choir Music Theory Advanced Music Theory	Spanish I Spanish II Spanish III Spanish IV

PHYSICAL EDUCATION / HEALTH OFFERINGS

Physical Education	Athletic Strength & Conditioning	Health I & Health II
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WORK EXPERIENCE OFFERINGS

ACADEMIC SUPPORT OFFERINGS

iJAG (Iowa Jobs for America's Graduates) MOC (Multi Occupation Careers) Work Release Work Experience	Learning Lab Life Skills Social Skills
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57

LANGUAGE ARTS

Language Arts 9 & 10

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

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

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

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

Communication in the Real World Prerequisite: successful completion of both semesters of LA 10	2	Year	11-12	Elective	Mrs. LaPrel
In this course students will study the communication strategies that are used after high school, whether in college or at work. Students will speak, write, read, and work as individuals and in groups. Career and college readiness skills are emphasized, as students learn writing techniques, decision-making skills, and develop leadership skills needed in the real world. In this course students will study communication forms, processes, and strategies for use in all aspects of life. Students will speak, listen, read and write. They will work as individuals and in groups. Career and college readiness skills will be emphasized as students learn writing techniques, critical thinking skills, and leadership skills needed in the real world.					

Debate Prerequisite: successful completion of both	2	Sem	10-12	Elective	Mrs. LaPrel
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58

semesters of LA 9					
A special emphasis will be placed on the Iowa Core Speaking & Listening strand, Iowa Core Writing strand, critical thinking skills, as well as argument resolution. Students will learn argumentation, research, and advocacy skills that they can use in a variety of experiences in different curricular areas. Students will engage in the writing process on a continual basis as they create and prepare cases.					

Essential Literacy Prerequisite: as determined by student's education plan	2	Year	9-12	Individually assigned
Essential Literacy will focus on Common Core Essential Elements in Literacy at the student's grade level. This course is designed to be individualized based on each student's strengths and weaknesses. Particular emphasis will be placed on developing strategies to read, comprehend, and communicate more efficiently.				

General English Language Arts Prerequisite: as determined by student's education plan	2	Year	9-12	Individually assigned
This course is focused on Common Core Literacy standards with particular emphasis placed on communication skills and strategies that are essential to education in high school and post-secondary life, whether in college or work. Students will speak, listen, write, read, and work as individuals and in group				

21st Century Communication Prerequisite: successful completion of both semesters of LA 9	1	Sem	10-12	Elective	Mrs. LaPrel
Social media is a large part of our world today and will be a major platform that is used in this class to improve Core communication skills. Students will learn how to use social media as a means to share a story. This course will emphasize the skills and knowledge required to produce stories through digital photography, layout, and design. Students will learn how to conduct interviews, write in journalistic forms such as writing for the web and broadcast journalism, and learn the importance of visual literacy. This course will emphasize the skills and knowledge required to produce stories through digital photography, layout, design, and advertising. Students will learn the importance of media and visual literacy in our ever-changing world. They will learn how to conduct interviews, write in journalistic forms, and use social media as a communication platform in various contexts.					

Creative Writing	1	Sem	9-12	Elective	
Creative Writing will focus on the process of producing quality creative pieces (short stories, poems, songs, etc.) in a workshop environment. Students will think through writing, use literature as a springboard for writing, and make use of publication to improve skills in grammar and usage. Students will learn to give meaningful feedback to other writers as well as identifying and problem-solving issues in their own work by going through an extensive revision process. Mini-lessons will focus on the narrative arc, dialogue in fiction, metaphors, symbols in poetry, etc. Students will leave this course with a portfolio of their creative work					

Young Adult Literature	1	Sem	9-12	Elective	Mrs. Horn
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59

Young Adult Literature is designed for students who enjoy reading and desire an opportunity to strengthen their skills in comprehension and literary analysis. Students will study young adult literature by genre, such as fantasy, science fiction, action/adventure. Students will choose a novel from selected texts for each genre, then dig into literary components such as character development, theme, symbolism, conflict, irony, setting, style, and point of view. This class will use a small group structure where students will read then present their novels to the class. Oral and written communication skills will be reinforced. Film adaptations of some young adult novels will be used to further our study of genre and reinforce students' ability to compare and contrast.

Yearbook Prerequisite: Application & Interview	2	Year	10-12	Elective	Mrs. LaPrell
This course deals with all phases of yearbook preparation: planning, design, layout, photography, copywriting, advertising, sales, assembly and distribution. The course will include information about preparation and printing, and hands on production experience in assembling the yearbook. This class requires time spent outside the school day. The class is open to all students in grades 10-12 upon teacher approval.					

MATHEMATICS

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>	<u>Teacher</u>
Pre-Algebra Prerequisite: Placement in Pre-algebra will be based on the student's math standing at the end of 8th grade.	2	Year	9	Required	
This course is designed for those that have been previously identified as students that may struggle with Algebra. It will use problems and explorations to help improve mathematical thinking. Students will focus on number sense, operational sense, equation structure, and the coordinate plane.					
Algebra	2	Year	9-10	Required	Mr. Pollock &
This course is a study of equations, functions, coordinate systems, and applications of each in problem solving. Algebra I is the first math class expected to meet graduation requirements.					
Geometry Prerequisite: Successful completion of Algebra I	2	Year	10-12	Required	
A standard study of Euclidean plane (flat) geometry with a strong emphasis on the solving of geometric proofs. Included are brief studies of logic, trigonometric functions and coordinate geometry					
Algebra II Prerequisite: Successful completion of Algebra I	2	Year	10-12	Required (determined by math track)	Mr. Pollock

600

This is an integrated course in algebra and trigonometry containing the modern mathematical viewpoints. Emphasis is placed on mathematical structure, various number systems from natural to complex numbers, and the properties of each.

Trigonometry/Precalculus Prerequisite: Successful completion of Geometry/Alg II	2	Year	11-12	Elective	Mr. Pollock
An introduction to calculus with functions, graphs, limits, area under a curve, and rates of change. A focus on algebra is woven throughout the course. This course is highly recommended for those going to college in an area where calculus will be required.					

Discrete Math Prerequisite: Successful completion of Geometry/Alg II	2	Year	11-12	Elective	Mr. Pollock
A contemporary math class with real-world connections and ample collaboration. Students will examine structures with patterns, predict outcomes, and explain how the structures cause consistent results. Topics include: the theory of two-player games, graph theory, iteration and recursion (standard elements in algorithms), sequences and series, combinatorics, and cryptography. Discrete Math is as much about <i>why</i> things are true as about <i>what</i> is true. This course is recommended for students interested in pursuing a degree in computer sciences					

Essential Math Prerequisite: as determined by student's education plan	2	Year	9-12	Individually Assigned
Essential Math will focus on Common Core Essential Elements in Mathematics at each student's grade level. This course is designed to be individualized and will give particular emphasis to foundational skills of arithmetic and sequencing.				

General Math Prerequisite: as determined by student's education plan	2	Year	9-12	Individually Assigned
This course is focused on Common Core Mathematics standards with particular emphasis placed on foundational skills such as arithmetic operations, area, perimeter, volume, estimation, problem-solving, and practical mathematical applications. Students will solve problems, look for and make use of structures such as patterns, and determine and use appropriate tools to solve mathematical problems.				

61

62

SCIENCE

Biology	2	Year	9	Required	Mrs. Freiberg
This course is designed to provide information regarding the fundamental concepts of life and life processes. It includes such topics as cell structure and function, general plant and animal physiology, genetics, taxonomy, biochemistry, evolution, and ecology.					

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

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

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

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

Essential Science Prerequisite: As determined by student's education plan	2	Year	9	Individually Assigned
Essential Science will focus on topics from earth and space science, physical science, biology, chemistry, and physics. Topics will be developed through thematic units that will emphasize models, patterns, real-world investigations, and applications..				

SOCIAL STUDIES

63

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

US History I	2	Year	9	Required	Mr. Eubank
Topics to be covered in this course over the full year include: Reconstruction, Growth in the West, Industrialization and Immigration, The Progressive Era, Imperialism, World War I, the Roaring Twenties, the Great Depression and the New Deal.					

US History II	2	Year	9	Required	Mr. Gelber
Topics to be covered in this course over the full year include: The Rise of Dictators and World War II, the Korean War, the Cold War Era, the Civil Rights Era, the Vietnam War, and foreign & domestic policies of the 1980s-present day.					

World History	2	Year	9-12	Elective	Mr. Eubank
The main focus of this class is to study world history and global issues for the purpose of acquiring and improving skills needed for college and career success and for effective global citizenship. As learners study historical content from the world in 1750 through the present day, an emphasis will be put on both content and historical thinking skills. .					

Human Studies	2	Year	9-12	Elective	Mr. Podliska
Human studies is designed to assist young people in a better understanding of themselves, others, and behavioral impacts on society. Topics discussed include: how groups form, societal influences on individuals and groups, what makes up cultures and how people acquire their belief systems, ethical issues and behavior, social inequalities, and the impact of culture and institutions on societies.					

Geography	1	Sem	9-12	Elective	Mr. Podliska
This course focuses on the physical and cultural features of local, national, and global regions. Students will create geographical representations and will demonstrate understanding of the interrelationships between geographical features and human population & movement patterns. Economics within and among regions will be explored, including economies, unemployment, supply and demand, taxes, government policies, and business.					

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

64

AGRICULTURE

Introduction to Agriculture	2	Year	9	Elective	Ms. Mittag
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This course is designed for 9th grade students. The course will include the following leadership topics: the FFA, Supervised Agricultural Experience, and parliamentary procedure. In addition, the course will focus on agriscience research concepts and general agricultural information. *(Other grades by permission of instructor)*

Plant Science Prerequisite: successful completion of Intro to Ag	2	Year	10	Elective	Mr. Spencer
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This course is designed for 10th grade students. The course will include the following topics: soil evaluation, basic plant science concepts, natural resources, and agriscience research. The leadership aspects of the FFA and Supervised Agricultural Experience will also be included. *(Other grades by permission of instructor)*

Ag Business/Leadership Prerequisite: successful completion of Intro to Ag or instructor approval	2	Year	10-12 11-12	Elective	Ms. Mittag
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This course is designed for 11th and 12th grade students. The course will include the following topics: Ag Sales and Marketing, Job Interview Skills, and Basic Recordkeeping., and ~~Food Science and Safety~~. The Ag Business portion will prepare students to seek future employment and expose them to job opportunities in Ag Business. ~~sales. For the Food Science portion, students will complete hands-on activities, projects, and problems that simulate actual concepts and situations found in the food science and safety industry, allowing students to build content knowledge and technical skills. Students will investigate areas of food science including food safety, food chemistry, food processing, food product development and marketing.~~

Animal Science I Prerequisite: successful completion of Intro to Ag or instructor approval	1	Sem (Fall)	11-12	Elective	Ms. Mittag
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Students will explore hands-on projects and activities to learn the characteristics of large animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, or industry personnel face in their respective careers. This course deals mainly with large animal (cattle, hogs, horses, sheep, goats) anatomy, reproduction, nutrition, and health. Small animals (dog and cats) and other pets will NOT be a focus in this course. This course must be taken before taking Vet Science II. *(Other grades by permission of instructor)*

Animal Science II Prerequisite: successful completion of Animal Science or instructor approval	1	Sem (Spring)	11-12	Elective	Ms. Mittag
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Students will explore hands-on projects and activities to learn the characteristics of large animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, or industry personnel face in their respective careers. This course deals mainly with large animal (cattle, hogs, horses, sheep, goats) anatomy, reproduction, nutrition, and health. Small animals (dog and cats) and other pets will NOT be a focus in this course. This course can be taken any Spring semester during high school after completing ~~Vet Science I~~ Animal Science I. The coursework builds upon the concepts from ~~Vet Science I~~ Animal Science I. *(Other grades by permission of instructor)*

Ag Engineering I Ag Mechanics and Design	1	Sem	10-12	Elective	Mr. Spencer
<p>Students will explore projects and problems similar to those that a mechanic, technician or engineer may face in their respective careers. In addition, students will understand specific connections between science, math, and technical skills applied to Supervised Agricultural Experiences and FFA components that play an important role developing an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community. <i>(Other grades by permission of instructor)</i></p> <p>Students will learn to use computer aided machines to create their own design projects as well as complete hands-on-activities, projects, and problems related to metals, woods, concrete, plastics, and energy systems.</p>					

Ag Engineering II Prerequisite: successful completion of Ag Engineering I	1	Sem	10-12	Elective	Mr. Spencer
<p>Students will explore projects and problems similar to those that a mechanic, technician or engineer may face in their respective careers. In addition, students will understand specific connections between science, math, and technical skills applied to Supervised Agricultural Experiences and FFA components that play an important role developing an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community. <i>(Other grades by permission of instructor)</i></p>					

CASE Food Science and Safety I <i>(offered every other year)</i>	1	Sem (Fall)	11-12	Elective	Mr. Spencer
<p>Students will be provided with experiences in industry appropriate applications of biotechnology related to plant and animal agriculture. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of biotechnology. Students are expected to become proficient at biotechnological skills involving micropipetting, bacterial cultures and transformations, electrophoresis, and polymerase chain reaction. <i>(Other grades by permission of instructor)</i></p> <p>Food Science and Safety is a specialization course where students complete hands-on activities, projects, and problems that simulate actual concepts and situations found in the food science and safety industry, allowing students to build content knowledge and technical skills. Students will investigate areas of food science including food safety, food chemistry, food processing, food product development, and marketing. In addition, students will explore connections between the Food Science and Safety lessons, Supervised Agricultural Experience, and FFA.</p>					

CASE Food Science and Safety II Prerequisite: successful completion of CASE Food Science and Safety I <i>(offered every other year)</i>	1	Sem (Spring)	11-12	Elective	Mr. Spencer
<p>Students will be provided with experiences in industry appropriate applications of biotechnology related to plant and animal agriculture. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of biotechnology. Students are expected to become proficient at biotechnological skills involving micropipetting, bacterial cultures and transformations, electrophoresis, and polymerase chain reaction. <i>(Other grades by permission of instructor)</i></p>					

Animal and Plant Biotechnology I <i>(offered every other year)</i>	1	Sem (Fall)	11-12	Elective	Mr. Spencer
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Students will be provided with experiences in industry appropriate applications of biotechnology related to plant and animal agriculture. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of biotechnology. Students are expected to become proficient at biotechnological skills involving micropipetting, bacterial cultures and transformations, electrophoresis, and polymerase chain reaction. *(Other grades by permission of instructor)*

Animal and Plant Biotechnology II <i>(offered every other year)</i> Prerequisite: Animal and Plant Biotechnology I	1	Sem (Spring)	11-12	Elective	Mr. Spencer
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Students will be provided with experiences in industry appropriate applications of biotechnology related to plant and animal agriculture. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of biotechnology. Students are expected to become proficient at biotechnological skills involving micropipetting, bacterial cultures and transformations, electrophoresis, and polymerase chain reaction. *(Other grades by permission of instructor)*

Natural Resources and Ecology I	1	Sem (Fall)	10-12	Elective	Mr. Spencer
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Students will be provided with a variety of experiences in the fields of natural resources and ecology. Students will explore hands-on projects and activities while studying topics such as land use, water quality, stewardship, and environmental agencies. Study of the natural world including biomes, land, air, water, energy, use and care as well as a focus on issues surrounding man's interaction with the Earth will be addressed in this course.. *(Other grades by permission of instructor)*

Natural Resources and Ecology II Prerequisite: Natural Resources and Ecology I	1	Sem (Spring)	10-12	Elective	Mr. Spencer
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Students will be provided with a variety of experiences in the fields of natural resources and ecology. Students will explore hands-on projects and activities while studying topics such as land use, water quality, stewardship, and environmental agencies. Study of the natural world including biomes, land, air, water, energy, use and care as well as a focus on issues surrounding man's interaction with the Earth will be addressed in this course.. *(Other grades by permission of instructor)*

BUSINESS EDUCATION

Careers	1	Sem	9-12	Elective	Mrs. Wiig
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What does the future entail for me? This class helps you to begin thinking about the different ways you can answer this question. Students identify their own skills, aptitudes, likes, and dislikes to help them explore different career options. In addition, the course includes an in depth study of different careers and the strategies needed to reach your goals. Creation of a professional resume and interviewing skills also provide students with valuable job seeking skills. Students will participate in a one-day job shadow experience sometime during the semester

Accounting	1	Sem	9-12	Elective	Mrs. Wiig
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This course introduces and expands upon the fundamental accounting principles and procedures used in businesses. Course content includes the full accounting cycle, payroll, taxes, debts, depreciation, ledger and journal techniques, and periodic adjustments. Students may learn how to apply standard auditing principles and to prepare budgets and final reports. Calculators and other automated tools are used

Introduction to Business	1	Sem	9-12	Elective	Mrs. Wiig
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Students will survey an array of topics and concepts related to the field of business. The course will introduce business concepts such as banking and finance, the role of government in business, business ethics, marketing, entrepreneurship, and management. Students will also be provided with a brief overview of the American economic system and corporate organization.

Marketing	1	Sem	9-12	Elective	Mrs. Wiig
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This course teaches students to market themselves as well as their business ideas. Sales and marketing concepts are important to everyone. The skills students learn in this course are used to understand and promote individual and business ideas. The class focuses on the psychology of consumer decision making, and deciphers each area of the marketing mix: place, product, price, and promotion.

Principles of Management Prerequisite: Successful completion of Intro to Business	1	Sem	9-12	Elective	Mrs. Wiig
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This course is designed to be an overview of the major functions of management. Emphasis is on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management

Personal Finance	1	Sem	11	Required	Mrs. Wiig
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A requisite course that provides students with an understanding of the concepts and principles involved in managing one's personal finances. Topics include saving, budgeting, debt, consumer awareness, investing, retirement, insurance, careers, taxes, and giving.

FAMILY AND CONSUMER SCIENCES

FACS for You	1	Sem	9-12	Elective	Ms. Henke
An introductory course designed to help students explore all the areas of family and consumer sciences and the student organization FCCLA, Family Career and Community Leaders of America. Areas of study include: personal development, communication skills, interior design, child development, families, clothing care, nutrition, and food preparation. Students will work individually and cooperatively in groups.					
Early Childhood Development	1	Sem	10-12	Elective	Ms. Henke
This course will help prepare students for parenting or a career in childcare or early childhood education. It explores the physical, social, emotional, and intellectual growth and development of children. Developing a safe, stimulating and nurturing environment that fosters the optimum growth and development of infants, toddlers, and early elementary-aged children are examined. Units include: nutrition, toy selection, children's literature, an examination of conception through birth, birth defects, and human development theories.					
Food & Nutrition	1	Sem	10-12	Elective	Ms. Henke
In this course, students will explore basic nutritional guidelines in relation to wellness across a lifespan. Particular emphasis will be placed on nutritional value of foods and accurately reading food labels. Students will learn how to manage and use foods to meet nutritional needs. Basic entry technique labs will be included. They will also explore safety and sanitation procedures using ServSafe, a food safety program from the National Restaurant Association. This course is a prerequisite for entry into ProStart I. Maximum class size 15.					
ProStart I Prerequisite: Successful completion of Food & Nutrition	1	Sem	10-12	Elective	Ms. Henke
ProStart I is the first in a 2-course program created by the National Restaurant Association Educational Foundation. In this course, students learn the management and culinary skills needed for a career in the foodservice industry. Within the course, students will learn aspects of safety and sanitation, communication, management, and customer service as well as basic culinary skills. Lab experiences will include soups, sauces, fruits, vegetables, and grains. This course is a prerequisite for ProStart II. Maximum class size 15.					
Pro Start II Prerequisite: Successful completion of Pro-Start I	1	Sem	10-12	Elective	Ms. Henke
ProStart II is the second in a 2-course program created by the National Restaurant Association Educational Foundation. Emphasis in this course is on restaurant business management as well as expanding culinary skills. Lab experiences include pastas, meat, poultry, seafood, yeast doughs, plating, and garnishing. Maximum class size 15.					
Baking I	1	Sem	9-12	Elective	Ms. Gerst

This course prepares students for a career in culinary arts, with a special emphasis on the Baking and Pastry strand of restaurant and food service management. Food and workplace safety are an integral part of the class instruction. Units of study include: ingredient function, pastry basics, quick breads, yeast breads, and chocolate. This course is not part of the ProStart culinary series but is recommended for anyone wishing to learn to bake or pursue a career in culinary arts or baking and pastry arts. This course is a prerequisite for Baking II.

Maximum class size 15.

Baking II Prerequisite: Successful completion of Baking I	1	Sem	9-12	Elective	Ms. Gerst
Baking II is a continuation of Baking I, which prepares students for a career in culinary arts, with a special emphasis on the Baking and Pastry strand of restaurant and food service management. Food and workplace safety continue to be an integral part of instruction. Units include but are not limited to: cookies, tarts, cake mixing, baking, and decorating, frozen desserts, custards, and pies. Maximum class size 15.					

FINE ARTS

Studio Art	1	Sem	9-12	Elective	Mr. Adams
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Studio Art is a one semester course for the student interested in exploring several creative art mediums. Units covered will include: drawing, pastels, painting, ceramics, and sculpture. Students will also learn art terminology and some art history.

Drawing & Printmaking Prerequisite: Successful completion of Studio Art	1	Sem	9-12	Elective	Mr. Adams
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This is a one semester course in which the student has the opportunity to work with and explore different drawing media and printmaking media. Pencil, charcoal, pen & ink, pastel, and printmaking will be explored.

Digital Media Arts Prerequisite: Application & Interview	1	Sem	9-12	Elective	Mr. Adams
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Digital Media Arts is intended for high school level students to gain an understanding of digital print and online media. Students will do digital photography and use graphic design software to demonstrate creative thinking, construct knowledge, and to develop innovative products and processes. Students will visually communicate information and ideas effectively through these media.

Virtual Reality	1	Sem	9-12	Elective	Mr. Adams
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Virtual Reality is often used to describe a wide variety of applications commonly associated with highly visual 3-dimensional environments. Virtual Reality uses a computer to create a simulated 3-dimensional world. This class is an independent study where the student is free to explore and learn a variety of techniques used in computer graphics, virtual reality and computer animation. Students that are in this class must be self-motivated, have a desire to learn and have a good imagination. With this class being an independent study, students will be on their own doing research and designing various projects that will be due throughout the semester

Ceramics	1	Sem	10-12	Elective	Mr. Adams
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This is a one semester course in which the student will learn the basic principles of working in clay. Students will focus on learning several hand building techniques. An additional lab fee may be imposed based on the amount of materials used.

Advanced Studio Art Prerequisite: Successful completion of Studio Art and two other studio-based art classes as well as teacher approval	1	Sem	11-12	Elective	Mr. Adams
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Advanced Art is a course for the serious art student. Students will select one or several artistic areas to explore in depth during the semester, with the goal to develop pieces for a portfolio. Students may elect to pursue advanced studies in sculpture, pottery, painting, drawing, digital media, and in other areas. Students will learn the basics of taking and preparing digital images of their completed work and develop a resume to submit when applying to art schools, scholarships, and art shows. Students may be required to purchase their own materials. May be repeated once for credit.

Junior Varsity Choir	1	Sem	9-12	Elective	Mr. Marsden
This is a non-auditioned choir for students in grades 9-12. The course is designed to work on the fundamentals of reading musical scores, vocal production, and musicianship. Performances will include all school choral concerts (up to 3 a year). Students will be eligible to audition for the All-State Chorus, the spring musical, state small group contests, Minnisingers, and all other student singing ensembles..					

Varsity Choir Prerequisite: Audition & Teacher approval	1	Sem	9-12	Elective	Mr. Marsden
This class is an auditioned group selected from students who demonstrate advanced levels of musical ability and a strong work ethic. Performances will include all school choral concerts. Students will perform advanced choral literature that will include Iowa All-State repertoire. Varsity choir will compete at state/district music contests and will be involved in the Spring Musical. Students from this choir may also audition for the All-State Choir, be involved in solo/small group contests, festivals, honor choirs, Minnisingers, and other student singing ensembles..					

Music Theory Prerequisite: Theory students will be enrolled in chorus or band for the year, enrollment by instructor permission only.	1	Sem	9-12	Elective	Mr. Marsden
This course is offered for 10th through 12th grade students who are serious about music , especially those with goals of a major or minor in music at the college level. <u>Teacher approval required.</u> The course will include the study of basic theory fundamentals.					

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

12

FOREIGN LANGUAGE

Spanish I	2	Year	9-12	Elective	Mr. Rouse
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Spanish I is a course developed for those students who would like to learn another language while exploring the culture and everyday life of the Spanish-speaking world. Emphasis is placed on learning the vocabulary and grammar needed to communicate in Spanish

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

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

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

73

INDUSTRIAL TECH

Introduction to Engineering Design	1	Sem	9-12	Elective	Mr. Peterson
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Introduction to Engineering Design is a fundamental drafting course that will provide the basic skills needed to pursue advanced courses in the program. Concepts covered include: reading and scaling techniques, geometric construction, orthographic views, dimensioning and sectional views. Computer-aided design (CAD) is also introduced. **Successful completion of this course is a prerequisite to Engineering Design Technology. Maximum class size 10.**

Engineering Design Technology Prerequisite: Successful completion of Intro to Engineering Design	1	Sem	9-12	Elective	Mr. Peterson
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EDT is the last course in the Engineering Design series. This is an advanced course for more in depth study of mechanical and working drawings. Concepts include: tolerance keyways, gears and cams, weld assemblies, piping components, assembly drawings and animation of components. Some manual along with computer drawing techniques will be used in this course. **Maximum class size 10.**

Introduction to Manufacturing	1	Sem	9-12	Elective	Mr. Peterson
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Manufacturing provides the study of materials and processes used in industry. Areas of study will include sheet, metal, oxy acetylene and arc welding, machining, foundry, forging and heat treating and tempering. Laboratory experiences will enhance classroom activities through hands-on projects. A fee for some materials will be assessed to the student. **Maximum class size 45 14.**

Advanced Manufacturing	1	Sem	9-12	Elective	Mr. Peterson
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Advanced Manufacturing is designed for more in-depth study of the manufacturing processes. Areas of study will include design and layout of sheet metal patterns, experience with various welding technologies (Mig, Tig), machine tool processes, precision measurement, foundry pattern design and mold production and forging processes. A fee will be assessed to the student. **Maximum class size 12**

Electricity	1	Sem	10-12	Elective	Mr. Peterson
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This course is designed for students interested in exploring a career in the electricity or electronics field. Areas of discussion will include electrical safety, electron theory, characteristics of resistors and circuit breakers, Ohm's law, and series, parallel, and combination circuits. The course of study will include a limited amount of house electrical systems. **Maximum class size 15**

Material Processing Technology Mr. Peterson Prerequisite: Intro to Engineering Design	1	Sem	10-12	Elective	Mr. Peterson
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The material processing tech course is a yearlong course where students will study the following areas.
1. Basic shop and safety practices (personal safety equipment, general safety and equipment practices, maintaining a safe work environment, and maintaining equipment).
2. Design and Problem Solving (Utilizing design processes and problem solving strategies, working with and editing working

drawings, material estimating).

3. Development Skill Competencies (the use of rubric skill sheets are used to develop the following layout work, tool and technique selection, assembly and finishing techniques and materials).

4. Careers and Society (exploration of woodworking careers and industry, lumbers impact on the environment)

Small project work is incorporated into the course to reinforce curriculum

PHYSICAL EDUCATION & HEALTH

Physical Education	1	Sem	9-12	Required	Mrs. Subbert
<p>Every student is required to enroll in physical education every semester each year unless he or she presents a written excuse from a doctor. Student's limitations and disabilities will be considered individually. If necessary, an adaptive program will be set up to meet those needs. Waivers do not earn credit - therefore a student must take other classes to complete the graduation requirement of 52 credits.</p> <p>Seniors may be excused from physical education if requested in writing and if:</p> <ol style="list-style-type: none"> 1. The student is enrolled in a cooperative or work study program or other educational program authorized by the school which requires the students to leave the school premises during the school day, or 2. The student is involved in winter and/or spring sports and want to fill their schedule with other academic coursework. 					

Athletic Strength & Conditioning Prerequisites: Instructor approval	1	Sem	9-12	Elective (can fulfill PE)	Mr. Archer
<p>Throughout this course, students will follow the guidelines in place for the Red Oak Community School District Strength & Conditioning program, focusing on long term athletic development and life-long fitness components. Students will follow a strategically designed program that emphasizes proper movement patterns, running/sprinting mechanics, ability to change direction and progresses the students based on the student's specific needs. Students enrolled in this course will be involved in a program that is designed to focus on the progress of the student over their four-year high school career</p>					

Health I	1	Sem	9-12	Elective	Mr. Archer
<p>This semester course will provide students with knowledge, skills and resources to help a healthy lifestyle. Topics covered will include health skills for the healthy consumer, physical activity, nutrition, personal care of the body and body systems, injury prevention and environmental health.</p>					

Health II	1	Sem	9-12	Elective	Mr. Archer
<p>This elective semester course focuses on the health issues facing today's adolescents. Areas of study include mental health, promoting safe and healthy relationships, human growth and development, and disease prevention including STI's and HIV/AIDS.</p>					

76

WORK EXPERIENCE

IJAG (Iowa Jobs For America's Graduates)	1	Sem	9-12	Elective	Mrs. Allensworth & ???
Introduction to IJAG, a career exploration and preparation program, provides an educational, hands-on approach to exploring personal strengths and weaknesses. Students will work to build strengths in academic areas, time management; learn about personality and temperament, understand communication models for personal and career use, identify values and understand the relationship between personal actions and consequences that follow. Students will make connections to their career interests, abilities and aptitudes by determining their education and career goals. Students will be able to demonstrate core competency attainment. Intended to take through senior year. Limit 50 students per year.					

MOC (Multi Occupation Careers) Prerequisites: Application, Instructor and School Counselor approval	1	Sem	11-12	Elective	Mr. Eubank
The MOC course is designed for students looking for real life job experience at a local business. The students are matched to a job that matches their interests and/or qualifications. The student meets with the MOC coordinator once a week for progress reports and information. The student is evaluated bi-weekly by their supervisor. Students must be on target for graduation. Juniors may request MOC for 1 block per day. Seniors may request MOC for 2 blocks per day.					

Work Release Prerequisites: Application & Administrative approval	No credit	Sem	12	Elective	
Work Release is an option only for Seniors who have met the required number of credits needed for graduation. No credit is awarded, and therefore students must be on target for graduation. Administrative approval is needed. Students may request work release for blocks 5,6,7,8. Periodically, students will need to re-verify employment.					

Work Experience Prerequisite: As determined by student's education plan	1	Sem	12	Individually assigned
The Work Experience course is designed to teach students real life job skills and help them gain experience at a local business or workshop. The course includes classroom instruction to learn job seeking and employability skills such as team work, problem solving, and time management. The students are matched to a job that matches their interests and/or qualifications.				

ACADEMIC SUPPORT COURSES

<u>Course Name</u>	<u>Credit</u>	<u>Term</u>	<u>Grade</u>	<u>Required/Elective</u>
Learning Lab Prerequisite: As determined by student's education plan	4	Sem	9-12	Individually assigned
This course is designed to assist students develop skills needed for success in high school and postsecondary education. Topics vary according to student need and may include reading and/or math improvement skills.				
Life Skills Prerequisite: As determined by student's education plan	4	Year	9-12	Individually assigned
Life Skills is an individualized class designed to meet the learning styles and needs of an individual and/or small groups of students. The course emphasizes fundamental living skills necessary in order to live and work independently. It includes daily life skills such as cooking, cleaning, laundry, vocational work skills, personal information, money, time, social interaction, personal care, and communication skills. This list is not inclusive and could vary based on individual needs.				
Social Skills Prerequisite: As determined by student's education plan	2	Year	9-12	Individually assigned
Social Skills is an individualized course to teach students the social skills necessary for independent living and working within a community. Topics may include self-control, self-expression, obeying rules, decision-making, appropriate situational behavior, interacting with others, and maintaining relationships. This list is not inclusive and could vary based on individual needs.				

78

SENIOR YEAR PLUS PROGRAM

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

For more information on the Senior Year Plus Program visit <https://educateiowa.gov/adult-career-and-community-college/senior-year-plus-syp>

College Classes- Southwestern Community College (SWCC)

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

PREREQUISITES FOR ALL SWCC COURSES:

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

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

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

ACADEMIC AWARENESS:

All college courses are 1 semester in length

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

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

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

~~Parents are not privileged to class attendance or grade information and may not contact the teacher.~~

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

WITHDRAW FROM A COURSE:

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

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

***student will receive a W (withdraw) on highschool transcript**

***student must enroll in a regular high school course**

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

*student will receive an F on highschool transcript for college course

*student must enroll in a regular in class elective high school course (teacher approval needed)
(must make up missed work in highschool course as determined by the teacher)

Within 3 to 6 weeks (of the college course start date):

*student will receive an F on highschool transcript for college course

*students must enroll in a high school online semester course for elective credit only.

*course must be completed by the end of the semester to receive an earned grade

*failure to complete the course will result in an F on transcript

*Course options: course options will be a minimum at grade level. Options will be based on the remaining duration of the semester and the student's ability to complete the course to receive a grade.

SWCC CONCURRENT AND CAREER ACADEMY COURSE OFFERINGS

English	Composition I Composition II Introduction to Literature Mythological & Biblical Lit Fundamentals of Oral Communication Public Speaking	Humanities/Fine A
Math	College Algebra Statistics Calculus I Calculus II Math for Liberal Arts	Business Computer Science
Science	Essentials of Anatomy & Physiology Nutrition	Agriculture
Social Studies	US History to 1877 US History Since 1877 Western Civilization: Ancient to Early Western Civilization: Early to Modern World Regional Geography American Experience in Vietnam	Education
Social Science	Intro to Sociology Intro to Psychology Developmental Psychology Intro to Criminal Justice	Coaching/Officiating
Health Science Academy	Intro to Health Occupations Medical Terminology Nurse Aide Pharmacology Basics	Welding Academy

SWCC course descriptions found here: https://docs.google.com/document/d/1qqBVQg7YJ_TMz--i

HIGH SCHOOL VS. COLLEGE COMPARISON

80

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

TIPS FOR BEING A SUCCESSFUL COLLEGE STUDENT

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

81

procrastinate and wait until the day before or the day of—illness or other situations can arise that may get in the way. Keeping up on a regular basis will help you succeed and also be less stressful. Time management, organization and planning are crucial.

82

NCAA ELIGIBILITY CENTER

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

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

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

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

83

21-22 Course Handbook Changes by Page and Section

- Pg. 3 – Graduation Course & Credit Requirements: The length of class and credits earned were added to provide more information to students and parents.
- Pg. 4 – Credit Recovery: Added statement to clarify how failed courses would be added back into a schedule.
- Pg. 4 – Minimum Student Day for High School Students: In order to extend occupational exploration and opportunities, Juniors will be allowed to take MOC for 1 block per day (2 credits per semester) if they are on target to graduate. Many seniors have already met the credit requirement but are continuing senior year for PE, Government, or other opportunities. To allow them more flexibility, we changed Work Experience to Work Release for 2 blocks per day with prior approval from administration. (More information is included in the Course Description section.)
- Pg. 6 – Grading System: Clarifying GPA for students and parents by removing “GPA is unweighted” and adding detailed sentences: “GPA for graduating class 2022 will be a combination of weighted and unweighted. The GPA for graduating classes 2023 and beyond will only be unweighted.” Within the chart, NC was added for No Credit. This became an issue during COVID where students learned remotely. Students didn’t withdraw from a course, we don’t want to impact their GPA, but they didn’t earn credit. This gives us flexibility with the unpredictability of the pandemic.
- Pg. 7 – Schedule Changes: Removed time frames for schedule changes and instead outlined how a schedule is built with the 4-year academic plan based on graduation requirements and post-secondary plans for career, military, or college.
- Pg. 8 – High School Course Offerings: Updated lists to remove special education and academic support classes as they are not elective. Students are guided into special education courses based on their individual learning plans. Due to restructure, we will not have learning intervention classes in the fall. These courses were also deleted from their respective places throughout the course description lists.
- Pg. 10 – 30 – Course Descriptions: Added the name(s) of the teacher for courses. Reworded descriptions, indicated fall or spring for some semester courses, and/or updated class maximum size: Communication in the Real World, 21st Century Communication, Ag Business/Leadership, Ag Mechanics, CASE Food Science & Safety I & II, Intro to Manufacturing, Physical Education, iJAG, MOC, Work Release. MOC will include Juniors and seniors and must be approved by the School Counselor as they must be on target to graduate. Juniors are allowed MOC for 1 block per day, seniors for 2 blocks per day. Work Release will be an option for seniors only who are on target for graduation. Students must have administrative approval as no credit will be awarded. This change is simply due to licensing requirements. Mr. Eubank has been overseeing the program under his MOC license which is redundant. We would like to explore more career exploration and experience options through our CTE programs in the future.
- Pg. 31 – College Classes: Prerequisites have been updated. Due to lack of ISASP scores from COVID, our process looked different this year. Transcripts were submitted to the college instead. With ISASP testing back in place, proficiency requirements will again be followed. We will continue to send the transcript for composition or math courses as we found that useful in working with the college. Under Academic Awareness, we removed the section regarding parents accessing information from the college. The practice is not advertised nor encouraged,

but parents are able to call SWCC for general information. We added a responsibility for our staff under that section. Students will be given a block per college class if their schedule allows. Online courses will be supervised, and grades checked every 2 weeks with the students. Parents will be emailed those grades. On the same page, we simply added the heading, "Withdraw from a Course" to assist with the organization of the document.

- Pg. 32 – SWCC Concurrent and Career Academy Course Offerings: We aligned the courses with the SWCC contract and update the link to the descriptions. This is no longer tied directly to SWCC's website.
- Pg. 33 – High School vs. College Comparison: To help students and parents understand the differences between a high school and college courses, this section was added. It simply outlines what they may expect of courses in general what may be expected of them. A tips section was also added.

Red Oak CSD 2021-2022 Calendar

Start: Aug 25 – Finish: May 26

Summary of Calendar

Days in classroom:

First Semester92
Second Semester86
First Quarter47
Second Quarter45
Third Quarter44
Fourth Quarter42

TOTAL CALENDAR DAYS 178
TEACHER WORK DAYS 190

CALENDAR LEGEND

Preservice Days	
Begin Semester	
End Quarter	
Holidays	
Vacation Days	
Workday	
PD-2 hr. early dismiss	
P/T Conferences	
Teacher Flex Day	

HOLIDAYS:

Labor Day (9/6)
Thanksgiving Day (11/25)
Christmas Day (12/25)
New Year's Day (1/1)
Good Friday (4/15)
Memorial Day (5/30)

Min. Instructional Day= 6.58 hrs.

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

Wed. Collab/PD Day= 4.58 hrs.

Approximately 8:00 a.m. to 1:00 p.m.
4.58 hours/275 minutes
(not including 25 minute lunch)

M	T	W	Th	F	S	S	Days/Hours
August (2021)							
2	3	4	5	6			
9	10	11	12	13			
16	17	18	19	20*			
23*	24*	25	26	27	3		17.74
30	31				5		30.90
September (2021)							
30	1	2	3	4	8		48.64
6*	7	8	9	10	12		72.96
13	14	15	16	17	17		103.86
20	21	22	23	24	22		134.76
27	28	29	30		26		159.08
October (2021)							
27	28	29	30	1	27		165.66
4	5	6	7	8	32		196.56
11	12	13	14	15	37		225.46
18	19	20	21	22	42		256.36
25	26	27	28	29	47		287.26
November (2021)							
1	2	3	4	5	52		318.16
8	9	10	11	12	57		349.06
15	16	17	18	19	62		379.96
22	23	24*	25*	26	64		393.12
29	30				66		406.28
December (2021)							
29	30	1	2	3	69		424.02
6	7	8	9	10	74		454.92
13	14	15	16	17	79		485.82
20	21	22	23	24*	82		503.56
27	28	29	30	31*	82		503.56
January (2022)							
3	4	5	6	7	87		534.46
10	11	12	13	14	92		565.36
17	18	19	20	21	96		589.68
24	25	26	27	28	101		620.58
31					102		627.16
February (2022)							
31	1	2	3	4	106		651.48
7	8	9	10	11	111		682.38
14	15	16	17	18	116		713.28
21	22	23	24	25	121		744.18
28					122		750.76
March (2022)							
30	1	2	3	4	126		775.08
7	8	9	10	11	131		805.98
14	15	16	17	18	131		805.98
21	22	23	24	25	136		836.88
28	29	30	31		140		861.20
April (2022)							
29	30	1	2	3	141		867.78
4	5	6	7	8	146		898.68
11	12	13	14	15*	150		923.00
18*	19	20	21	22	154		947.32
25	26	27	28	29	159		978.22
May (2022)							
2	3	4	5	6	164		1009.12
9	10	11	12	13	169		1040.02
16	17	18	19	20	174		1070.92
23	24	25	26	27*	178		1093.24
30	31						
June (2022)							
30	1	2	3				
6	7	8	9	10			
13	14	15	16	17			

* Additional Paid Teacher Contract Day

Date Events

Aug. 18 New Staff Report
Aug. 20 Veteran Staff Report
Aug. 20-24 Preservice Days
Aug. 25 Begin 1st Semester

Sept. 6 Labor Day: No School
Sept. 28-30 Parent/Teacher Conferences

Oct. 1 No School
Oct. 8 2 Hr. Early Dismissal:
Homecoming
Oct. 29 End 1st Quarter (47 days)

Nov. 1 Begin 2nd Quarter
Nov. 24 No School: Teacher Flex Day
Nov. 25 Thanksgiving
Nov. 26 No School: Thanksgiving Break

Dec. 23-31 Christmas Break
Dec. 25 Christmas

Jan. 1 New Years
Jan. 14 End 2nd Quarter (45 days)
Jan. 17 MLK Day/Teacher Work Day
Jan. 18 Begin 3rd Quarter/2nd Semester

Feb. 15-17 Parent/Teacher Conferences
Feb. 18 No School

March 14-18 No School: Spring Break
March 25 End 3rd Quarter (44 Days)
March 28 Begin 4th Quarter

Apr. 15 No School: Good Friday
April 18 No School: Teacher Flex Day

May 22 Graduation
May 26 End 4th Quarter (42 days)
2 Hour Early Dismissal
May 27 Teacher's Last Day

86



MEMORANDUM OF UNDERSTANDING (MOU)
Multi-Year Program

Red Oak High School (9-12) and Red Oak Community School District

WHEREAS, this Memorandum of Understanding, entered into between iJAG, Red Oak High School (9-12) and the Red Oak Community School District, outlines the elements of a partnership to successfully implement and sustain the Jobs for America's Graduates (JAG) Multi-Year Program as operated and managed by Iowa Jobs for America's Graduates (iJAG).

WHEREAS, iJAG, is a non-profit organization, supported by corporate and foundation contributions, public sector grants and participating school funds. iJAG creates business, industry and education partnerships committed to achieving the mission of JAG, which is to ensure that youth facing multiple challenges to graduation remain in school, attain basic employability skills through classroom and work-based learning experiences during the senior year, are provided with academic support services, graduate and receive twelve (12) months of follow-up services by the iJAG Education Specialist. Follow-up services help assure iJAG participants are successfully transitioned into a career and/or pursue a post-secondary education to enhance their career entry and advancement.

WHEREAS, the multi-year program is based on the Jobs for America's Graduates Program Model. The multi-year program serves high school students for up to four (4) years in school and for an additional twelve (12) months of follow-up services.

WHEREAS, the five (5) primary performance goals of the iJAG program are: a 90% graduation/GED rate; an 80% overall success rate at the end of twelve (12) months after graduation, with participants either employed in a job leading to a career, in the military, or enrolled in a postsecondary education or training, or a combination of work and postsecondary education; 60% of graduates are employed; 60% of employed graduates are in full-time jobs leading to careers; and 80% of the graduates are employed full-time and/or are combining work and school. The electronic data management system provides tracking of students served, services delivered, and outcomes achieved. Statewide and school performance outcomes are used in JAG's accreditation process. State and local affiliates must receive standard accreditation to become and remain a member of the JAG National Network.

WHEREAS, the partners are totally committed to providing a world-class multi-year program, a process of continuous improvement will be implemented and maintained throughout the existence of the iJAG/JAG accredited program.

WHEREAS, the responsibilities of iJAG include:

1. Establish a Jobs for America's Graduates, Inc. (JAG) accredited multi-year program at the school through a mutually beneficial partnership with iJAG.
2. Maintain an active, involved iJAG Board of Directors to provide oversight to the implementation, operation, and continuous improvement of programs in Iowa, which satisfy the accreditation standards of the National JAG Program Model.
3. Employ a full-time, year-round, mutually acceptable individual with requested certification, to fulfill the responsibilities of the iJAG Education Specialist. The Specialist will maintain a roster of forty to forty-five (40-45) students*, who are facing multiple challenges towards graduation and full-time employment and/or post-secondary education after high school.

**** If the iJAG Specialist and/or program is in their first year of working with the program, 35 students are required for enrollment in their first year, with 40-45 students to be on their roster each year following.***

4. Provide management support to Education Specialist through the leadership of iJAG President/CEO and his/her designated staff.
5. Develop a positive working relationship within local communities, including employers, high schools, postsecondary or technical schools, and community service organizations for the purpose of promoting and establishing local JAG accredited programs in accordance with the National JAG Program Model.
6. Provide technical assistance and training to the iJAG Education Specialist and other key staff of the School on the successful implementation and operation of a JAG accredited program.
7. Provide other program materials, publications, and national communications to the participating school.
8. Provide staff development experiences for all Education Specialists to assure understanding of the JAG Model Program and the multi-year program, to share best practices through planned local/state staff development activities, and attendance at the annual JAG National Training Seminar held in July.
9. Provide staff support and conduct frequent school quality assurance reviews and consulting visits to offer encouragement, support, and feedback as well as a review of documentation which is required of a National JAG accredited program committed to tracking students, services, and outcomes throughout the senior year and 12-month follow-up period. Every 3-4 years, JAG will conduct a site review and prepare an accreditation report for review by the Board of Directors, iJAG administration, school and Education Specialist.
10. Sponsor the annual iJAG Leadership, Career Development Conference, Legislative Day, and iJAG Nation Leadership Conference, utilizing input from students, Education Specialists and members of the Board of Directors.
11. Assure connections are made at the state and local level to existing efforts such as: Comprehensive School Improvement, Career and Technical Education, Building Resiliency, Transition, Career Education Guidance, Workforce Development and Economic Development.

WHEREAS, the responsibilities of the Red Oak Community School District include:

1. Buildings will adhere to an "onboarding checklist" to be compiled by the iJAG program team for all new Education Specialists.
2. Provide appropriate space for the iJAG Education Specialist and contribute as in-kind services the use of appropriate classroom space, office space for the Education Specialist that provides privacy with students as needed, utilities, telephone, computer, copier, internet access, classroom materials and supplies as other teachers and school staff, etc.
 - a. In hybrid and/or virtual settings:
 - i. Additional support/tools may be needed to ensure that students have access to the program.
 - ii. iJAG will be offered to students who meet eligibility criteria.
3. Add iJAG Education Specialist to electronic notification of school updates and notices.

4. Provide the iJAG program in a regularly scheduled class or classes for credit to forty to forty-five (40-45) students* for the entire school year and provides an iJAG advantage to students.
**** If the iJAG Specialist and/or program is in their first year of working with the program, 35 students are required for enrollment in their first year, with 40-45 students to be on their roster each year following.***
5. Include iJAG in Student Handbook/Course Catalog and assure guidance staff assists with student referral and selection. Class sizes should not exceed 15-17 students per class any class period to provide for the smaller learning community. The iJAG learner centered instructional strategy and model, Project Based Learning (PBL), requires small class sizes to be successful.
6. Support 30-45-day meetings between building administration, Specialists and Program Managers to review data, current projects and events and the impact being made within the school.
7. Support the iJAG Education Specialist in providing JAG services during the school day within and outside the building and into the community as needed.
8. Work with the iJAG Specialist to establish an in-school Advisory Committee to assist the Education Specialist in recruiting, screening and selecting students most in need of services delivered in the multi-year program and provide on-going support for students and the iJAG program. At a minimum, the committee will include one representative from administration, counseling staff, and the faculty, as well as the Education Specialist. The Advisory Committee and Education Specialist are mutually responsible for recruiting, screening, and selecting students who satisfy JAG criteria to receive the in-school and follow-up services of the program. *Note: An existing committee may be used if it will also perform the additional functions of the iJAG Advisory Committee.*
9. District and building administration must support the iJAG Specialist as the final approval of students that are most appropriate (need, want, benefit), for the program. JAG is not a “drop in” program. Students MUST be approved by the iJAG Specialist before being added to the roster. Once the deadlines of the first 20 days of school (first semester) and February 1 (second semester) have passed, no additional students will be added to iJAG classes. Additionally, no 12th grade students can be added at second semester. 12th grade students may only be added during the first 20 days of first semester.
10. Ensure that district personnel will meet with iJAG leadership on a quarterly basis to review data, compare rosters and do any clean up necessary to ensure data is transparent on both sides.
11. School will provide a comparison data pull no later than September 30 of each school year.
 - This report will include students that have similar profiles to those currently in iJAG, including attendance, credits earned, GPA, office referrals, on track to graduate, not proficient in math or English, at end of prior school year.
 - This same report will be run on February 1 and June 15 to show progress and a clear comparison study.
12. Ensure that all iJAG Specialists are trained on school’s data system and any other technology available to the Specialists within the building.
13. iJAG Specialists must be involved in all safety training drills, Mandatory Reporting Training, and all other trainings that are required for all staff as appropriate.

14. Provide access for the Education Specialist to students and to student cumulative records including grades, free and reduced lunch status, IEP, parent/guardian contact information, etc., for the purpose of identifying, screening, selecting, and enrolling qualified students in the iJAG accredited program. Provide access to student records that will enable the iJAG specialist in their recruitment efforts of specific populations, including foster care, low income, WIOA eligible, etc.
15. Provide for the scheduling of students and adequate class time and support the continuation of students in iJAG throughout their high school career. *Example: If a student comes into iJAG as a junior, they will continue in the program their senior year for credit. JAG tracks retention from year to year, through 12 months of follow up.*
16. Provide for the coordination of the iJAG program and Career Association with other school programs and services where appropriate—including student recognition and fundraising.
17. The district will provide transportation for students to attend statewide events including: Leadership Development Conference, Career Development Conference, Legislative Day events, and iJAG Nation Leadership event. This requires assuring the necessary insurance coverage for students to attend these opportunities as their participation is considered a school sponsored event. When possible, allow other staff to serve as chaperones and activity judges at these events. Education Specialists will present dates of above events to school administration at the beginning of the school year.

Schools will also provide transportation, with prior approval of building administration, to other iJAG program related activities (Career Association events), such as employer tours, quality work-based learning experiences, (WBL) to employers in the community, college visits and community service activities. It is the responsibility of the Education Specialist to assure that travel arrangements have been made no less than two weeks in advance of the event. The school district will make available to the Education Specialist access to smaller district vehicles when available for small group activities related to career association and WBL.

18. Provide academic credit toward graduation to those students who successfully complete the iJAG program, which includes twelve (12) months of follow-up services. This can be an elective credit.
19. Support iJAG's efforts to involve parents, family, employers, and community to meet the needs of iJAG students, which will keep them in school through graduation and ensure full cooperation and participation during the post-graduation follow-up period. This may include support for iJAG's community fund raising efforts for the program.
20. Agree to have Principals/administration provide input on Specialist performance review to iJAG Program Managers. Data will be gathered by conducting walk through evaluations at least once per semester and one-on-one reviews of iJAG data with the Specialist.
21. Provide support for the Education Specialist to perform mandatory off campus employer marketing, job development, and placement responsibilities as per this MOU. Active personal contacts with employers throughout the program year are essential to a successful School-to-Career Program. The school will also support the Specialist's attendance at mandatory iJAG staff meetings and the annual JAG National Training Seminar. (There are approximately three (3) mandatory staff development meetings during the school year.)

90

22. The district will provide for the cost of substitute teachers for at least 10 school days (eight (8) hours per day) per iJAG Specialist, as necessary and with prior approval. Substitute days are calculated on a half or full day basis, depending on the number of hours the iJAG Specialist is out of the building. Substitute days will include personal sick days, iJAG training and iJAG sponsored statewide events. All other days that a sub is needed (field trips, college visits, etc.) will be covered, with prior approval, by the school district and an iJAG Program Manager. Any days outside of those identified here will be covered by iJAG.
23. Provide adequate regular supervision to ensure that the Education Specialist fulfills the responsibilities of this MOU and achieve the performance standards of the JAG Program Model and requirements of any funding sources. Work closely with the iJAG Program Manager regarding staff performance. The district may choose to have the supervision provided by a certified teacher or guidance counselor, but must assure that iJAG has the contact information for the supervisor.
24. Provide feedback, and coordinate with iJAG administration, which will result in the continuous improvement of the program to maintain accreditation.
25. Provide a representative from the school administration (ideally the Principal or a Vice Principal) to attend the annual principal's meetings, coordinated by iJAG administration.
26. Assign all iJAG Specialists a teacher mentor within their assigned building.

WHEREAS, the responsibilities of the iJAG Education Specialist include:

1. The iJAG Specialist is an employee of iJAG. Their primary role is to deliver the iJAG program with fidelity. iJAG specialists may have one other school-related duty. iJAG specialists are not eligible for paid substitute teaching roles during the school day.
2. Recruit and select forty to forty-five (40-45) qualified students* for the program who satisfy the criteria as set out by iJAG/JAG.

**** If the iJAG Specialist and/or program is in their first year of working with the program, 35 students are required for enrollment in their first year, with 40-45 students to be on their roster each year following.***

Targeted students for the program include youth facing multiple challenges prior to graduation or who are not taking advantage of their senior year of high school, most likely to be unemployed after graduation or undecided on a career path with no plans for postsecondary education. Since participation in the iJAG program is limited, students must *need, want, and benefit* from the services available through in-school and follow-up phases of the program.

3. Establish an in-school Advisory Committee to assist the Education Specialist in recruiting, screening and selecting students most in need of services delivered in the multi-year program and provide on-going support for students and the iJAG program. At a minimum, the committee will include one representative from administration, counseling staff, and the faculty as well as the Education Specialist. The Advisory Committee and Education Specialist are mutually responsible for recruiting, screening, and selecting students who satisfy JAG criteria to receive the in-school and follow-up services of the program.

91

4. Deliver the multi-year learner centered instructional strategy developed by JAG, which is endorsed and based upon the attainment of a minimum of JAG's thirty-seven (37) core competencies. Through the multi-year program, students will receive instruction in a minimum of 37 of the 87 JAG competencies.
5. Students are also required to engage in fundraising each school year. All iJAG programs are required to raise at least \$350 to support their program. Amounts over and above the \$350 will be used for Career Association activities during the year. All money raised shall be kept locked in the bookkeepers office until a manager can pick it up. No money raised by an iJAG program shall be put into a school account. All fundraising money will be held and accounted for in accounts with iJAG.
6. Organize the establishment of a highly motivational, career-oriented student-led organization. Each student will be a member of the Career Association for purposes of belonging, creating a sense of ownership, building self-esteem, and developing leadership and teamwork skills. Each student will be required to give a minimum of fifteen (15) annual hours of community service, which can be performed individually or within groups. Community service is incorporated into the program to increase student awareness of the needs of the community and develop leadership and teamwork skills.
7. Work with students and other staff/faculty to provide remediation and/or tutoring required for students to improve their basic education skills and graduate with their class. Provide any necessary services required to help students overcome barriers to staying in school, graduating, becoming employed and/or pursuing a postsecondary education, including follow-up with teachers in classes that students are not passing or falling behind in.
8. Provide career guidance and counseling. Provide counseling and refer to school or community-based services as needed to overcome the barriers to graduation, employment, and career entry and advancement.
9. Attend and participate in iJAG staff development experiences, mandatory staff meetings, and student events. Work with iJAG administration to assist with special events or peer-based training as needed.
10. Develop, in conjunction with the administration, work-based learning and/or job shadowing experiences linked to iJAG's learner centered instructional strategy to enhance student learning and occupational specific skills in their interests in a career field. Develop jobs, internships or apprenticeship opportunities for iJAG graduates, and provide transportation. This effort will assist the iJAG administration with fundraising efforts.
11. Coordinate efforts with iJAG administration to develop and provide work-based learning experiences for students throughout the iJAG enrollment and at a minimum during the 12-month follow-up phase of the program.
12. Contact graduates and non-graduates (at least monthly) and employers (six times) during the 12-month follow-up period with goal of moving them to a GED, continued education, or employment; maintain contact with non-seniors during the summer months to increase the probability of their return to school and graduation. (iJAG recommends face-to-face contact.)
13. Provide personal and confidential information for screening in accordance with local and state laws governing those working directly with students in schools.

92

14. Complete and regularly maintain all paper and electronic documentation as required by iJAG. Submit properly completed written and electronic documentation as directed by iJAG administration.
15. Work with iJAG administration to complete all monitoring and evaluations, agreements and documentation required by funding sources. (Including WIOA, JAG and foundations.)
16. All Education Specialists will be expected to sign this Memorandum of Understanding as part of their contract and evaluation. Participate in a staff evaluation conducted by iJAG administration twice a year to determine that iJAG and JAG standards are being upheld.
17. Assure connections are developed at the school and district level to existing efforts such as: Iowa Core, Comprehensive School Improvement, Career and Technical Education, Learning Supports, Personal Resiliency, Post-Secondary Education, Workforce Development Centers and economic development.
18. Provide quarterly reports on programs, GPA, and attendance with school and iJAG administration three (3) times per year, minimum.
19. Assure students have access and opportunities to participate in dual credit classes during their junior/senior years in conjunction with the local community college.
20. Whenever the iJAG Specialist leaves the building, they will check-out in the school administrative office. iJAG Program Managers will have access to check-out sheets.

WHEREAS, the responsibilities of Jobs for America's Graduates include:

1. Provide on-site assistance for Education Specialists and iJAG administration upon request.
2. Make available its copyrighted model books and materials, operational guides, administrative manuals, electronic data management system, etc. Provide Education Specialists with the opportunity to attend the annual JAG National Training Seminar.
3. Assist iJAG with the full implementation of JAG's electronic data management system designed to track students, services, and outcomes for the purpose of determining the effectiveness of the program based on specific performance standards. State affiliates have access to the National Data Base, which produces management information for decision-making and program/staff evaluation purposes.
4. Conduct accreditation of the iJAG program to ensure conformity with the standards as promulgated by JAG.
5. Make available the protected trademark, "Jobs for America's Graduates," and associated emblem and copyrighted materials directly related to and limited to the periods in which the program is delivered in a manner consistent with the mission and goals of the JAG Program Model and terms of this Memorandum of Understanding.

93

PARTNERSHIP COMMITMENT

This Memorandum of Understanding begins July 1, 2021 and runs through the 2021-22 school year.

The partners mutually agree that the iJAG program will operate within the principles, policies, procedures and JAG standards as outlined in this document and agreed to by the participating school, iJAG, and Jobs for America's Graduates.

It is mutually agreed that efforts will be made to continue the iJAG/JAG accredited program in the school the next school year based on the availability of funding, an adequate number of students to make the program cost effective, and mutual satisfaction with the program based on this Memorandum of Understanding.

Should areas of non-compliance with the JAG model arise, and all efforts to reach agreement have failed, either party reserves the right to terminate this contract with thirty (30) days written notice.

In agreement with the provisions of the Memorandum of Understanding, the partners affix their signatures in the spaces provided.

Laurie Phelan, iJAG CEO/President

Date

iJAG Education Specialist, Red Oak High School (9-10)

Date

iJAG Education Specialist, Red Oak High School (11-12)

Date

Principal, Red Oak Community School District

Date

Superintendent, Red Oak Community School District

Date

94



May 6, 2021

Management and the Board of Education
Red Oak Community School District
604 S. Broadway
Red Oak, IA 51566

We are pleased to confirm our understanding of the terms of our engagement and the nature and limitations of the services we are to provide for Red Oak Community School District.

You will agree to the procedures described in the attachment to this letter and will acknowledge that the procedures to be performed are appropriate for the intended purpose of the engagement, which is to perform procedures agreed to by Management and the Board of Education on selected Student Activity Fund records and transactions of Red Oak Community School District for the period July 1, 2019 through April 30, 2021. Our engagement to apply agreed-upon procedures will be conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants (AICPA). Those standards require that we obtain your written agreement to the procedures to be applied and your acknowledgment that those procedures are appropriate for the intended purpose of the engagement, as described in this letter. The agreement and acknowledgment are contained within this letter. A refusal to provide such agreement and acknowledgment will result in our withdrawal from the engagement. We make no representation that the procedures we will perform are appropriate for the intended purpose of the engagement or for any other purpose.

Because the agreed-upon procedures do not constitute an examination or review, we will not express an opinion or conclusion on the selected Student Activity Fund records and transactions. In addition, we have no obligation to perform any procedures beyond those to which you agree.

We plan to begin our procedures on approximately May 17, 2021 and, unless unforeseeable problems are encountered, the engagement should be completed by June 30, 2021.

We will issue a written report upon completion of our engagement that lists the procedures performed and our findings. Our report will be addressed to Management and the Board of Education. If we encounter restrictions in performing our procedures, we will discuss the matter with you. If we determine that the restrictions are appropriate we will disclose the restrictions in our report. You understand that the report is intended solely for the information and use of Management and the Board of Education, and should not be used by anyone other than these specified parties. Our report will contain a paragraph indicating that had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

95



The attest documentation for this engagement is the property of King, Reinsch, Prosser & Co., L.L.P. and constitutes confidential information. However, we may be requested to make certain attest documentation available to the Iowa Auditor of State and applicable county attorneys pursuant to authority given to it by law or regulation. If requested, access to such attest documentation will be provided under the supervision of King, Reinsch, Prosser & Co., L.L.P. personnel. Furthermore, upon request, we may provide copies of selected attest documentation to the Iowa Auditor of State and applicable county attorneys. The Iowa Auditor of State or applicable county attorneys may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

There may exist circumstances that, in our professional judgment, will require we withdraw from the engagement. Such circumstances include the following:

- You refuse to provide written agreement to the procedures and acknowledge that they are appropriate for the intended purpose for the engagement.
- You fail to provide requested written representations, or we conclude that there is sufficient doubt about the competence, integrity, ethical values, or diligence of those providing the written representations, or we conclude that the written representations provided are otherwise not reliable.
- We determine that the description of the procedures performed or the corresponding findings are misleading in the circumstances of the engagement.
- We determine that restrictions on the performance of procedures are not appropriate.

An agreed-upon procedures engagement is not designed to detect instances of fraud or noncompliance with laws or regulations; however, should any such matters come to our attention, we will communicate them in accordance with professional standards and applicable law. In addition, if, in connection with this engagement, matters come to our attention that contradict the selected Student Activity Fund records and transactions, we will communicate such matters to you.

You agree to the procedures to be performed and acknowledge that they are appropriate for the intended purpose of the engagement.

You are responsible for the selected Student Activity Fund records and transactions. In addition, you are responsible for providing us with (1) access to all information of which you or the appropriate party are aware that is relevant to the performance of the agreed-upon procedures on the subject matter, (2) additional information that we may request from the appropriate party for the purpose of performing the agreed-upon procedures, and (3) unrestricted access to persons within the entity from whom we determine it necessary to obtain evidence relating to performing those procedures.



At the conclusion of our engagement, we will require certain written representations in the form of a representation letter from management that, among other things, will confirm management's responsibility for the accuracy and completeness of the selected Student Activity Fund records and transactions in accordance with generally accepted accounting principles (GAAP).

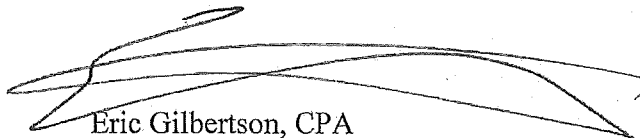
Eric Gilbertson is the engagement partner and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it.

We estimate that our fees for these services will approximate \$10,000. The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will discuss it with you before we incur the additional costs.

We appreciate the opportunity to assist you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign below and return this letter to us. If the need for additional procedures arises, or the procedures need to be modified, our agreement with you will need to be revised. It is customary for us to enumerate these revisions in an addendum to this letter. If additional specified parties of the report are added, we will consider whether they need to acknowledge in writing their agreement with the procedures performed or to be performed and their acknowledgement that the procedures are appropriate for their purposes.

Very truly yours,

KING, REINSCH, PROSSER & CO., L.L.P.



Eric Gilbertson, CPA

RESPONSE:

This letter correctly sets forth the understanding of Red Oak Community School District.

By: _____

Title: _____

EXHIBIT A

KING, REINSCH, PROSSER & CO., L.L.P.
Agreed-Upon Procedures Checklist - Engagement Procedures

Client: Red Oak Community School District

<u>PROCEDURE</u>	<u>Results From Procedures Performed</u>
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Selected Student Activity Fund Records and Transactions

1. Evaluate internal controls to determine whether adequate policies and procedures were in place and operating effectively.
2. Review Red Oak Community School District's (the District) Financial Accounting Manual to determine procedures for handling District funds.
3. Interview District officials to obtain an understanding of the District's Future Farmers of America (FFA) program operations.
4. Review documentation compiled by District officials to obtain an understanding of concerns identified by District officials and subsequent actions.
5. Obtain copies of the Student Activity Fund bank statements; examine redeemed checks, deposit detail, and supporting documentation for FFA deposits and disbursements.
6. Obtain documentation from associated FFA alumni and/or non-District organizations regarding any funding provided to the District's FFA program.
7. Obtain supporting documentation for FFA fundraising events and compare expected proceeds to funds deposited in the Student Activity Fund bank account.
8. Scan disbursements by the District for the FFA program and review a sample of disbursements for propriety.