

Item 6.2.4 Red Oak High School Student Handbook Amendment Proposal Concerning
Student Locker Security – Principal Jedd Sherman

BACKGROUND INFORMATION: This evening Principal Jedd Sherman is present to present a change in the current high school student handbook addressing the topic of student locker security. Any change in handbook language must be approved by the Directors then communicated to students/parents before it takes effect.

Mr. Sherman's proposed changes are:

On page 11, section r of the ROHS Student Handbook, for the second paragraph, I would like to recommend the following change:

Old: *Lockers are assigned to students. Students may not change into another locker without the permission of an administrator.*

New: *Lockers are assigned to students. It is an expectation that all students who are assigned a locker by school administration, keep the locker secured with a school-provided lock at all times. If students do not follow this rule, discipline may follow. Students may not change into another locker without the permission of an administrator.*

Please omit the third paragraph in section r, which reads, *it is generally unwise to create excessive temptation by leaving valuables or other articles in your locker, which may create an unusual interest for others to want access to your locker. Such items may be brought to the office for safekeeping until the close of the school day.*

SUGGESTED BOARD ACTION: (to be determined)

Rita Leinen

From: Jedd Sherman
Sent: Thursday, August 30, 2012 2:32 PM
To: Terry Schmidt
Cc: Jeff Spotts; Crystal Berkey; Jeanne Bauman
Subject: Agenda Item Regarding the Student Handbook and Lockers

Terry,

On page 11, section r of the ROHS Student Handbook, for the second paragraph, I would like to recommend the following change:

Old: Lockers are assigned to students. Students may not change into another locker without the permission of an administrator.

New: Lockers are assigned to students. It is an expectation that all students who are assigned a locker by school administration, keep the locker secured with a school-provided lock at all times. If students do not follow this rule, discipline may follow. Students may not change into another locker without the permission of an administrator.

Please omit the third paragraph in section r, which reads, it is generally unwise to create excessive temptation by leaving valuables or other articles in your locker, which may create an unusual interest for others to want access to your locker. Such items may be brought to the office for safekeeping until the close of the school day.

Would it be ok to send a flyer home with each student? Or can we email to students and then they can share with family? We can also share at conference time. What are your thoughts?

Thanks,

Jedd

Item 6.2.5 School District Fiscal Report: Audit Summary, Certified Annual Report Highlights, and Student Registration Tentative Report

BACKGROUND INFORMATION: This evening School Business Manager will provide a quick overview of the recently complete fiscal year as measured by the Certified Annual Report; findings of the field audit completed by Nolte, Cornman & Johnson, P.C.; and a review of the current Student Registration Report (This report will be found on the board table since it was processed late Friday afternoon.)

Shirley's report is not the comprehensive audit summary to be given at a later time but only some highlights gleaned from the completed field work. Likewise, the completed Certified Annual Report will be presented in greater detail at a future meeting and prior to the fiscal workshop on November 19.

Please allow a few minutes to hear Shirley's review:

- ✓ Beginning and ending cash balances
- ✓ Percent of general fund spent for salaries and benefits
- ✓ Revenues v Expenditures for the closing two year period
- ✓ Cash balances v Cash levy
- ✓ Cash balance v Unspent balance
- ✓ Improvement in the financial solvency ratio
- ✓ Growth in the management fund balance
- ✓ Capital projects fund balance
- ✓ Physical Plan and Equipment Levy fund balance
- ✓ Excess special education funds to be returned to the State of Iowa

Terry will review the most recent Student Registration Report.

SUGGESTED BOARD ACTION: No formal action is requested this evening.

Item 6.2.6 Board of Directors Goals Work Session Review and Continued Discussion

BACKGROUND INFORMATION: Enclosed is a **DRAFT** of items discussed at the goals work session on September 10. It is quite likely some things have been written by Terry that may or may not exactly be the Board's intent. Your editing whether that includes revising, deleting or adding, is needed and requested. Some of the goals that were started last year and not completed have been included.

Look over the enclosed pages and determine what changes you would like to make. This would be the correct time to include the information shared by the School Improvement Advisory Committee. After you finalize the basic goals for FY 13 and FY 14, Terry will complete the matrix with people/ownership and projected timelines.

SUGGESTED BOARD ACTION: (to be determined)

**Red Oak Community School District Goals and Strategies
Draft Document for Fiscal Year 13 and Fiscal Year 14**

Goal	Strategies	Ownership	Check Points
<p data-bbox="136 293 359 375"><u>Teaching and Learning</u></p> <p data-bbox="136 412 489 516">All students will meet test targets set for the Iowa Assessments.</p> <p data-bbox="136 1000 464 1175">Secondary students will show increased levels of proficiency on the ACT exam and/or the COMPASS exam.</p>	<p data-bbox="531 402 1079 506">Analyze Fall '12 test results and prepare a summative report for the Directors and the Red Oak Community Board of Directors.</p> <p data-bbox="531 548 1083 688">Schools in Need of Assistance (SINA) improvement plans will incorporate fall testing results and reported to the Directors and the Department of Education</p> <p data-bbox="531 987 1079 1162">Current Comprehensive plan of Assistance developed by the Red Oak High leadership team will be assessed and evaluated by the school superintendent and board of directors.</p> <p data-bbox="531 1279 1068 1419">A communication plan for college and occupational preparedness will be implemented by the district's professional staff.</p>		

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Red Oak Community School District Goals and Strategies
Draft Document for Fiscal Year 13 and Fiscal Year 14

<p>Establish and practice rigor in the classrooms at all levels.</p>	<p>All students in grade ten will complete the ACT practice exam and/or Compass test to better prepare for college or occupational test prior to graduation.</p> <p>Historical report provided for the COMPASS test to the Directors and to the School Improvement Advisory Committee</p> <p>District Instructional Leaders will define rigor in the classroom at all levels; will demonstrate to the Directors and community that rigor is practiced in all classrooms.</p> <p>Advance placement classes will be increased and more rigorous core classes will be structured in the school schedule to better prepare students for post-secondary learning.</p> <p>Pathways for continuous learning success will be identified and made available to students.</p>		
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**Red Oak Community School District Goals and Strategies
Draft Document for Fiscal Year 13 and Fiscal Year 14**

<p>Engagement and learning improvements using computer technology are assessed and reported.</p>	<p>Grading practices will be examined at all levels for improvement that could include but not be limited to weighted grades at the high school level, consideration given to standards based grading at levels below high school or other models of improvement in grading.</p> <p>Certificates of employability should be investigated with criteria established for all students to earn prior to graduation.</p> <p>Individual development plans are in place for each talented and gifted student – progress monitoring is provided</p> <p>School Principals will document classroom engagement with effective instruction measurements emphasizing technology tools.</p> <p>Teachers will demonstrate improved and enhanced skills in the use of computer technology as a result of the one to one initiative.</p> <p>100% of the professional staff will have participated in one or more Technology Learning Teams.</p>		
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**Red Oak Community School District Goals and Strategies
Draft Document for Fiscal Year 13 and Fiscal Year 14**

<p>The number of students who drop out of school will decrease until all students are graduates.</p>	<p>Quarterly data is reported to the Directors and to the community through multiple communication tools.</p> <p>The Student Support Coordinator Program is reviewed and progress monitored with a goal for continuation into FY 14 as warranted.</p>		
<p>Food service program is targeted for improvement in menu quality, adherence to governmental regulations and customer service.</p>	<p>An assessment is made to determine the success of the food service program and to determine strategies for improvement as needed. Tools considered for this process should include but not be limited to resource personnel, a food service advisory group, student/parent input surveys, and monitoring activities for State/Federal compliance.</p>		
<p>School community service should be explored and possibly implemented within school organizations and behavior management.</p>	<p>Community service should be explored for students across all grade levels and should be explored as a possible alternative to current student discipline strategies and consequences.</p>		

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**Red Oak Community School District Goals and Strategies
Draft Document for Fiscal Year 13 and Fiscal Year 14**

<p><u>Fiscal Health</u></p> <p>Build on and enhance steps to gain greater financial health in the school district.</p> <p>The loss of the budget guarantee in 2014 should be addressed and contingency plans formed.</p> <p><u>Technology</u></p> <p>Technology Integration in the Learning Programs of all Red Oak Schools is provided, measured, and assessed for improvement in learning.</p>	<p>Comprehensive monthly reports are provided</p> <p>Public sharing of fiscal health completed</p> <p>Budget forecasting tools are improved and utilized on a quarterly (monthly?) basis.</p> <p>Following the annual Fiscal Review and Budgeting Work Session, the Directors, School Business Manager, and Superintendent will develop financial contingency plans to address the impending loss of state aid dollars.</p> <p>(addressed above)</p> <p>Enhancements and improvements are made in technology integration in grades Pre K to 5.</p>		
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**Red Oak Community School District Goals and Strategies
Draft Document for Fiscal Year 13 and Fiscal Year 14**

<p>A District Technology Plan will be constructed and implemented that addresses the needs of 21st century learners across all levels of teaching and learning.</p> <p><u>Physical Plant – Red Oak CSD Facilities</u></p> <p>The Board of Directors will complete a comprehensive analysis (with recommendation) of all district facilities with an emphasis on program needs, economies of operations, and adherence to all equity issues in order to meet the needs of 21st century learners.</p>	<p>Plan is written in compliance with 21st Century Learning Skills guidelines</p> <p>Technology plan written to assist with budget development</p> <p>Proposals are received to complete a professional review of district facilities</p> <p>District facilities are studied for compliance issues and remedies</p> <p>Comprehensive short term and long term plan formulated to address school facilities needs and improvement needs</p> <p>Funding priorities are established for the study of facilities; for equity issues; and for the long range plan to meet the needs (curricular and co-curricular) of learners</p>		
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**Red Oak Community School District Goals and Strategies
Draft Document for Fiscal Year 13 and Fiscal Year 14**

<p>Summer maintenance and physical plant improvement projects are planned and implemented on an accelerated basis.</p>	<p>The Director of Maintenance & Operations, the School Superintendent, and the Directors Committee for Facilities & Operations will develop a plan for consideration and action by the Directors not later than March 1 of each year.</p>		
<p>Human Resources</p>			
<p>Wages for non-bargaining employees are tied to performance and the measurement of annual goals completed.</p>	<p>(to be provided)</p>		
<p>Pay structures for all hourly employees should reflect real-time work.</p>	<p>(to be provided)</p>		
<p>School Community</p>			
<p>Communications within the Red Oak community are improved and measured for effectiveness.</p>	<p>(to be provided)</p>		

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**Red Oak Community School District Goals and Strategies
Draft Document for Fiscal Year 13 and Fiscal Year 14**

<p>The district's recycling program is fully operational and effectively managed.</p>	<p>(to be provided)</p>		
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Item 6.2.7 School Policies Review and Revisions

BACKGROUND INFORMATION: The process of review for all board polices continues this evening. Numerous policies are included for discussion and consideration. Of special note is the absence of **Policy Code No. 503.4, Good Conduct Rule**. This particular policy often creates angst for those who administer it and for those who are on the receiving end of the policies outcomes. In the ongoing six years of service by Terry, he has received more questions, concerns, and challenges to this policy than to any other. It is recommended tonight this policy be deferred to the Directors' Committee for Policy - Kathy Walker and Warren Hayes. They would be encouraged to invite Red Oak High School and Middle School administrators and counselors to a discussion meeting to determine if changes could/should be made to improve the current policy.

Board Policy Code No. 504.6 Student Activity Program is another policy that needs a committee review with the inclusion of High School and Middle School Administrators.

Other Policies and Revisions:

Board Policy Code 503.5, Corporal Punishment

The language is fine as it currently exists and should receive the cursory review.

Board Policy Code 504.1, Student Government

The language is fine as it currently exists and should receive the cursory review.

Board Policy Code 504.2, Student Organizations

The language is fine as it currently exists and should receive the cursory review.

Board Policy Code No. 504.3, Student Publications

The language is fine as it currently exists and should receive the cursory review.

Board Policy Code No. 504.3R1, Student Publication Code

Board Policy Code No. 504.4 Student Performances

The language is fine as it currently exists and should receive the cursory review.

Board Policy Code No. 504.5 Student Fund Raising

The language is fine as it currently exists and should receive the cursory review.

Item 6.2.7 – continued

Board Policy Code No. 505.1 Student Progress Reports and Conferences

The language is currently workable as it is written and should receive the cursory review.

Board Policy Code No. 505.2 Student Promotion – Retention – Acceleration

The language is fine as it currently exists and should receive the cursory review.

Board Policy Code No. 505.3 Student Honors and Awards

The language is fine as it currently exists and should receive the cursory review.

Board Policy Code No. 505.4 Testing Program

A change in the legal reference should be made as shown then given tentative approval.

Board Policy Code No. 505.5 Graduation Requirements

52 credits is the current requirement for graduation from ROHS. Is this a policy the whole board wishes to discuss further; defer to a committee for review; or renew as it is currently written?

Board Policy Code No. 505.6 Early Graduation

The language is fine as it currently exists and should receive the cursory review.

Board Policy Code No. 505.7 Commencement

The language is fine as it currently exists and should receive the cursory review.

Board Policy Code No. 505.8 Parental Involvement

The language is fine as it currently exists and should receive the cursory review.

SUGGESTED BOARD ACTION: Terry, with assistance from the Directors, will recommend certain actions from the policy review above.

CURRENT

Code No. 503.5

CORPORAL PUNISHMENT

Corporal punishment is defined as the intentional physical punishment of a student and is prohibited. It includes the use of unreasonable or unnecessary physical force or physical contact made with the intent to harm or cause pain. No employee is prohibited from:

- Using reasonable and necessary force, not designed or intended to cause pain, in order to accomplish any of the following:
 - To quell a disturbance or prevent an act that threatens physical harm to any person.
 - To obtain possession of a weapon or other dangerous object within a pupil's control.
 - For the purposes of self-defense or defense of others as provided for in Iowa Code section 704.3.
 - For the protection of property as provided for in Iowa Code section 704.4 or 704.5.
 - To remove a disruptive pupil from class or any area of school premises or from school-sponsored activities off school premises.
 - To protect a student from the self-infliction of harm.
 - To protect the safety of others.
- Using incidental, minor, or reasonable physical contact to maintain order and control.

Reasonable physical force should be commensurate with the circumstances of the situation. The following factors should be considered in using reasonable physical force for the reasons stated in this policy:

1. The size and physical, mental, and psychological condition of the student;
2. The nature of the student's behavior or misconduct provoking the use of physical force;
3. The instrumentality used in applying the physical force;
4. The extent and nature of resulting injury to the student, if any;
5. The motivation of the school employee using physical force.

Upon request, the student's parents are given an explanation of the reasons for physical force.

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

Legal Reference: Ingraham v. Wright, 430 U.S. 651 (1977).
Goss v. Lopez, 419 U.S. 565 (1975).
Tinkham v. Kole, 252 Iowa 1303, 110 N.W.2d 258 (1961).
Lai v. Erickson, PTPC Admin. Doc. 83-12 (1983).
Iowa Code §§ 279.8; 280.21 (2005).
281 I.A.C. 12.3(8); 103.
1980 Op. Att'y Gen. 275.

Cross Reference: 402.3 Abuse of Students by School District Employees
502 Student Rights and Responsibilities
503 Student Discipline

Approved August 15, 1996

Reviewed _____

Revised January 23, 2006

CORPORAL PUNISHMENT

Corporal punishment is defined as the intentional physical punishment of a student and is prohibited. It includes the use of unreasonable or unnecessary physical force or physical contact made with the intent to harm or cause pain. No employee is prohibited from:

- Using reasonable and necessary force, not designed or intended to cause pain, in order to accomplish any of the following:
 - To quell a disturbance or prevent an act that threatens physical harm to any person.
 - To obtain possession of a weapon or other dangerous object within a pupil's control.
 - For the purposes of self-defense or defense of others as provided for in Iowa Code section 704.3.
 - For the protection of property as provided for in IOWA CODE section 704.4 or 704.5.
 - To remove a disruptive pupil from class or any area of school premises or from school-sponsored activities off school premises.
 - To protect a student from the self-infliction of harm.
 - To protect the safety of others.
- Using incidental, minor, or reasonable physical contact to maintain order and control.

Reasonable physical force should be commensurate with the circumstances of the situation. The following factors should be considered in using reasonable physical force for the reasons stated in this policy:

1. The size and physical, mental, and psychological condition of the student;
2. The nature of the student's behavior or misconduct provoking the use of physical force;
3. The instrumentality used in applying the physical force;
4. The extent and nature of resulting injury to the student, if any;
5. The motivation of the school employee using physical force.

Upon request, the student's parents are given an explanation of the reasons for physical force.

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

NOTE: A corporal punishment policy is no longer mandated. A policy addressing physical restraint of a student, however, is still mandated. This policy outlines when it may be appropriate for an employee to physically restrain a student. The policy does not need to be amended to reflect the new DE rules on physical restraint unless the board wants to go beyond the rules minimum requirements. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 20 #7 – Dec. 4, 2008

Legal Reference: *Ingraham v. Wright*, 430 U.S. 651 (1977).
Goss v. Lopez, 419 U.S. 565 (1975).
Tinkham v. Kole, 252 Iowa 1303, 110 N.W.2d 258 (1961).
Lai v. Erickson, PTPC Admin. Doc. 83-12 (1983).
Iowa Code §§ 279.8; 280.21 (2011).
281 I.A.C. 12.3(6); 103.
1980 Op. Att'y Gen. 275.

Cross Reference: 402.3 Abuse of Students by School District Employees
502 Student Rights and Responsibilities
503 Student Discipline

Approved _____

Reviewed _____

Revised _____

STUDENT GOVERNMENT

The student council provides for student activities, serves as a training experience for student leaders, promotes the common good, gives students a share in the management of the school, develops high ideals of personal conduct, acts as a clearinghouse for student activities, seeks to interest students in school district affairs and helps solve problems that may arise. Members of the council are student representatives who have direct access to the administration.

The principal, in conjunction with the students and licensed employees, will set forth the guidelines for the student government's elections, operations, and other elements of the government.

Legal Reference: Iowa Code § 279.8 (2005).

Cross Reference: 502 Student Rights and Responsibilities
504 Student Activities

Approved August 15, 1996 Reviewed January 23, 2006 Revised _____

SUGGESTED - IASB

Code No. 504.1

STUDENT GOVERNMENT

The student council provides for student activities, serves as a training experience for student leaders, promotes the common good, gives students a share in the management of the school, develops high ideals of personal conduct, acts as a clearinghouse for student activities, seeks to interest students in school district affairs and helps solve problems that may arise. Members of the council are student representatives who have direct access to the administration.

The principal, in conjunction with the students and licensed employees, will set forth the guidelines for the student government's elections, operations, and other elements of the government.

Legal Reference: Iowa Code § 279.8 (2011).

Cross Reference: 502 Student Rights and Responsibilities
504 Student Activities

Approved _____

Reviewed _____

Revised _____

STUDENT ORGANIZATIONS

Secondary school student-initiated, noncurriculum-related groups and student curriculum-related groups, upon receiving permission from the principal, may use school facilities for group meetings during non-instructional time.

Non-instructional time will mean any time before the first period of the day and after the last period of the day in which any student attends class. Meetings will not interfere with the orderly conduct of the education program or other school district operations. It is within the discretion of the principal to determine whether the meetings will interfere with the orderly conduct of the education program or other school district operations. Activities relating to and part of the education program will have priority over the activities of another organization.

Curriculum-Related Organizations

It will also be the responsibility of the principal to determine whether a student group is curriculum-related. One or more of the following questions will be answered affirmatively if the group is curriculum-related:

- Is the subject matter of the group actually taught in a regularly offered course?
- Will the subject matter of the group soon be taught in a regularly offered course?
- Does the subject matter of the group concern the body of courses as a whole?
- Is participation in the group required for a particular course?
- Does participation in the group result in academic credit?

Secondary school curriculum-related student organizations may use the school district facilities for meetings and other purposes before and after the instructional school day. Employees are assigned to monitor approved meetings and may interact with curriculum-related organizations.

Noncurriculum-Related Organizations

Student-initiated, noncurriculum-related organizations are provided access to meeting space and school district facilities.

Only students may attend and participate in meetings of noncurriculum-related groups. Such attendance is strictly voluntary and student-initiated. As a means of determining whether a student's attendance is voluntary, the principal may require parental consent for the student to attend the meetings.

Employees will be assigned to monitor approved meetings. Employees will not participate in the meeting or assist in planning, criticizing, or encouraging attendance. Only students may be involved in and attend the noncurriculum group's meetings.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

Legal Reference: Westside Community Board of Education v Mergens, 496 U.S. 226 (1990).
Bender v. Williamsport Area Community School District, 741 F.2d 538 (3d Cir. 1984), *vacated and remanded on other grounds*, 475 U.S. 534 (1986).
20 U.S.C. §§ 4071-4074 (1994).
Iowa Code §§ 287.1-.3; 297.9 (2005).

Cross Reference: 502 Student Rights and Responsibilities
504 Student Activities

Approved August 15, 1996 Reviewed January 23, 2006 Revised _____

Red Oak Community School District

SUGGESTED – IASB OPTION I

Code No. 504.2

Option I

Page 1 of 2

STUDENT ORGANIZATIONS

Secondary school student-initiated, noncurriculum-related groups and student curriculum-related groups, upon receiving permission from the principal, may use school facilities for group meetings during non-instructional time.

Non-instructional time will mean any time before the first period of the day and after the last period of the day in which any student attends class. Meetings will not interfere with the orderly conduct of the education program or other school district operations. It is within the discretion of the principal to determine whether the meetings will interfere with the orderly conduct of the education program or other school district operations. Activities relating to and part of the education program will have priority over the activities of another organization.

Curriculum-Related Organizations

It will also be the responsibility of the principal to determine whether a student group is curriculum-related. One or more of the following questions will be answered affirmatively if the group is curriculum-related:

- Is the subject matter of the group actually taught in a regularly offered course?
- Will the subject matter of the group soon be taught in a regularly offered course?
- Does the subject matter of the group concern the body of courses as a whole?
- Is participation in the group required for a particular course?
- Does participation in the group result in academic credit?

Secondary school curriculum-related student organizations may use the school district facilities for meetings and other purposes before and after the instructional school day. Employees are assigned to monitor approved meetings and may interact with curriculum-related organizations.

Noncurriculum-Related Organizations

Student-initiated, noncurriculum-related organizations are provided access to meeting space and school district facilities.

Only students may attend and participate in meetings of noncurriculum-related groups. Such attendance is strictly voluntary and student-initiated. As a means of determining whether a student's attendance is voluntary, the principal may require parental consent for the student to attend the meetings.

Employees will be assigned to monitor approved meetings. Employees will not participate in the meeting or assist in planning, criticizing, or encouraging attendance. Only students may be involved in and attend the noncurriculum group's meetings.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

Approved _____

Reviewed _____

Revised _____

STUDENT ORGANIZATIONS

NOTE: This policy reflects the protection given nonschool-sponsored student groups in the federal Equal Access Act. Option I should be used by school districts that have noncurricular, school-sponsored organizations.

Option II should be used by school districts that do not have noncurricular, school-sponsored organizations.

Legal Reference: Westside Community Board of Education v Mergens, 496 U.S. 226 (1990).
Bender v. Williamsport Area Community School District, 741 F.2d 538 (3d Cir. 1984), *vacated and remanded on other grounds*, 475 U.S. 534 (1986).
20 U.S.C. §§ 4071-4074 (2010).
Iowa Code §§ 287.1-3; 297.9 (2011).

Cross Reference: 502 Student Rights and Responsibilities
504 Student Activities

SUGGESTED – IASB OPTION II

Code No. 504.2
Option II

STUDENT ORGANIZATIONS

Extracurricular activities and student groups are related to the curriculum of the secondary schools in the school district. These secondary school curriculum-related student organizations may use the school facilities for meetings and other purposes before, after, and during the instructional school day.

It is the responsibility of the building principal to determine whether a student group is curriculum-related. One or more of the following questions will be answered affirmatively if the group is curriculum-related:

- Is the subject matter of the group actually taught in a regularly offered course?
- Will the subject matter of the group soon be taught in a regularly offered course?
- Does the subject matter of the group concern the body of courses as a whole?
- Is participation in the group required for a particular course?
- Does participation in the group result in academic credit?

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy. The administrative regulations will include, but not be limited to, stating the process for establishing a curriculum-related student group, assigning a faculty advisor and obtaining board approval for each student group. The administrative rules will also include the purpose of each group and its relationship to the curriculum.

Legal Reference: Westside Community Board of Education v Mergens, 496 U.S. 226 (1990).
Bender v. Williamsport Area Community School District, 741 F.2d 538 (3d Cir. 1984), *vacated and remanded on other grounds*, 475 U.S. 534 (1986).
20 U.S.C. §§ 4071-4074 (2010).
Iowa Code §§ 287.1-.3; 297.9 (2011).

Cross Reference: 502 Student Rights and Responsibilities
504 Student Activities

Approved _____

Reviewed _____

Revised _____

STUDENT PUBLICATIONS

Students may produce official school publications as part of the curriculum under the supervision of a faculty advisor and the principal. Official school publications include material produced in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

Any expression made by students, including student expression in official school publications, is not an expression of official school policy. The school district, the board, and the employees or officials are not liable in any civil or criminal action for any student expression made or published by students unless the employees or officials have interfered with or altered the content of the student speech or expression. The liability, if any, is only to the extent of the interference or alteration of the speech or expression.

Official school publications are free from prior restraint by employees or officials except as provided by law. A faculty advisor will supervise student writers to maintain professional standards of English and journalism and to comply with the law including, but not limited to, the restrictions against unlawful speech. The production of official school publications is guided by the law and by the ethical standards adopted by professional associations or societies of journalism.

Persons, other than students, who believe they have been aggrieved by student expression in a student-produced official school publication will follow the grievance procedure outlined in board policy 214.1. Students who believe their freedom of expression in a student-produced official school publication has been restricted will follow the grievance procedure outlined in board policy 502.6.

The superintendent is responsible for developing a student publications code. This code will include, but not be limited to, reasonable rules including time, place, and manner of restrictions. The superintendent will also be responsible for distributing this policy and the student publications code to the students and their parents.

Legal Reference: Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987).
Iowa Code § 280.22 (2001).

Cross Reference: 309 Communication Channels
502 Student Rights and Responsibilities
504 Student Activities
903.5 Distribution of Material

Approved August 15, 1996

Reviewed _____

Revised January 23, 2006

**SUGGESTED – IASB
OPTION I**

Code No. 504.3
Option I

STUDENT PUBLICATIONS

Student-produced official school publications will not be offered or sponsored by the school district as part of the curriculum or a school-sponsored activity. Student-produced official school publications include material produced in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

NOTE: Option I should be used by school districts that do not have student-produced official school publications such as a newspaper or yearbook.

Option II should be used by school districts that have student-produced official school publications such as a newspaper or yearbook and is a mandatory policy and administrative regulation for those school districts. Iowa law is very specific on the role of school officials in editing these publications. This policy reflects the law. The regulation was written by the Iowa Department of Education.

Legal Reference: *Hazelwood School District v. Kuhlmeier*, 484 U.S. 260 (1988).
 Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987).
 Iowa Code § 280.22 (2011).

Cross Reference: 502 Student Rights and Responsibilities
 504 Student Activities

Approved _____

Reviewed _____

Revised _____

SUGGESTED – IASB OPTION II

Code No. 504.3
Option II

STUDENT PUBLICATIONS

Students may produce official school publications as part of the curriculum under the supervision of a faculty advisor and the principal. Official school publications include material produced in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

Any expression made by students, including student expression in official school publications, is not an expression of official school policy. The school district, the board, and the employees or officials are not liable in any civil or criminal action for any student expression made or published by students unless the employees or officials have interfered with or altered the content of the student speech or expression. The liability, if any, is only to the extent of the interference or alteration of the speech or expression.

Official school publications are free from prior restraint by employees or officials except as provided by law. A faculty advisor will supervise student writers to maintain professional standards of English and journalism and to comply with the law including, but not limited to, the restrictions against unlawful speech. The production of official school publications is guided by the law and by the ethical standards adopted by professional associations or societies of journalism.

Persons, other than students, who believe they have been aggrieved by student expression in a student-produced official school publication will follow the grievance procedure outlined in board policy 214.1. Students who believe their freedom of expression in a student-produced official school publication has been restricted will follow the grievance procedure outlined in board policy 502.6.

The superintendent is responsible for developing a student publications code. This code will include, but not be limited to, reasonable rules including time, place, and manner of restrictions. The superintendent will also be responsible for distributing this policy and the student publications code to the students and their parents.

Legal Reference: Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987).
Iowa Code § 280.22 (2011).

Cross Reference: 309 Communication Channels
502 Student Rights and Responsibilities
504 Student Activities
903.5 Distribution of Material

Approved _____

Reviewed _____

Revised _____

STUDENT PUBLICATIONS CODE

A. Official school publications defined.

An "official school publication" is material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to students either free or for a fee.

B. Expression in an official school publication.

- 1. No student will express, publish or distribute in an official school publication material which is:
 - a. obscene;
 - b. libelous;
 - c. slanderous; or
 - d. encourages students to:
 - 1) commit unlawful acts;
 - 2) violate school rules;
 - 3) cause the material and substantial disruption of the orderly and efficient operation of the school or school activity;
 - 4) disrupt or interfere with the education program;
 - 5) interrupt the maintenance of a disciplined atmosphere; or
 - 6) infringe on the rights of others.
- 2. The official school publication is produced under the supervision of a faculty advisor.

C. Responsibilities of students.

- 1. Students writing or editing official school publications will assign and edit the news, editorial and feature contents of the official school publications subject to the limitations of the student publications code and the law.
- 2. Students will strive to achieve professional standards of accuracy, fairness, objectivity and thoroughness in each and every aspect of official school publications.
- 3. Students will strive to achieve professional standards of grammar, usage, punctuation and spelling for clarity and accuracy of official school publications.

D. Responsibilities of faculty advisors.

Faculty advisors will supervise student writers to maintain professional standards of English and journalism and to comply with the law including, but not limited to, the restrictions against unlawful speech.

E. Liability.

Student expression in an official school publication will not be deemed to be an expression of the school district. The school district, the board, and the employees or officials are not liable in any civil or criminal action for any student expression made or published by students unless the employees or officials have interfered with or altered the content of the student expression. The liability, if any, is only to the extent of interference or alteration of the speech or expression.

Approved August 15, 1996

Reviewed _____

Revised January 23, 2006

STUDENT PUBLICATIONS CODE

F. Appeal procedure.

1. Students who believe they have been unreasonably restricted in their exercise of expression in an official student publication will seek review of the decision through the student grievance procedure, under board policy 502.6.
2. Persons who believe they have been aggrieved by a student-produced official student publication will file their complaint through the citizen grievance procedure, under board policy 214.1.

G. Time, place and manner of restrictions on official school publications.

1. Official student publications may be distributed in a reasonable manner on or off school premises.
2. Distribution in a reasonable manner will not encourage students to:
 - a. commit unlawful acts;
 - b. violate school rules;
 - c. cause the material and substantial disruption of the orderly and efficient operation of the school district or school activity;
 - d. disrupt or interfere with the education program;
 - e. interrupt the maintenance of a disciplined atmosphere; or
 - f. infringe on the rights of others.

SUGGESTED – IASB

Code No. 504.3R1

Page 1 of 2

STUDENT PUBLICATIONS CODE

- A. Official school publications defined.
An "official school publication" is material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to students either free or for a fee.
- B. Expression in an official school publication.
1. No student will express, publish or distribute in an official school publication material which is:
 - a. obscene;
 - b. libelous;
 - c. slanderous; or
 - d. encourages students to:
 - 1) commit unlawful acts;
 - 2) violate school rules;
 - 3) cause the material and substantial disruption of the orderly and efficient operation of the school or school activity;
 - 4) disrupt or interfere with the education program;
 - 5) interrupt the maintenance of a disciplined atmosphere; or,
 - 6) infringe on the rights of others.
 2. The official school publication is produced under the supervision of a faculty advisor.
- C. Responsibilities of students.
1. Students writing or editing official school publications will assign and edit the news, editorial and feature contents of the official school publications subject to the limitations of the student publications code and the law.
 2. Students will strive to achieve professional standards of accuracy, fairness, objectivity and thoroughness in each and every aspect of official school publications.
 3. Students will strive to achieve professional standards of grammar, usage, punctuation and spelling for clarity and accuracy of official school publications.
- D. Responsibilities of faculty advisors.
Faculty advisors will supervise student writers to maintain professional standards of English and journalism and to comply with the law including, but not limited to, the restrictions against unlawful speech.
- E. Liability.
Student expression in an official school publication will not be deemed to be an expression of the school district. The school district, the board, and the employees or officials are not liable in any civil or criminal action for any student expression made or published by students unless the employees or officials have interfered with or altered the content of the student expression. The liability, if any, is only to the extent of interference or alteration of the speech or expression.
- F. Appeal procedure.
1. Students who believe they have been unreasonably restricted in their exercise of expression in an official student publication will seek review of the decision through the student grievance procedure, under board policy 502.4.

STUDENT PUBLICATIONS CODE

2. Persons who believe they have been aggrieved by a student-produced official student publication will file their complaint through the citizen grievance procedure, under board policy 213.
- G. Time, place and manner of restrictions on official school publications.
1. Official student publications may be distributed in a reasonable manner on or off school premises.
 2. Distribution in a reasonable manner will not encourage students to:
 - a. commit unlawful acts;
 - b. violate school rules;
 - c. cause the material and substantial disruption of the orderly and efficient operation of the school district or school activity;
 - d. disrupt or interfere with the education program;
 - e. interrupt the maintenance of a disciplined atmosphere; or,
 - f. infringe on the rights of others.

STUDENT PERFORMANCES

Students, as part of the education program, may participate in contests or other public and private events approved by the superintendent that will be of benefit to the student and the education program. Performance at such events is a privilege.

Students, who perform at such events, serve as ambassadors of the school district and must conduct themselves in the same manner as required in the regular school day. Students who fail to abide by this policy and the administrative regulations supporting it may be subject to disciplinary measures.

Students will be allowed to perform in these events only with proper permission and supervision and when the events do not disrupt the education program or other school district operations. The events must be approved by the superintendent, unless it involves unusual travel and expense, in which case the board must approve of the performance.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy. In developing the administrative regulations, these guidelines should be followed:

- Performances by student groups below the high school level should be allowed on a very limited basis;
- All groups of students should have an opportunity to participate; and,
- Extensive travel by one group of students should be discouraged.

It is within the discretion of the superintendent to determine whether the event will benefit the education program and the participating students. Contests or other performances by students unapproved by the superintendent are the responsibility of the parent and the student.

Legal Reference: Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
Iowa Code §§ 280.13-.14 (2005).
281 I.A.C. 12.6.

Cross Reference: 502 Student Rights and Responsibilities
503.4 Good Conduct Rule
504 Student Activities
905 Community Activities Involving Students

Approved August 15, 1996 Reviewed January 23, 2006 Revised _____

STUDENT PERFORMANCES

Students, as part of the education program, may participate in contests or other public and private events approved by the superintendent that will be of benefit to the student and the education program. Performance at such events is a privilege.

Students, who perform at such events, serve as ambassadors of the school district and must conduct themselves in the same manner as required in the regular school day. Students who fail to abide by this policy and the administrative regulations supporting it may be subject to disciplinary measures.

Students will be allowed to perform in these events only with proper permission and supervision and when the events do not disrupt the education program or other school district operations. The events must be approved by the superintendent, unless it involves unusual travel and expense, in which case the board must approve of the performance.

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Legal Reference: *Hazelwood School District v. Kuhlmeier*, 484 U.S. 260 (1988).
Iowa Code §§ 280.13-.14 (2011).
281 I.A.C. 12.6.

Cross Reference: 502 Student Rights and Responsibilities
503.4 Good Conduct Rule
504 Student Activities
904 Community Activities Involving Students

Approved _____

Reviewed _____

Revised _____

STUDENT FUND RAISING

District-sponsored student organizations may have no more than three fund raising projects per year. Only one fund raising project may be a direct person-to-person sales campaign.

There is to be no duplication of direct person-to-person sales projects within the school year. Two organizations may not sell the same project at different times during the same year.

Other fund-raising projects, such as dances, dinners, or car washes may be duplicated, but may not involve the solicitation of funds in any person-to-person manner. For example, the FFA club could have a dance as could the student council, but neither group could solicit people individually to purchase tickets.

A request for authorization to engage in a fund raising project must be submitted well in advance on an appropriate form from the building principal's office. Such authorization must be obtained before any fund raising may take place. The authorization of the building principal must be forwarded to the district central office for final consideration. In general, no more than one fund raising project is to occur within the district at any given time, other than dances, dinners, car washes, or similar service types of projects. Exceptions may be approved due to seasonal constraints or for other unusual circumstances.

All monies are to be turned in to the principal on or before the last date of the project and forwarded to the district central office. The checks will be issued from the central office for the expenses incurred. Monies collected in buildings on a daily basis are to be kept in a vault or other secure, locked place. If such a place does not exist in a building, the monies are to be forwarded to the district central office daily.

A record of each organization's projects will be maintained by the building principal, along with a calendar of all approved fund raising dates/activities. The building principals shall coordinate their calendars to insure compliance with this policy.

Legal Reference: Senior Class of Pekin High School v. Tharp, 154 N.W.2d 874 (Iowa 1967).
Iowa Code § 279.8 (2005).

Cross Reference: 402.9 Solicitations from Outside
502 Student Rights and Responsibilities
503 Student Discipline
504 Student Activities
704.5 Student Activities Fund
905.2 Advertising and Promotion

Approved August 15, 1996

Reviewed _____

Revised January 23, 2006

SUGGESTED – IASB

Code No. 504.5

STUDENT FUND RAISING

Students may raise funds for school-sponsored events with the permission of the principal. Fund raising by students for events other than school-sponsored events is not allowed. Collection boxes for school fund raising must have prior approval from the principal before being placed on school property.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

NOTE: This is a recommended policy, but the board has the discretion to write it to reflect the board's practice.

Legal Reference: Senior Class of Pekin High School v. Tharp, 154 N.W.2d 874 (Iowa 1967).
Iowa Code § 279.8 (2011).

Cross Reference: 502 Student Rights and Responsibilities
503 Student Discipline
504 Student Activities
704.5 Student Activities Fund
905.2 Advertising and Promotion

Approved _____

Reviewed _____

Revised _____

STUDENT PROGRESS REPORTS AND CONFERENCES

Students shall receive a progress report at the end of each nine-week grading period. Students who are at risk of receiving a failing grade or whose achievement has declined, and their parents, shall be notified prior to the end of the semester in order to have an opportunity to improve their grade. The board encourages the notification of students who have made marked improvement prior to the end of the semester.

Parent-Teacher conferences to keep parents informed will be held in the fall and the spring of each school year. Conferences in the elementary grades are scheduled individually with parents and/or guardians. Conferences at the middle school and high school may be individually scheduled.

Parents, teachers, or principals may request a conference for students in grades kindergarten through twelve in addition to the scheduled conference time. Parents and students are encouraged to discuss the student's progress or other matters with the student's teacher.

Legal Reference: Iowa Code §§ 256.11, .11A; 280 (2005).
Iowa Code § 256E.1(1)(b)(1) (Supp. 2003).
281 I.A.C. 12.3(6), .3(7), .5(16).

Cross Reference: 505 Student Scholastic Achievement
506 Student Records

Approved February 14, 2000 Reviewed January 23, 2006 Revised _____

STUDENT PROGRESS REPORTS AND CONFERENCES

Students will receive a progress report at the end of each nine-week grading period. Students, who are doing poorly, and their parents, are notified prior to the end of the semester in order to have an opportunity to improve their grade. The board encourages the notification of students who have made marked improvement prior to the end of the semester.

Parent-teacher conferences will be held _____ at the elementary and middle school to keep the parents informed. The conferences at the high school are not individually scheduled.

Parents, teachers, or principals may request a conference for students in grades kindergarten through twelve in addition to the scheduled conference time. Parents and students are encouraged to discuss the student's progress or other matters with the student's teacher.

NOTE: This is a mandatory policy. The second paragraph should be written to reflect the school district's practice.

Legal Reference: Iowa Code §§ 256.11, .11A; 256E.1(1)(b)(1), 280 (2011).
281 I.A.C. 12.3(6), .3(7), .5(16).

Cross Reference: 505 Student Scholastic Achievement
506 Student Records

Approved _____

Reviewed _____

Revised _____

STUDENT PROMOTION - RETENTION - ACCELERATION

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment.

The retention of a student will be determined based upon the judgment of the licensed employee and the principal. When it becomes evident a student in grades kindergarten through eight may be retained in a grade level for an additional year, the parents will be informed. It is within the sole discretion of the board to retain students in their current grade level.

Students in grades nine through twelve will be informed of the required course work necessary to be promoted each year. When it becomes evident a student in these grades will be unable to meet the minimum credit requirements for the year, the student and parents will be informed. It is within the sole discretion of the board to retain students in their current grade level and to deny promotion to a student.

Students in grades kindergarten through twelve with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the school district may be allowed when they do not conflict with the school district's graduation requirements.

Legal Reference: Iowa Code §§ 256.11, .11A; 279.8; 280.3 (2005).
281 I.A.C. 12.3(7); 12.5(16).

Cross Reference: 501 Student Attendance
505 Student Scholastic Achievement

Approved August 15, 1996

Reviewed February 9, 1998
January 23, 2006

Revised February 23, 1998

SUGGESTED - IASB

Code No. 505.2

STUDENT PROMOTION - RETENTION - ACCELERATION

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment.

The retention of a student will be determined based upon the judgment of the licensed employee and the principal. When it becomes evident a student in grades kindergarten through eight may be retained in a grade level for an additional year, the parents will be informed. It is within the sole discretion of the board to retain students in their current grade level.

Students in grades nine through twelve will be informed of the required course work necessary to be promoted each year. When it becomes evident a student in these grades will be unable to meet the minimum credit requirements for the year, the student and parents will be informed. It is within the sole discretion of the board to retain students in their current grade level and to deny promotion to a student.

Students in grades kindergarten through twelve with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the school district may be allowed when they do not conflict with the school district's graduation requirements.

Legal Reference: Iowa Code §§ 256.11, .11A; 279.8; 280.3 (2011).
281 I.A.C. 12.3(7); 12.5(16).

Cross Reference: 501 Student Attendance
505 Student Scholastic Achievement

Approved _____

Reviewed _____

Revised _____

STUDENT HONORS AND AWARDS

The school district will provide a program that establishes honors and awards including, but not limited to, academic letters, scholarships and good citizenship awards for students to assist students in setting goals. Students are made aware of honors and awards and the action necessary on the part of the student to achieve them. Students transferring in from nonaccredited settings will only be eligible for honors and awards for the actual period of time they have been enrolled as regular students in the school district. Students transferring into the high school from a nonaccredited setting will not be eligible for class ranking unless he/she has been enrolled for four (4) or more semesters.

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

Legal Reference: Iowa Code § 279.8 (2005).

Cross Reference: 504 Student Activities
505 Student Scholastic Achievement

Approved August 15, 1996

Reviewed _____

Revised January 23, 2006

STUDENT HONORS AND AWARDS

The school district will provide a program that establishes honors and awards including, but not limited to, academic letters, scholarships and good citizenship awards for students to assist students in setting goals. Students are made aware of honors and awards and the action necessary on the part of the student to achieve them. Students who have not attended an accredited public or private school for their entire high school education, will not be eligible for honors and awards.

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

Note: The last sentence of the first paragraph is where a school district should insert a residency requirement for receipt of school district honors and awards. The policy is written to require four years of attendance prior to eligibility for honors and awards. School districts that want more specific language, such as requiring students to attend the school district for four semesters prior to being eligible for honors and awards, should add it here.

Legal Reference: Iowa Code § 279.8 (2011).

Cross Reference: 504 Student Activities
505 Student Scholastic Achievement

Approved _____

Reviewed _____

Revised _____

TESTING PROGRAM

A comprehensive testing program is established and maintained to evaluate the education program of the school district and to assist in providing guidance or counseling services to students and their families.

No student is required, as part of any applicable program, to submit to a survey, analysis or evaluation that reveals information concerning:

- political affiliations or beliefs of the student or student’s parent;
- mental or psychological problems of the student or the student's family;
- sex behavior or attitudes;
- illegal, anti-social, self-incriminating or demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized, privileged and analogous relationships, such as those of lawyers, physicians and ministers;
- religious practices, affiliations or beliefs of the student or student’s parent; or
- income,(other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

It is the responsibility of the board to review and approve the evaluation and testing program.

Legal Reference: No Child Left Behind, Title II, Sec. 1061, P.L. 107-110 (2002).
 Goals 2000: Educate America Act, Pub. L. No. 103-227, 108 Stat. 125 (1994).
 20 U.S.C. § 1232h (1994).
 Iowa Code §§ 280.3; 256B; 282.1, .3, .6 (2005).
 281 I.A.C. 12.5(13), .5(21).

Cross Reference: 505 Student Scholastic Achievement
 506 Student Records
 607.2 Student Health Services

Approved October 14, 1996 Reviewed _____ Revised January 23, 2006

SUGGESTED - IASB

Code No. 505.4

TESTING PROGRAM

A comprehensive testing program is established and maintained to evaluate the education program of the school district and to assist in providing guidance or counseling services to students and their families.

No student is required, as part of any applicable program, to submit to a survey, analysis or evaluation that reveals information concerning:

- political affiliations or beliefs of the student or student's parent;
- mental or psychological problems of the student or the student's family;
- sex behavior or attitudes;
- illegal, anti-social, self-incriminating or demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized, privileged and analogous relationships, such as those of lawyers, physicians and ministers;
- religious practices, affiliations or beliefs of the student or student's parent; or
- income, (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

It is the responsibility of the board to review and approve the evaluation and testing program.

NOTE: This is a mandatory policy and reflects federal law. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 16 #1 – October 10, 2002.

Legal Reference: No Child Left Behind, Title II, Sec. 1061, P.L. 107-110 (2002).
Goals 2000: Educate America Act, Pub. L. No. 103-227, 108 Stat. 125 (1994).
20 U.S.C. § 1232h (2010).
Iowa Code §§ 280.3; (2011).

Cross Reference: 505 Student Scholastic Achievement
506 Student Records
607.2 Student Health Services

Approved _____

Reviewed _____

Revised _____

GRADUATION REQUIREMENTS

Graduation Requirements through the Class of 2009

Students must successfully complete the courses required by the board and Iowa Department of Education in order to graduate.

It is the responsibility of the superintendent to ensure that students complete grades one through twelve and that high school students complete 52 credits prior to graduation. The following credits will be required:

- Language Arts **8 credits**
- Science **4 credits**, including Biology and Physical Science
- Mathematics **4 credits**
- Social Studies **6 credits** (1 semester of Economics, 1 semester of Government, 1 year of American (U.S.) History, 1 semester of World Area Studies, and 1 additional semester of electives)
- Fine Arts **1 credit** (Music, Art, etc.)
- Physical Education **4 credits** (required every other semester with 1 credit per year being given in grades 9-12). Students in grade twelve may be excused from physical education by the principal if requested in writing by the parent and if:
 1. The student is enrolled in a cooperative or work study program or other educational program authorized by the school which requires the students to leave the school premises during the school day, or
 2. The academic course is not available to the student.
- Vocational/Career Area **2 credits** (Business, Ag, Computer, Industrial Technology, Family & Consumer Sciences, or MOC)
- Electives Sufficient credits to meet 52-credit requirement

The required courses of study will be reviewed by the board annually.

Graduation requirements for special education students will be in accordance with the prescribed course of study as described in their Individualized Education Program (IEP). Each student's IEP will include a statement of the projected date of graduation starting with the IEP covering the time span in which the student turns 14 years of age and the criteria to be used in determining whether graduation will occur. Prior to the special education student's graduation, the IEP team will determine whether the graduation criteria have been met.

Legal Reference: Iowa Code §§ 256.11, .11A; 279.8; 280.3, .14 (2005).
281 I.A.C. 12.2; .3(7); .5; 41.12(6)(e); 67 (8).

Cross Reference: 505 Student Scholastic Achievement
603.3 Special Education

Approved October 14, 1996

Reviewed April 13, 1998

Revised November 22, 1999
January 23, 2006

GRADUATION REQUIREMENTS

Graduation Requirements Effective with the Class of 2010

Students must successfully complete the courses required by the board and Iowa Department of Education in order to graduate.

It is the responsibility of the superintendent to ensure that students complete grades one through twelve and that high school students complete 52 credits prior to graduation. The following credits will be required:

- Language Arts **8 credits**
- Science **6 credits**, including Biology and Physical Science
- Mathematics **6 credits**, including Algebra I (or Algebra A and Algebra B)
- Social Studies **6 credits** (1 semester of Economics, 1 semester of Government, 1 year of American (U.S.) History, 1 semester of World Area Studies, and 1 additional semester of electives)
- Fine Arts **1 credit** (Music, Art, etc.)
- Physical Education **4 credits** (required every other semester with 1 credit per year being given in grades 9-12). Students in grade twelve may be excused from physical education by the principal if requested in writing by the parent and if:
 1. The student is enrolled in a cooperative or work study program or other educational program authorized by the school which requires the students to leave the school premises during the school day, or
 2. The academic course is not available to the student.
- Vocational/Career Area **2 credits** (Business, Ag, Computer, Industrial Technology, Family & Consumer Sciences, or MOC)
- Electives Sufficient credits to meet 52-credit requirement

The required courses of study will be reviewed by the board annually.

In addition to traditional science classes that will meet the requirement of the third year of science credit, such as Chemistry and Physics, the passing the following courses will meet the requirement: Principles of Technology, Electricity, Agribusiness III, Horticulture, Environmental Studies, and Science, Technology, and Society.

Graduation requirements for special education students will be in accordance with the prescribed course of study as described in their Individualized Education Program (IEP). Each student's IEP will include a statement of the projected date of graduation starting with the IEP covering the time span in which the student turns 14 years of age and the criteria to be used in determining whether graduation will occur. Prior to the special education student's graduation, the IEP team will determine whether the graduation criteria have been met.

SUGGESTED - IASB

Code No. 505.5

GRADUATION REQUIREMENTS

Students must successfully complete the courses required by the board and Iowa Department of Education in order to graduate.

It is the responsibility of the superintendent to ensure that students complete grades one through twelve and that high school students complete ____ credits prior to graduation. The following credits will be required:

Language Arts	____ credits
Science	____ credits
Mathematics	____ credits
Social Studies	____ credits
Citizenship	____ credits
Physical Education	____ semesters
Electives	____ credits

The required courses of study will be reviewed by the board annually.

Graduation requirements for special education students will be in accordance with the prescribed course of study as described in their Individualized Education Program (IEP).

NOTE: This is a mandatory policy. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 20 #7 – Dec. 4, 2008 or 13 #3 – June 8, 2000.

Legal Reference: Iowa Code §§ 256.11, .11A; 279.8; 280.3, .14 (2011).
281 I.A.C. 12.2, .3(7), .5; 41.404(6)(e).

Cross Reference: 505 Student Scholastic Achievement
603.3 Special Education

Approved _____

Reviewed _____

Revised _____

EARLY GRADUATION

Generally, students will be required to complete the necessary course work and graduate from high school at the end of grade twelve. Students may graduate prior to this time if they meet the minimum graduation requirements stated in board policy.

A student who graduates early will no longer be considered a student and will become an alumnus of the school district. However, the student who graduates early may participate in commencement exercises.

In considering early graduation, the student and his/her parents need to consider seriously the advantages and disadvantages of this option. There should be compelling reasons for pursuing such a course. It is the viewpoint of the board and the administration that students should take advantage of the opportunity to grow and mature intellectually as well as socially through four years of high school attendance. The benefits of interacting with one's peer group and enrolling in courses/activities that offer opportunity for participation in varied activities need to be given serious consideration. It is recognized, however, that a few students might better satisfy their particular needs by early completion of high school in order to pursue a career, enrollment in a post secondary school, or to become involved in some other worthwhile endeavor. The process to accomplish early graduation is as follows:

1. Application for early graduation shall be submitted to the principal no later than start of the 4th quarter of the junior year. No late requests will be considered except for transfer students entering after the start of the 4th quarter. In extreme circumstances exceptions to the above deadlines may be made upon the recommendation of the high school principal. It is strongly recommended that all students complete four years of high school.
2. The student must earn the required number of credits for graduation from this school that are in effect at the time of application. This includes specific required courses. The eighth semester of required physical education will be waived.
3. Prior to the time an application is filed, the student and his/her parents or guardian are required to meet with a school counselor to discuss the feasibility of early graduation. Such matters as the student's past record of scholastic achievement, attendance, attitude toward school/teachers, reason(s) for early graduation, and subjects to be pursued in earning credits need to be considered.
4. A request for early graduation is subject to the recommendation of the principal and the approval of the board.
5. A student approved for early graduation forfeits his/her eligibility to participate in all school sponsored or sanctioned activities during the eighth semester and the following summer. This means you cannot participate in prom, class trip, or athletics.
6. Even though the student would earn a diploma at early, it would not be granted until graduation ceremonies at the end of the school year. The student could elect to take part or not take part in graduation ceremonies but in either case the principal would have to be notified of the decision by January 15.

Approved October 14, 1996

Reviewed April 13, 1998

Revised November 22, 1999
January 23, 2006

EARLY GRADUATION

7. School records would show the student as having met the requirements for graduation effective the last day of the first semester. Grade average and rank-in-class for the student would be determined and listed both at the end of the seventh semester and at the end of the eighth semester. If needed, the principal will certify early graduation by letter to any college or post high school institution or prospective employer requiring proof of graduation.
8. Any student who has been approved for early graduation will be expected to achieve passing marks in elected courses and to maintain regular school attendance. Course schedule changes will not be made to suit the convenience of the student. Course changes will not be made that will adversely affect the course/section balance.
9. Prior to his/her eighth semester, a student may reverse the decision of early graduation. The student would then be required to remain in school and enroll as a full-time student during the final eighth semester.

Legal Reference: Iowa Code §§ 279.8; 280.3, .14 (2005).
281 I.A.C. 12.2; .3(7); .5.

Cross Reference: 505 Student Scholastic Achievement

EARLY GRADUATION

Generally, students will be required to complete the necessary course work and graduate from high school at the end of grade twelve. Students may graduate prior to this time if they meet the minimum graduation requirements stated in board policy.

A student who graduates early will no longer be considered a student and will become an alumnus of the school district. However, the student who graduates early may participate in commencement exercises.

NOTE: This is a mandatory policy. School districts do not have the authority to limit when a student may graduate early. Students can graduate early whenever they meet the school district's graduation requirements. It is recommended that when a student graduates early, the student either gets the diploma or a notice from the school district that the student has graduated. The board should determine in policy how an early graduate will be treated after the student graduates. The board should determine whether the early graduate will be allowed to participate in activities and, if so, which activities.

Legal Reference: Iowa Code §§ 279.8; 280.3 (2011).
281 I.A.C. 12.2; .3(7); .5.

Cross Reference: 505 Student Scholastic Achievement

Approved _____

Reviewed _____

Revised _____

COMMENCEMENT

Students who have met the requirements for graduation will be allowed to participate in the commencement proceedings provided they abide by the proceedings organized by the school district. It is the responsibility of the principal to solicit input from each graduating class regarding the proceedings for their commencement.

Failure of a student to participate in commencement will not be a reason for withholding the student's final progress report or diploma certifying the student's completion of high school.

The board may exclude a student from participating in commencement exercises for violation of school rules for orderly operation of the schools.

Legal Reference: Iowa Code §§ 279.8; 280.3, .14 (2005).
281 I.A.C. 12.2; .3(7); .5.

Cross Reference: 505 Student Scholastic Achievement

Approved August 15, 1996

Reviewed _____

Revised January 23, 2006

SUGGESTED - IASB

Code No. 505.7

COMMENCEMENT

Students who have met the requirements for graduation will be allowed to participate in the commencement proceedings provided they abide by the proceedings organized by the school district. It is the responsibility of the principal to solicit input from each graduating class regarding the proceedings for their commencement.

Failure of a student to participate in commencement will not be a reason for withholding the student's final progress report or diploma certifying the student's completion of high school.

Legal Reference: Iowa Code §§ 279.8; 280.3 (2011).
281 I.A.C. 12.5.

Cross Reference: 505 Student Scholastic Achievement

Approved _____

Reviewed _____

Revised _____

PARENTAL INVOLVEMENT

Parental involvement is an important component in a student's success in school. The board encourages parents to become involved in their child's education to ensure the child's academic success. To this end, the board will address the following items:

- (1) *How the board will involve parents in the development of the Title I plan, the process for school review of the plan and the process for improvement.* Parent advisory groups exist at all Title I attendance centers. The Title I program is discussed at least annually in terms of what assistance is available to students, along with the opportunity for parental input into ways to improve the program. In addition, parents are involved in the Student Assistance Team process, and that is that is the venue through which students are referred for Title I services.
- (2) *How the board will provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.* Through the annual goal-setting process, the board will promote effective parental involvement in all school activities to improve student achievement for **ALL** students.
- (3) *Build the schools' and parents' capacity for strong parental involvement.* Each Title I attendance center will have regular meetings of the parent advisory groups. Annually, a Title I evening will be held during which parents, students, and teachers will have the opportunity to interact, with parents learning strategies that can be effectively implemented at home. Parents are part of the Student Assistance Team process. Title I teachers are responsible for updating parents and keeping them informed about the progress of their child(ren).
- (4) *Coordinate and integrate parental involvement strategies under Title I with other programs such as Reading First, and other initiatives.* Title I teachers are part of the professional development activities for all teachers. The recent focus has been on the implementation of Reading First instructional strategies, which has been a topic at the meetings of the parent advisory groups.
- (5) *Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the school served including identifying barriers to greater participation by parents in Title I activities (with particular attention to low-income parents, Limited English Proficient (LEP) parents, minorities, parents with disabilities and parents with low literacy) and use the findings of the evaluation to design strategies for more effective parental involvement and to revise, as necessary, the parental involvement policies.* An evaluation of the Title I program will be accomplished annually at the Title I evening for all parents of Title I students.
- (6) *Involve parents in Title I activities.* Each Title I attendance center will have regular meetings of the parent advisory groups. Annually, a Title I evening will be held during which parents, students, and teachers will have the opportunity to interact, with parents learning strategies that can be effectively implemented at home. Title I teachers are responsible for updating parents and keeping them informed about the progress of their child(ren). The district Title I coordinator will present an annual report to the Board in June regarding parental involvement and parental evaluations of the Title I program.

Approved January 23, 2006

Reviewed _____

Revised _____

PARENTAL INVOLVEMENT

The board will review this policy annually. The superintendent is responsible for notifying parents of this policy annually or within a reasonable time after it has been amended during the school year. It is the responsibility of the superintendent to develop administrative regulations regarding this policy

Legal References: No Child Left Behind, Title I, Sec. 1118, P.L. 107-110. (2002)

Cross References: 903.2 Community Resource Persons and Volunteers

Page 2 of 2

PARENTAL INVOLVEMENT

Parental involvement is an important component in a student’s success in school. The board encourages parents to become involved in their child’s education to ensure the child’s academic success. The board will:

(In each of the following six items, the board must describe in policy how it will accomplish each of the items.)

- (1) how the board will involve parents in the development of the Title I plan, the process for school review of the plan and the process for improvement;*
- (2) how the board will provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;*
- (3) build the schools’ and parents’ capacity for strong parental involvement;*
- (4) coordinate and integrate parental involvement strategies under Title I with other programs such as Head Start, Reading First, etc.;*
- (5) conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the school served including identifying barriers to greater participation by parents in Title I activities (with particular attention to low-income parents, Limited English Proficient (LEP) parents, minorities, parents with disabilities and parents with low literacy) and use the findings of the evaluation to design strategies for more effective parental involvement and to revise, as necessary, the parental involvement policies; and*
- (6) involve parents in Title I activities.*

The board will review this policy annually. The superintendent is responsible for notifying parents of this policy annually or within a reasonable time after it has been amended during the school year. It is the responsibility of the superintendent to develop administrative regulations regarding this policy

NOTE: This is a mandatory policy and includes the information required by federal law. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 16 #1 – October 10, 2002.

Legal References: No Child Left Behind, Title I, Sec. 1118, P.L. 107-110. (2002)

Cross References: 903.2 Community Resource Persons and Volunteers

Approved _____

Reviewed _____

Revised _____

Item 7.0 Reports

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

7.1 Administrative Reports

As meeting summaries become available from the schools and other areas of the school districts, each will be shared.

- Enclosed is a meeting summary from the Inman/Washington PTO reflecting recent actions and activities.
- Enclosed is a financial statement from the Y.E.S. Mentoring Program.

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

7.2 IASB Regional Meeting – Red Oak Red Coach, October 9

The Red Oak Board of Directors will be the host school district for the IASB regional meeting, Tuesday, 10.9. None of the Red Oak Directors has been registered. There is a home volleyball match that night. The schedule for the regional meeting is planned to begin at 6 pm and end not later than 8:30 pm. According to the web announcement: *“An evening packed with tips and tools for legislative/congressional advocacy, as well as time for networking and an update on the governor's education reform plan, is planned for September and October in all nine IASB Director Districts . . .”*

Please share your plans to attend or not with Shirley Maxwell this evening.

IASB Employee Relations Conference

Bargaining/Negotiations 2013: A Brave New (Unfunded?) World

Tuesday, Oct. 16, 2012, 9 a.m.-3:30 p.m.

New location: The Meadows Conference Center - Altoona

Cost: \$105 includes materials and lunch (after Oct 8 \$130)

[Register here](#)

AGENDA

9 – 10:30 a.m.

History of Bargaining – How did we get to where we are? Hanks/Sinclair

The district that settles for 4% and got 0 new money, has to cut.

- Board members need to be asking how to we do this?
- What questions should board members be asking?
- What are some basic principles you can't walk away from.
- History of ch. 20, types of bargaining

Item 7.2 – continued

- Close with Practical – What’s next? What do you learn from arbitration – lessons learned – board member or supt perspective; 3 guiding principles I can’t walk away from

10:45 a.m. – 12:15 p.m.

How will you bargain in light of - Drew Bracken/Jeff Krausman

- UNI PERB decision on early retirement
- Ft. Dodge PERB decision on supplemental pay
- New 36 hour collaboration requirement
- Peer Coaching
- Close with Practical – what’s next? How do we deal with this? what are the 3 guiding principles I can’t walk away from? What will it cost – learning, time and money? Learning is nonnegotiable.

12:15 – 1:15 p.m.

Lunch

1:15 – 2:15 p.m.

What will the DE task forces recommend and how will it impact bargaining and negotiations? Implications for budget, board decisions, scheduling. Legislative advocacy.

- Teacher Leadership and Compensation
- Teaching Standards and Criteria
- Administrator Evaluation
- Educator Evaluation (Peer Review)
- Instructional Time

2:30 – 3:30 p.m.

School/state budget picture - And, how will you pay for it all?

Gary/Patti/Shawn Snyder

What will FY 14 allowable growth look like? A current State budget picture will be presented. Policies on unspent cash levels, solvency ratio.

Just a reminder for planning purposes . . .

The IASB State Convention is always a beneficial learning experience. It begins November 14 with an Early Bird Session and concludes with a full day of activities on November 15.

This year’s program can be online at:

<http://www.ia-sb.org/convention/default.aspx?id=3354> .

7.3 Update: Blue Zones Site Visit

A meeting for Blue Zones participants was conducted on Tuesday, 9.18. Red Oak CSD was well represented. Any comments or questions from those who attended?

Item 7.0 – continued

7.4 Remembering Our Fallen, October 1 – 5, Red Oak High School

Board of Directors are invited to attend a special program sponsored in the community and hosted at Red Oak High School. Several participants from the school district are involved. An exhibit will be on display throughout the week of October 1 -5.

From the district's website . . .

Remember Our Fallen Program and Exhibit October 1-5

On Monday, October 1, the community is invited to a special program at the Red Oak High School Auditorium to honor men and women who have died in service as part of the War on Terror. The program that begins at 7:30 p.m. is the inaugural activity for the exhibit called "Remember Our Fallen." Special recognition will be given to those families in Southwest Iowa who have lost their loved ones. Participating in the program on October 1 will be Mayor Bill Billings; Red Oak Businessman Larry Barnett; Bill and Evonne Williams of Omaha; singers from Red Oak High School; and a Red Oak High School instrumentalist who will perform "Taps."

"Remembering Our Fallen" will be on display October 1-5 at Red Oak High School. The exhibit, created by Bill & Evonne Williams of Patriotic Productions in Omaha, is financially sponsored by Bellevue University, Bellevue, Nebraska. The American Legion of Iowa has endorsed the project, realizing the importance of remembering those who are willing to sacrifice all. Bellevue University is a private, non-profit university in Bellevue, Nebraska. Founded in 1966, with the charter of serving military heroes, it has been a military-friendly school for 45 years. The exhibit is open to the public Monday through Friday from 8 a.m. to 5 p.m.

Minutes for PTO

Date: 9.11.12

Time: 5:00 pm

Location: Inman Primary Media Center

Members present:

ROCS D Staff- Mark Hauffle, Sue Chelsvig, Barb Sims, Gayle Allensworth, Melanie Sifford, Janelle Erickson, SueAnn Crouse, Connie Dentlinger, Carol Nielsen, Kim Walford, Jewell Moore, Debbie Graber, Becky Dolch, Jen Bruce, Melinda Smits, Tracy Vannausdle, Barb Kelly, Terri Dunn, Heather Hall

Parents-Leah Mensen, Christy Bennett, Jackie DeVries, Jenny Johnson, Dawn LeRette, Naomi Gettler, Sarah Perrien, Tracy Culbertson, Ann Gigstad

Meeting was called to order at 5:02pm by President Christy Bennett

Description of PTO, what fundraisers we do, and what money goes to.

Election of Officers

- Current officers
 - President-Christy Bennett
 - VP- Leah Mensen
 - Secretary-SueAnn Crouse
 - Treasurer-Shonna Bruno
 - Box Tops-Jen Bruce
- New Officers
 - President-Christy Bennett
 - VP- Leah Mensen
 - Secretary-SueAnn Crouse
 - Treasurer-Jenny Johnson
 - Box Tops-Corrine Jenkins

Trash Bag Sales

- Ordered over 5,000 rolls of trash bags for this year
- Parents will sign up for Friday night to help as there is an all day PD in Harlan for district employees, staff will be there asap! Staff will work the pick up on Saturday

Food For Conferences

- Sign up sheets are circulated to sign up to bring food to either Washington or Inman for conferences.
- Food is much appreciated from the staff

Money given to Washington and Inman

- \$11,000 was given to IPS
- \$5,500 was given to WA
- Each building will create a committee to decide how the money will be divided.
- Books to be purchased for every child during the book fair-continue
- Provide busing for every grade level for one trip per year-continue

Fundraisers

- T-shirts, more for fun than as a fundraiser
- Carnival is May 10th
 - There is a volleyball tournament on Sept. 22nd from 8a-1p at the Middle School and YMCA
 - Need for a team to sell concessions-PTO interested?
 - If so, we would just need to contribute a small amount to the YMCA scholarship fund to cover costs of room and such
 - We have people interested in the prework (purchasing and set up) but have children in the tournament and couldn't work during.
 - We will plan on doing concessions, if interested in helping contact Christy Bennett
- Box Tops
 - Washington-\$1,300 last year. Students are creating a perfect playground as a project and the funds will be used toward the winning design
 - Inman-\$3,11.70 IPS teachers chose a rock wall and used funds last year to purchase this new tool for the gym.
 - IPS has had the idea for a Box Top store to buy classroom items as the student brings in box tops
 - Washington-Fareway; IPS-Hy-Vee

New Fundraising ideas?

- Fun Run-Melanie has started the paperwork for a fun run this year
 - Each child takes a collection envelope to have people sponsor the child for \$___/lap.
 - Every child participates even if he/she does not raise funds
 - Friends of the Red Oak Trails have been looking for a way to get kids and families involved with the trails so possibly collaborating with them.

- Bake auction?
 - Other schools have had great success doing a baked good auction during a ball game (half time of a basketball game)
 - Have adults bake the item and then the students get to decorate the baked good and then it is auctioned off.

Next meeting is October 9th at 5:00pm

A gift was presented to Shonna Bruno for her years of service to the PTO. Thank you Shonna!

Meeting adjourned at 5:37pm

Activity Fund Balance Report - Detail - Exclude Encumbrances
07/2012 - 08/2012
July & August Yes Mentoring Reports

Fund: 10 OPERATING FUND

<u>Chart of Account Number</u>		<u>Chart of Account Description</u>			<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>					
10 739 000 8027 000		MENTORING/FUND BALANCE			*Previous Balance				12,825.78
10 739 000 8027 000		MENTORING/FUND BALANCE							
10 0010 1920 000 8027		DONATION YES MENTORING PROGRAM							
08/24/2012	CR 864837			FUNDRAISER HAMB FEED	CRAIG, PEGGY	0.00	1,292.00		
08/24/2012	CR 864838			DONATION	ARNOLD, GORDON	0.00	20.00		
10 0010 2110 490 8027 131		REGULAR EMPLOYEES YES MENTORING							
07/20/2012	PR PR Checks	1	72580	PR Salary Expense	CRAIG, PEGGY	500.00	0.00		
08/20/2012	PR PR Checks	1	72724	PR Salary Expense	CRAIG, PEGGY	500.00	0.00		
10 0010 2110 490 8027 220		FICA							
07/20/2012	PR PR Checks	1	72580	PR Tax Expense	CRAIG, PEGGY	38.25	0.00		
08/20/2012	PR PR Checks	1	72724	PR Tax Expense	CRAIG, PEGGY	38.25	0.00		
10 0010 2110 490 8027 231		IPERS							
07/20/2012	PR PR Checks	1	72580	PR Deduction Expense	CRAIG, PEGGY	43.35	0.00		
08/20/2012	PR PR Checks	1	72724	PR Deduction Expense	CRAIG, PEGGY	43.35	0.00		
10 0010 2110 490 8027 618		YES MENTORING PROGRAM SUPPLIES							
08/01/2012	GJ 17			PAPER		6.62	0.00		
08/22/2012	CD 071387 08142012-1	1	163163	PETTY CASH FOR FALL FUNDRAISER	PETTY CASH	150.00	0.00		
10 739 000 8027 000		MENTORING/FUND BALANCE			*Current Activity				(7.82)
					*Ending Balance:	1,319.82	1,312.00	0.00	12,817.96
		Fund Total: 10				1,319.82	1,312.00	0.00	12,817.96

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