

Red Oak Community School District

2011 North 8th Street

Red Oak, Iowa 51566

www.redoakschooldistrict.com

Regular Board of Directors Meeting

Meeting Location: Sue Wagaman Board Room
Red Oak CSD Administrative Center
The Technology Building – Red Oak High School Campus

Wednesday, February 12, 2014 – 6:00 pm

- Agenda -

1.0 Call to Order – Board of Directors President Lee Fellers

2.0 Roll Call – Board of Directors Secretary Pro Tem Jeanice Lester

3.0 Approval of the Agenda – President Lee Fellers

4.0 Communications **3**

4.1 Good News from Red Oak Schools

- ★ 2014 Red Oak High School Speech Contest Update **3**
- ★ Red Oak High Jazz Band Recognition **3**
- ★ 2014 AEI Youth Art Month Show **4**
- ★ Josh Sunberg – Competitive Swimmer with Lewis Central High School **4**
- ★ Tiger Wrestling Postseason **4**

4.2 Visitors and Presentations **4, 5**

- ★ District Instructional Staff: Curriculum Mapper Demonstration and Progress Report **5**

4.3 Affirmations and Commendations **5**

- ★ Martha Pfeiffer, Early Childhood Instructor, KCSI Teacher of the Month **5**
- ★ Melanie West and Hawkeye Communications – Public Service Announcements **5**

4.4 Correspondence

5.0 Consent Agenda **6**

5.1 Review and Approval of Minutes from January 28, 2014 **8-10**

5.2 Review and Approval of Monthly Business Reports **11-13**

Red Oak Community School District Board of Directors
2.12.2014

5.3 Review and Final Adoption of Board Policies – Section 900 14-34

5.4 Personnel Considerations (as needed) 35

5.5 Education Services Agreement Approval (as needed)

6.0 General Business for the Board of Directors

6.1 Old Business

6.1.1 Board Action to Affirm: Red Oak CSD Facilitating Team for School Improvement 36,37

6.1.2 Follow-up: Red Oak CSD Fine Arts Curriculum Resources 38-72
– Director Barb Sims and Members of the Curriculum Team

6.2 New Business

6.2.1 Red Oak Band Instrument Program Renewal 73
– Instructors Dan Black and John Hewitt

6.2.2 Bullying Prevention Program in Red Oak Schools and Updates 74-82
– District Administrators

6.2.3 Continuing Education – Board Vice President Warren Hayes 83

6.2.4 Budget Planning for FY 15 – Guidance & Considerations 84

6.2.5 Personnel Considerations 85

7.0 Reports 86

7.1 Administrative 87-89

7.2 Future Conferences, Workshops, Seminars

7.3 Other Announcements

8.0 Next Board of Directors Meeting: Monday, February 24, 2014 – 6:00 pm
Sue Wagaman Board Room
Red Oak CSD Administrative Center

9.0 Adjournment

**** Following the adjournment of this regular meeting the Directors will meet in an exempt session to discuss contract negotiations. It is anticipated this work session will last 45 minutes.**

Item 4.0 Communications

4.1 Good News from Red Oak Schools

This is the season for many opportunities to witness Red Oak students achieving across numerous programs. Even though the Directors will not formally recognize each participant this evening individually (will occur at the last meeting February, it is important to bring awareness this evening for:

★ 2014 Red Oak High School Speech Contest Update

Under the direction of Speech Coach Laura Horn, Red Oak High students once again have experienced successful results in the State Large Group Speech Contest.

From Red Oak those receiving the top rating of “I” were:

Angelica Cerda, Ellen Fellers, Leatha Bennet, Jessa Davis, Laura Butz, Natalie Butz, Maggie Bennett, Chloe Taylor, Hannah Shalters

Those receiving the rating of “II” were:

Nick Black, Logan LeRette, Maggie Bennett, Ellen Fellers, Jared Sherman, Ethan Hewett, Nathan Guffy, Morgan Walford, Nick Carlson, Chloe Taylor, Donnie Torbett, Justin Bernard, Christian Horn, Tristan Piper, Harris Rogerson

★ Red Oak High Jazz Band Recognition

Congratulations is extended to Director Dan Black and the Tiger Jazz Band. Performing at the Iowa High School Music Association State Jazz Festival and received a “I” rating. Many years have passed since Red Oak has been recognized for anything in jazz music contests. Those students performing very well for Director Black and the Red Oak Community include:

Alyson Lowe, Brenna Craig, Vincent Breedlove, Laura Butz, Cody Strange, Shania Wilkinson, Christian Horn, Donnie Torbett, Ellen Fellers, Emily Rose, Natalie Butz, Gilman Cooper, Seth Miller, Ryan Dyson, Jared Sherman, Maggie Bennett, Nick Carlson, Logan LeRette, Ethan Hewett, Sarah Behrens, Sean Griffen, Harris Rogerson

★ **2014 AEI Youth Art Month Show**

Art Instructor Jason Uhl is pleased to announce that Angelica Cerda and Margaret Bennett have art work selected to be in the 2014 AEI Youth Art Month Show in Des Moines and will be honored on Saturday, March 1. According to Mr. Uhl, only 200 K-12 students from the entire state of Iowa are chosen each year to participate. A reception will be held Saturday March 1st at the State Historical Building in Des Moines at 12 noon. Angelica's work is an untitled pencil drawing while Maggie's work is an untitled portrait drawing in pencil. Congratulations students and instructor!

★ **Josh Sunberg – Competitive Swimmer with Lewis Central High School**

Senior Josh Sunberg, known for his running talents in cross country and track, is completing a very successful senior season in swimming via the cooperative program with Lewis Central High School and Red Oak High. District competition was at South Polk on February 8. Results of that state qualifying meet were as follows:

Lewis Central brought 15 boys to Districts at East Polk HS Saturday, representing LC, Glenwood, Atlantic and Red Oak in a Co-Op program. Their team placed 3rd out of 8 teams that day and 8 of their 15 boys competing will advance to State on Saturday, Feb. 15th.

Joshua took 9th in the 50 Free, 6th (and a medal) in the 100 Free, time of 50.48 and the 200 Free Relay placed 3rd (and a medal), time of 1:29.32. Several boys will bring individual events to State plus all three relays that competed will advance. Coach Schomburg was also named Coach of the Year for our district sight.

★ **Tiger Wrestling Postseason**

Tiger grapplers competed in Shenandoah for sectionals on Saturday, February 8. Competitions resulted in two Tiger wrestlers moving on District competition scheduled for Saturday, February 15 in Atlantic are: Dakota Petty (113) and Tanner Mertz (132). Congratulations to Coach Tiegen Podliska, Dakota, and Tanner.

2A -- Sectional 11 District Qualifiers

113: 1. Kruz Adamson (Creston-OM) 2. Dakota Petty (Red Oak)

132: 1. Spencer Wray (Creston-OM) 2. Tanner Mertz (Red Oak)

4.2 Visitors and Presentations

Tonight the Directors are fortunate (given all other evening teacher/coach involvement this week) to have a team of educators join the meeting led by C & I Director Barb Sims to “show and tell” about a valued tool in the district called “Curriculum Mapper”. Instructors joining Barb this evening for a 20 minute presentation include: SueAnn Crouse, Michelle Cockburn, Kathleen Mayes, Mark Haufle and Curt Adams.

Curriculum Mapper is a system for planning, monitoring, and analyzing curriculum. It is a tool to align curriculum to state and local standards that can also become a diagnostic program using real-time data to identify specific needs for curriculum, instruction, and assessment. Enclosed is a PowerPoint outline for this evening’s presentation.

4.3 Affirmations and Commendations

- ★ **Martha Pfeiffer, Early Childhood Instructor, KCSI Teacher of the Month**
- ★ **Melanie West and KCSI Radio Public Service Announcements for Character Counts**

4.4 Correspondence

Item 5.0 Consent Agenda

BACKGROUND INFORMATION: The following items are presented for approval in one formal motion. Should there be any questions concerning the limited items shown here, please call in advance if possible for assistance.

Enclosed are reference pages for:

5.1 Review and Approval of the Minutes from January 28, 2014

The minutes are enclosed for your review. Unless there are suggested changes, they are submitted for approval by Board Secretary Shirley Maxwell.

5.2 Review and Approval of the Monthly Business Reports

Payment vouchers are ready for approval. There could be some last minute bills for payment placed at the table prior to the meeting. Accounting Clerk Jeanice Lester (lesterj@roschools.com) is available this evening to answer any questions you may have.

5.3 Review and Final Adoption of Board Policies – Section 900

Enclosed are board policies from Section 900 “Community Relations.” Each has been reviewed, revised, and tentatively approved. All enclosed are now ready for final approval.

**5.4 Personnel Considerations – Recommendations for Employment,
Acceptance of Resignation Letters**

Enclosed is a letter of resignation from Mr. Jim Hambright who has served as the head boys track coach. It is recommended this be approved as Director of Activities is currently recruiting a replacement.

5.5 Education Services Agreement Approval (as needed)

(At publication time no educational service agreements were ready for the consent agenda)

SUGGESTED BOARD ACTION: It is recommended the board of directors approve the following consent agenda items:

- Minutes from January 28, 2014
- Monthly business reports as presented
- Review and final approval of board policies as presented

- Approval of a letter of resignation from Assistant Softball Coach Mandy Manz

Red Oak Community School District
Regular Meeting of the Board of Directors

Meeting Location: Sue Wagaman Board Room, Red Oak CSD Administrative Center
Red Oak Technology Center-Red Oak High School Campus
Tuesday, January 28, 2014

This regular meeting of the Board of Directors of the Red Oak Community School District was called to order by President Lee Fellers at 5:30 p.m.

PRESENT:

Directors: Lee Fellers, Paul Griffen, Kathy Walker, Bill Drey, Warren Hayes, Terry Schmidt, Superintendent and Shirley Maxwell, Board Secretary

APPROVAL OF AGENDA

Motion by Drey, second by Griffen to approve the agenda as presented with the order of agenda items at the discretion of the chairman. The motion carried unanimously.

CONSENT AGENDA

Motion by Drey, second by Walker to approve the consent agenda as presented. Motion carried unanimously with Director Griffen abstaining.

- Minutes from January 16, 2014
- Monthly business reports as presented
- Approval of an Educational Services Agreement with the Council Bluffs CSD
- Approval of the membership from Red Oak CSD for the Red Oak Chamber and Industry Association for 2014 in the amount of \$750.00
- Approval of open enrollment requests as presented

FISCAL YEAR 13 Audit Review and Approval: Presented by Nolte, Cornman & Johnson, P.C.

The Board of Directors received the annual school audit report as presented by representatives of Nolte, Cornman & Johnson accounting firm from Newton, Iowa. The Directors learned the audit was deemed successful and all expected/required procedures are followed by the school.

MOTION by Walker, second by Griffen to approve the 2012-2013 audit. Motion carried unanimously.

SCHOOL BUILDINGS SECURITY IMPROVEMENTS: Facilities Subcommittee of Wemhoff, Fellers, Griffen

Competitive bidding was received from four security firms. The vendors and their bids include: Business Systems Solution (\$166,893); Thorco (\$145,120); Johnson Controls (\$144,070); and Control Masters (\$127,071). MOTION by Drey, second by Hayes to accept the bid from Control Masters (\$127,071). Motion carried unanimously. This project will begin immediately.

**TRANSPORTATION ACQUISITIONS- UPDATE AND PERSONNEL CHALLENGES-
TRANSPORTATION DIRECTORY CARLOS GUERRA**

The arrival of three new propane powered buses has met with a smooth transition. Locked in prices for propane will allow the school district to escape the rising costs of propane as the winter season peaks. Guerra reported a critical time exists in personnel for this department. Due to recent departures of drivers along with medical challenges, the department has been operating with a severe shortage of drivers. As a result, cross training of other department employees is underway and some bus route configurations are being implemented to reduce routes from six to five. Board President Lee Fellers stressed with Director Guerra to keep good communication happening in order for parents to adjust when bus routes are changed.

**RED OAK COMMUNITY SCHOOL DISTRICT BUILDING PLANNING AND
COMMUNITY ENGAGEMENT-UPDATE AND APPROVAL OF THE FACILITATING
TEAM**

The Board of Directors received an update concerning the formation of a District Facilitating Team to study and recommend directions for school building improvements. Waiting for final names from teacher representatives, the Facilitating Team will soon be announced and the work by contracted consultants will get underway.

PERSONNEL PLANNING AND RECRUITMENT: FY 14 AND FY 15

Personnel planning for the next several months was reviewed by the Directors. Critical positions will be filled either through in-house transfers or external recruitment.

Personnel vacancies currently include a support position at the Administrative Center, a French/Language Arts position at Red Oak High, and several vacancies in the transportation department.

**SCHOOL FINANCE UPDATE AND BUDGET PLANNING PARAMETERS—Business
Manager Shirley Maxwell**

School budget planning for the general fund was discussed at length by the Directors. Due to the drop in enrollment of 40 students and the continued increase in day to day expenses the district must make budget cuts. The general fund limits are set by the Iowa Legislature for all school districts basing the funding on a per pupil basis. Budget planning sessions are underway with all school administrators and department leaders. It is planned for the Board to get its first look at expenditure reduction plans at the last meeting in February.

BOARD OF DIRECTOR POLICY REVIEW, REVISIONS, AND PRESENTATION

MOTION by Griffen, second by Hayes to approve the first reading of Board Policies 900, Community Relations with the exception of Policy Code 905.1-Community Use of School District Facilities: Conditions, Fees and Policy Code 905.1R1- ICN Room Use Regulation. Motion carried unanimously. Policies 905.1 and 905.1R1 will be deferred to a subcommittee review to ensure current fees are adequate in terms of current operating costs.

IOWA ASSOCIATION OF SCHOOL BOARDS CONTRACT: Background Check Service

MOTION by Drey, second by Hayes to approve One Source-The Background Check Company for employment background screening. Motion carried unanimously.

ADJOURNMENT

MOTION by Walker second by Drey to adjourn the meeting at 7:35 p.m. The motion carried unanimously. The next regular board meeting will be held on Wednesday, February 12, 2014 at 6:00 p.m. in the Sue Wagaman Board Room Red Oak CSD Administrative Center.

Lee Fellers, President

Shirley Maxwell, Board Secretary

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Checking Account ID 1	Fund Number 10	OPERATING FUND
FIRST BANKCARD	01252014	80.32
10 0010 1200 219 0000 612	LASER COMPATIBLE HP LASERJET P4014 / BLA	80.32
Vendor Name FIRST BANKCARD		<u>80.32</u>
MIDWEST SYMPOSIUM FOR LEADERSHIP IN BEHAVIOR DISORDERS, INC	2014-0118	320.00
10 0010 1200 219 0000 320	REG FEES	320.00
Vendor Name MIDWEST SYMPOSIUM FOR LEADERSHIP IN BEHAVIOR DISORDERS, INC		<u>320.00</u>
RED OAK CHAMBER & INDUSTRY ASSOC	2585	750.00
10 0010 2310 000 0000 810	MEMBERSHIP 2014	750.00
Vendor Name RED OAK CHAMBER & INDUSTRY ASSOC		<u>750.00</u>
SOCS/FES	INV004453	121.22
10 0010 2236 000 0000 536	WEB SITE HOSTING	121.22
Vendor Name SOCS/FES		<u>121.22</u>
TOTAL FUNDS BY HASLER	01262014	1,000.00
10 0010 2410 000 0000 531	POSTAGE FILL	1,000.00
Vendor Name TOTAL FUNDS BY HASLER		<u>1,000.00</u>
UNITED PARCEL SERVICE	000537022044	99.93
10 1901 2410 000 0000 531	UPS CHARGES	32.13
10 1902 2410 000 0000 531	UPS CHARGES	22.60
10 2020 2410 000 0000 531	UPS CHARGES	22.60
10 3230 2410 000 0000 531	UPS CHARGES	22.60
Vendor Name UNITED PARCEL SERVICE		<u>99.93</u>
WEB.COM, INC.	01292014	22.95
10 0010 2236 000 0000 536	DOMAIN NAME	22.95
Vendor Name WEB.COM, INC.		<u>22.95</u>
Fund Number 10		<u>2,394.42</u>
Checking Account ID 1		2,394.42
Checking Account ID 2	Fund Number 61	SCHOOL NUTRITION FUND
SCHOOL NUTRITION ASSOC	01312014	125.25
61 0010 3110 000 0000 340	MEMBERSHIP FEES	125.25
Vendor Name SCHOOL NUTRITION ASSOC		<u>125.25</u>
Fund Number 61		<u>125.25</u>
Checking Account ID 2		125.25
Checking Account ID 3	Fund Number 21	STUDENT ACTIVITY FUND
ATLANTIC COMMUNITY SCHOOLS	02042014	75.00
21 0010 1400 920 6790 320	JV TOURNEY FEE	75.00
Vendor Name ATLANTIC COMMUNITY SCHOOLS		<u>75.00</u>
BLOMSTEDT, JOHN	01272014	85.00
21 0010 1400 920 6710 320	OFFICIAL	85.00
Vendor Name BLOMSTEDT, JOHN		<u>85.00</u>

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
EDIE, DUSTIN 21 0010 1400 920 6790 320	01302014 OFFICIAL	65.00 65.00
EDIE, DUSTIN 21 0010 1400 920 6790 320	02032014 OFFICIAL	65.00 65.00
Vendor Name EDIE, DUSTIN		<u>130.00</u>
ETHEN, CHRIS 21 0010 1400 920 6710 320	01312014 OFFICIAL	95.00 95.00
Vendor Name ETHEN, CHRIS		<u>95.00</u>
FBLA-PBL 21 3230 1400 950 7406 320	291799 MEMBERSHIP DUES	10.00 10.00
Vendor Name FBLA-PBL		<u>10.00</u>
FIRST BANKCARD 21 0010 1400 920 6600 320	01242014 STAT BOARD REPAIR	1,000.00 1,000.00
Vendor Name FIRST BANKCARD		<u>1,000.00</u>
FOUR SEASONS FUND RAISING 21 3230 1400 950 7407 618	2703 SUPPLIES FOR FUNDRAISER	5,680.28 5,680.28
Vendor Name FOUR SEASONS FUND RAISING		<u>5,680.28</u>
GILLMAN, BILL 21 0010 1400 920 6810 320	01272014 OFFICIAL	95.00 95.00
Vendor Name GILLMAN, BILL		<u>95.00</u>
HARLAN COMMUNITY SCHOOL DIST. 21 0010 1400 920 6790 320	01292014 JV WRESTLING TOURNEY FEE	60.00 60.00
Vendor Name HARLAN COMMUNITY SCHOOL DIST.		<u>60.00</u>
IA HIGH SCHOOL SPEECH ASSOC. 21 3230 1400 910 6110 618	02032014 STATE SPEECH REGISTRATION	226.00 226.00
Vendor Name IA HIGH SCHOOL SPEECH ASSOC.		<u>226.00</u>
IHSADA 21 0010 1400 920 6600 320	01292014 MEMBERSHIP DUES	65.00 65.00
Vendor Name IHSADA		<u>65.00</u>
MANZ, KYLE 21 0010 1400 920 6810 320	01282014 OFFICIAL	95.00 95.00
Vendor Name MANZ, KYLE		<u>95.00</u>
OSBORN, CURTIS 21 0010 1400 920 6810 320	01282014 OFFICIAL	95.00 95.00
Vendor Name OSBORN, CURTIS		<u>95.00</u>
PETERSEN, SHAWN 21 0010 1400 920 6810 320	01272014 OFFICIAL	95.00 95.00
Vendor Name PETERSEN, SHAWN		<u>95.00</u>
REA, MATT 21 0010 1400 920 6710 320	01312014 OFFICIAL	95.00 95.00

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Vendor Name REA, MATT		<u>95.00</u>
ROYER, MARK	01272014	95.00
21 0010 1400 920 6810 320	OFFICIAL	95.00
Vendor Name ROYER, MARK		<u>95.00</u>
SOUTHWEST VALLEY SCHOOLS	02032014	80.00
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Vendor Name SOUTHWEST VALLEY SCHOOLS		<u>80.00</u>
SPOMER, KURT	01312014	95.00
21 0010 1400 920 6710 320	OFFICIAL	95.00
Vendor Name SPOMER, KURT		<u>95.00</u>
VERGAMINI, JOHN	01282014	95.00
21 0010 1400 920 6810 320	OFFICIAL	95.00
Vendor Name VERGAMINI, JOHN		<u>95.00</u>
Fund Number 21		<u>8,266.28</u>
Checking Account ID 3		<u>8,266.28</u>

SCHOOL DISTRICT - COMMUNITY RELATIONS

Series 900

- 900 Principles and Objectives for Community Relations
- 901 Public Examination of School District Records
- 902 Press, Radio, and Television News Media
 - 902.1 News Media Relations
 - 902.2 News Conferences and Interviews
 - 902.3 News Releases
 - 902.4 Live Broadcast or Videotaping
- 903 Public Participation in the School District
 - 903.1 School - Community Groups
 - 903.2 Community Resource Persons and Volunteers
 - 903.3 Visitors to School District Buildings & Sites
 - 903.4 Public Conduct on School Premises
 - 903.5 Distribution of Materials
 - 903.5R1 Distribution of Materials Regulation
- 904 Community Activities Involving Students
 - 904.1 Transporting Students in Private Vehicles
 - 904.2 Advertising and Promotion
- 905 Use of School District Facilities & Equipment
 - 905.1 Community Use of School District Buildings & Sites
 - 905.1R1 ICN Room Use Regulation
 - 905.1E1 Use of Facilities Request Form
 - 905.1E2 Use of School Facilities-Indemnity and Liability Insurance Agreement
 - 905.2 Community Use of School District Equipment
 - 905.2E1 Community Use of School Equipment Application Form
 - 905.2E2 Use of School Equipment-Indemnity and Liability Insurance Agreement
 - 905.3 Tobacco Free Environment

PRINCIPLES AND OBJECTIVES FOR COMMUNITY RELATIONS

Successful education programs require the support of the school district community. The board addresses the importance of the role of the school district community in the school district in this series of the policy manual. The board recognizes this support is dependent on the school district community's understanding of participation in the efforts, goals, problems and programs of the school district.

In this section, the board sets out its policies defining its relationship with the school district community. In striving to obtain the support of the school district community, the board will:

- Provide access to school district records;
- Inform the school district community of the school district's goals, objectives, achievements, and needs;
- Invite the input of the school district community; and,
- Encourage cooperation between the school district and the school district community.

Approved

Reviewed January 28, 2014

Revised

Red Oak Community School District

PUBLIC EXAMINATION OF SCHOOL DISTRICT RECORDS

Public records of the school district may be viewed by the public during the regular business hours of the administration offices of the school district. These hours are _____ a.m. to _____ p.m. Monday through Friday, except for holidays and recesses.

Persons wishing to view the school district's public records will contact the board secretary and make arrangements for the viewing. The board secretary will make arrangements for viewing the records as soon as practicable, depending on the nature of the request.

Persons may request copies of public records by telephone or in writing, including electronically. The school district may require pre-payment of the costs prior to copy and mailing.

Persons wanting copies may be assessed a fee for the copy. Persons wanting compilation of information may be assessed a fee for the time of the employee to compile the requested information. Printing of materials for the public at the expense of the school district will only occur when the event is sponsored by the school district.

Pursuant to Iowa law, the board has determined certain records need to be confidential as their disclosure could jeopardize the safety of persons or property and include, but are not limited to, the following:

- Security procedures
- Emergency preparedness procedures
- Evacuation procedures
- Security codes and passwords

It is the responsibility of the board secretary to maintain accurate and current records of the school district. It is the responsibility of the board secretary to respond in a timely manner to requests for viewing and receiving public information of the school district.

Legal Reference: Iowa Code §§ 21.4; 22; 291.6 (2014).
1980 Op. Att'y Gen. 88.
1972 Op. Att'y Gen. 158.
1968 Op. Att'y Gen. 656.

Cross Reference: 215 Board of Directors' Records
401.5 Employee Records
506 Student Records
708 Care, Maintenance, and Disposal of School District Records
902.1 News Media Relations

Approved

Reviewed January 28, 2014

Revised January 28, 2014

NEWS MEDIA RELATIONS

The board recognizes the value of and supports open, fair and honest communication with the news media. The board will maintain a cooperative relationship with the news media. As part of this cooperative relationship, the board and the media will develop a means for sharing information while respecting each party's limitations.

Members of the news media are encouraged and welcome to attend open board meetings. The board president is the spokesperson for the board, and the superintendent is the spokesperson for the school district. It is the responsibility of the board president and superintendent to respond to inquiries from the news media about the school district.

Members of the news media seeking information about the school district will direct their inquiries to the superintendent. The superintendent will accurately and objectively provide the facts and board positions in response to inquiries from the news media about the school district.

Legal Reference: Iowa Code §§ 21.4; 22; 279.8 (2013).

Cross Reference: 902 Press, Radio and Television News Media

Approved Reviewed January 28, 2014 Revised January 28, 2014

Red Oak Community School District

NEWS CONFERENCES AND INTERVIEWS

The superintendent, on behalf of the board and the school district, may hold a news conference or respond to a request for an interview with the news media.

The superintendent will respond accurately, openly, honestly, and objectively to inquiries from the news media about the school district.

News conferences and interviews planned or pre-arranged for school district activities will include the board and the superintendent. News conferences for issues requiring an immediate response may be held by the superintendent. It is within the discretion of the superintendent to determine whether a news conference or interview is held to provide an immediate response to an issue.

It is the responsibility of the superintendent to keep the board apprised of news conferences and interviews.

Legal Reference: Iowa Code §§ 21.4; 22; 279.8 (2013).

Cross Reference: 902 Press, Radio and Television News Media

Approved

Reviewed January 28, 2014

Revised January 28, 2014

NEWS RELEASES

The superintendent will determine when a news release about internal school district and board matters will be issued. In making this determination, the superintendent will strive to keep the media and the school district community accurately and objectively informed. Further, the superintendent will strive to create and maintain a positive image for the school district. It is the responsibility of the superintendent to approve news releases originating within the school district prior to their release.

News releases will be prepared and disseminated to news media in the school district community. Questions about news releases will be directed to the superintendent.

Legal Reference: *Widmer v. Reitzler*, 182 N.W.2d 177 (Iowa 1970).
Dobrovlny v. Reinhardt, 173 N.W.2d 837 (Iowa 1970).
Iowa Code §§ 21.4; 22.2 (2013).
1980 Op. Att'y Gen. 73.
1952 Op. Att'y Gen. 133.

Cross Reference: 902 Press, Radio and Television News Media

Approved

Reviewed January 28, 2014

Revised January 28, 2014

Red Oak Community School District

LIVE BROADCAST OR RECORDING

Individuals may broadcast or record public school district events, including open board meetings, as long as it does not interfere with, or disrupt, the school district event and it does not create an undue burden in adapting the buildings and sites to accommodate the request.

It is within the discretion of the superintendent to determine whether the request is unduly burdensome and whether the broadcast or recording will interfere with or disrupt the school district event.

Recording of classroom activities will be allowed at the discretion of the superintendent. Parents will be notified prior to recording of classroom activities.

It is the responsibility of the superintendent to develop administrative regulations outlining the procedures for making the request and the rules for operation if the request is granted.

Legal Reference: Iowa Code §§ 21.4, .7; 22; 279.8 (2013).

Cross Reference: 506.2 Student Directory Information
902.1 News Media Relations
903.3 Visitors to School District Buildings and Sites

Approved

Reviewed January 28, 2014

Revised January 28, 2014

Red Oak Community School District

SCHOOL - COMMUNITY GROUPS

The board values the participation and the support of school district-community groups, including, but not limited to, the booster club and parent-teacher organizations, which strive for the betterment of the school district and the education program. The board will work closely with these groups.

Prior to any purchase of, or fund raising for the purchase of goods or services for the school district, the group will confer with the superintendent to assist the group in purchasing goods or services to meet the school district's needs.

Funds raised by these groups for the school district may be kept as part of the accounts of the school district.

It is the responsibility of the building principal to be the liaison with the school district-community groups affiliated with the building principal's attendance center.

Legal Reference: Iowa Code §§ 279.8 (2013).

Cross Reference: 903 Public Participation in the School District

Approved

Reviewed January 28, 2014

Revised January 28, 2014

Red Oak Community School District

COMMUNITY RESOURCE PERSONS AND VOLUNTEERS

The board recognizes the valuable resource it has in the members of the school district community. When possible and in concert with the education program, members of the school district community may be asked to make presentations to the students or to assist employees in duties other than teaching. The school district may officially recognize the contributions made by volunteers.

Recruitment, training, utilization, and the maintenance of records for the purposes of insurance coverage and/or recognition of school district volunteers is the responsibility of the superintendent.

Legal Reference: Iowa Code §§ 279.8; 670 (2013).

Cross Reference: 603.1 Basic Instruction Program
903.3 Visitors to School District Buildings and Sites

Approved

Reviewed January 28, 2014

Revised January 28, 2014

Red Oak Community School District

VISITORS TO SCHOOL DISTRICT BUILDINGS & SITES

The board welcomes the interest of parents and other members of the school district community and invites them to visit the school buildings and sites. Visitors, which include persons other than employees or students, must notify the principal of their presence in the facility upon arrival.

Persons who wish to visit a classroom while school is in session are asked to notify the principal and obtain approval from the principal prior to the visit so appropriate arrangements can be made and so class disruption can be minimized. Teachers and other employees will not take time from their duties to discuss matters with visitors.

Visitors will conduct themselves in a manner fitting to their age level and maturity and with mutual respect and consideration for the rights of others while attending school events. Visitors failing to conduct themselves accordingly may be asked to leave the premises. Children who wish to visit school must be accompanied by a parent or responsible adult.

It is the responsibility of employees to report inappropriate conduct. It is the responsibility of the superintendent and principals to take the action necessary to cease the inappropriate conduct. If the superintendent or principals are not available, a school district employee will act to cease the inappropriate conduct.

Legal Reference: Iowa Code §§ 279.8; 716.7 (2013).

Cross Reference: 902 Press, Radio and Television News Media
903.2 Community Resource Persons and Volunteers

Approved

Reviewed January 28, 2014

Revised January 28, 2014

Red Oak Community School District

PUBLIC CONDUCT ON SCHOOL PREMISES

The board expects that students, employees and visitors will treat each other with respect, engage in responsible behavior, exercise self-discipline and model fairness, equity and respect. Individuals violating this policy will be subject to discipline. Students will be disciplined consistent with the student conduct policies. Employees will be disciplined consistent with employee discipline policies and laws. Others will be subject to discipline according to this policy.

Individuals are permitted to attend school sponsored or approved activities or visit school premises only as guests of the school district, and, as a condition, they must comply with the school district's rules and policies. Individuals will not be allowed to interfere with or disrupt the education program or activity. Visitors, like the participants, are expected to display mature, responsible behavior. The failure of individuals to do so is not only disruptive but embarrassing to the students, the school district and the entire community.

To protect the rights of students to participate in the education program or activities without fear of interference or disruption and to permit the school officials, employees and activity sponsors and officials to perform their duties without interference or disruption, the following provisions are in effect:

- Abusive, verbal or physical conduct of individuals directed at students, school officials, employees, officials and activity sponsors of sponsored or approved activities or at other individuals will not be tolerated.
- Verbal or physical conduct of individuals that interferes with the performance of students, school officials, employees, officials and activity sponsors of sponsored or approved activities will not be tolerated.
- The use of vulgar, obscene or demeaning expression directed at students, school officials, employees, officials and activity sponsors of sponsored or approved activities participating in a sponsored or approved activity or at other individuals will not be tolerated.

If an individual becomes physically or verbally abusive, uses vulgar, obscene or demeaning expression, or in any way interrupts an activity, the individual may be removed from the event by the individual in charge of the event. Law enforcement may be contacted for assistance.

Individuals removed from school premises have the ability to follow the board's chain of command and complaint policies should they choose to do so. The exclusion is in effect should the individual choose to appeal the decision of the superintendent. The term "individual" as used in the policy also includes students and employees.

If an individual has been notified of exclusion and thereafter tries to enter a school building or attends a sponsored or approved activity, the individual will be advised that his/her attendance will result in prosecution. The school district may obtain a court order for permanent exclusion from the school building or from future school sponsored or approved activities.

Approved

Reviewed January 28, 2014

Revised January 28, 2014

Red Oak Community School District

Legal Reference: Iowa Code §§ 279.8, .66; 716.7 (2013).

Cross Reference: 205 Board Member Liability
504 Student Activities
802.6 Vandalism
903 Public Participation in the School District

DISTRIBUTION OF MATERIALS

The board recognizes that students, employees, parents or citizens may want to distribute materials within the school district that are noncurricular. Noncurricular materials to be distributed must be approved by the building principal and meet certain standards prior to their distribution.

It is the responsibility of the superintendent, in conjunction with the building principals to draft administrative regulations regarding this policy.

Legal Reference: U.S. Const. amend. I.
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel School District v. Fraser, 478 U.S. 675 (1986).
New Jersey v. T.L.O., 469 U.S. 325 (1985).
Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969).
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987).
Iowa Code §§ 279.8; 280.22 (2013).

Cross References: 502.3 Freedom of Expression
503.1 Student Conduct
504 Student Activities
603.9 Academic Freedom

Approved

Reviewed January 28, 2014 Revised January 28, 2014

Red Oak Community School District

DISTRIBUTION OF MATERIALS REGULATION

I. Guidelines.

Individuals, including students, may have the right to distribute on school premises, at reasonable times and places, unofficial written material, petitions, buttons, badges or other insignia, except expression which:

1. is obscene to minors;
2. is libelous;
3. contains indecent, vulgar, profane or lewd language;
4. advertises any product or service not permitted to minors by law;
5. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion, gender, disability, age or ethnic origin);
6. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

Distribution on school premises of material in categories (1) through (4) to any student is prohibited. Distribution on school premises of material in categories (5) and (6) to a substantial number of students is prohibited.

II. Procedures.

Anyone wishing to distribute unofficial written material must first submit for approval a copy of the material to the building principal at least twenty-four hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting request and, if a student, the homeroom number;
2. Date(s) and time(s) of day of intended display or distribution;
3. Location where material will be displayed or distributed;
4. The grade(s) of students to whom the display or distribution is intended.

Within twenty-four hours of submission, the principal will render a decision whether the material violates the guidelines in subsection I or the time, place and manner restrictions in subsection III of this policy. In the event that permission to distribute the material is denied, the person submitting the request should be informed in writing of the reasons for the denial. Permission to distribute material does not imply approval of its contents by either, the school, the administration, the board or the individual reviewing the material submitted.

If the person submitting the request does not receive a response within twenty-four hours of submission, the person will contact the building principal's office to verify that the lack of response was not due to an inability to locate the person. If the person has made this verification and there is no response to the request, the material may be distributed in accordance with the time, place and manner provisions in subsection III.

DISTRIBUTION OF MATERIALS REGULATION

If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three school days of submitting the appeal, the person will contact the superintendent to verify that the lack of response is not due to an inability to locate the person. If the person has made this verification and there is no response to the appeal, the material may be distributed in accordance with the time, place and manner provisions in subsection III.

At every level of the process the person submitting the request will have the right to appear and present the reasons, supported by relevant witnesses and material, as to why distribution of the written material is appropriate.

Permission to distribute material does not imply approval of its contents by either, the school district, the board, the administration or the individual reviewing the material submitted.

III. Time, place and manner of distribution.

The distribution of written material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school or otherwise disrupts school activities. The distribution of unofficial material is limited to a reasonable time, place and manner as follows:

1. The material will be distributed from a table set up for the purpose in a location designated by the principal, which location will not block the safe flow of traffic or block the corridors or entrance ways, but which will give reasonable access to students.
2. The material will be distributed either before and/or after the regular instructional day.
3. No written material may be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

IV. Definitions.

The following definitions apply to the following terms used in this policy:

1. "Obscene to minors" is defined as:
 - (a) The average person, applying contemporary community standards, would find that the written material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 - (b) The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and
 - (c) The material, taken as a whole, lacks serious literary, artistic, political or scientific value for minors.
2. "Minor" means any person under the age of eighteen.

DISTRIBUTION OF MATERIALS REGULATION

3. "Material and substantial disruption" of a normal school activity is defined as follows:
 - (a) Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
 - (b) Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods), "material and substantial disruption" is defined as student rioting, unlawful seizures of property, widespread shouting or boisterous demonstration, sit-in, stand-in, walk-out, or other related forms of activity.
 - (c) In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecasted including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.
4. "School activities" means any activity of students sponsored by the school and includes, by way of example but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and in-school lunch periods.
5. "Unofficial" written material includes all written material except school newspapers, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples include leaflets, brochures, flyers, petitions, placards and underground newspapers, whether written by students or others.
6. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower him/her in the esteem of the community.
7. "Distribution" means circulation or dissemination of written material by means of handing out free copies, selling or offering copies for sale and accepting donations for copies. It includes displaying written material in areas of the school which are generally frequented by students.

V. Disciplinary action.

Distribution by any student of unofficial written material prohibited in subsection I or in violation of subsection III may be halted, and students may be subject to discipline including suspension and expulsion. Any other party violating this policy may be requested to leave the school property immediately and, if necessary, local law enforcement officials will be called.

VI. Notice of policy to students.

A copy of this policy will be published in student handbooks and posted conspicuously in school buildings.

TRANSPORTING STUDENTS IN PRIVATE VEHICLES

Generally, transporting students for school purposes is done in a vehicle owned by the school district and driven by a school bus driver. Students may be transported in private vehicles for school purposes. It is within the discretion of the superintendent to determine when this is appropriate.

Individuals transporting students for school purposes in private vehicles must have the permission of the superintendent. Private vehicles will be used only when proof of insurance has been supplied to the superintendent and when the parents of the students to be transported have given written permission to the superintendent. The school district assumes no responsibility for those students who have not received the approval of the superintendent and who ride in private vehicles for school purposes.

This policy statement applies to transportation of students for school purposes in addition to transporting students to and from their designated attendance center. It is the responsibility of the superintendent to develop administrative regulations regarding this policy.

Legal Reference: Iowa Code §§ 279.8; 285; 321 (2013).
281 I.A.C. 43.

Cross Reference: 401.6 Transporting of Students by Employees
401.7 Employee Travel Compensation
711 Transportation

Approved

Reviewed January 28, 2014

Revised January 28, 2014

Red Oak Community School District

ADVERTISING AND PROMOTION

The use of students, the school district name, or its buildings and sites for advertising and promoting products and/or services of entities and organizations operating for a profit is not allowed except with prior board approval. Nonprofit entities and organizations may be allowed to use students, the school district name, or its buildings and sites if the purpose is educationally related and prior approval has been obtained from the board.

Legal Reference: Iowa Code § 279.8 (2013).

Cross Reference: 504.5 Student Fund Raising
904 Community Activities Involving Students

Approved

Reviewed January 28, 2014 Revised January 28, 2014
Red Oak Community School District

COMMUNITY USE OF SCHOOL EQUIPMENT

District equipment may be temporarily loaned to community groups under the following conditions:

- a. The use in no way interferes with the district's educational and activity program.
- b. The use is consistent with state law and conforms to district regulations.
- c. The use is consistent with the conditions or purposes for which the equipment was originally intended. For example, equipment designed for interior use will not be used in outdoor settings.
- d. Electrical equipment must be used in settings with adequate, appropriate, and properly installed electrical access.
- e. The group or organization is responsible and will exercise care in the use of the equipment.
- f. Properly trained individuals must operate equipment.
- g. The activity is supervised by an adequate number of adult sponsors.
- h. The activity is not a commercial profit-making venture by a taxable entity.
- i. The use is not for a private purpose or for personal gain.
- j. A written application and agreement is executed and approval is received in advance through the appropriate administrator.
- k. The group or organization shall be responsible for paying for any damage or destruction to the school equipment, up to and including replacement of equipment lost or damaged beyond repair.
- l. If it is determined that the use of school equipment by community groups or organizations could result in increased and unnecessary liability exposure for the district, the request will be denied.

Legal Reference: Iowa Code §§ 8D; 276; 278.1(4); 279.8; 288; 297.9-.11 (2005).
751 I.A.C. 14.
1982 Op. Att'y Gen. 561.
1940 Op. Att'y Gen. 232.
1936 Op. Att'y Gen. 196.

Cross Reference: 704 Revenue

Approved

Reviewed January 28, 2014 Revised January 28, 2014

COMMUNITY USE OF SCHOOL DISTRICT EQUIPMENT APPLICATION FORM

The undersigned entity makes application for the use of the school district equipment as designated below. Please refer to Policy 905.2 to determine the proper use of equipment. The entity is responsible for complying with the law, board policy and the administrative regulations.

The entity may be required to provide an Indemnity and Liability Insurance Agreement, Code No. 905.1E2, prior to the use of school equipment

Equipment _____ Date _____

Purpose _____ Hours _____

Total Fee \$ _____

Name of entity making application: _____

Name of person making application: _____

Address: _____ Phone #: _____

(Signature of Applicant)

(Date)

TOBACCO/NICOTINE-FREE ENVIRONMENT

School district facilities and grounds, including school vehicles, are off limits for tobacco or nicotine use, including the use of look-a-likes where the original would include tobacco or nicotine. This requirement extends to students, employees and visitors. This policy applies at all times, including school-sponsored and nonschool-sponsored events. Persons failing to abide by this request are required to extinguish their smoking material, dispose of the tobacco, nicotine or other product or leave the school district premises immediately. It is the responsibility of the administration to enforce this policy.

Legal Reference: Goals 2000: Educate America Act, Pub. L. No. 103-227, 108 Stat. 125 (1994).
 House File 2212, Iowa General Assembly (2008)
 Iowa Code §§ 142D; 279.8, .9; 297 (2013).

Cross Reference: 903.4 Public Conduct on School Premises
 905.1 Community Use of School District Buildings & Sites & Equipment

Approved

Reviewed January 28, 2014

Revised January 28, 2014

Due to family commitments, I need to resign from my position as head boys track coach. I have enjoyed my time being a coach at Red Oak and will miss the opportunity to work with and be around these young athletes.

Thank you ,

Jim Hambright

RECEIVED
JAN 28 2014

Item 6.1.1 Board Action to Affirm:

Red Oak CSD Facilitating Team for School Improvement

BACKGROUND INFORMATION: The first meeting of the board appointed Facilitating Team will be Wednesday, February 19 from 6 pm to 9 pm. 100% of the team as chosen by the Directors is now ready for final affirmation. The team will be under the leadership of Rod Wright, Community Engagement Consultant and Randy West, school architect. Board President Lee Fellers will officially convene each meeting. Directors not formally named to the team and Administrative Cabinet members nor formally names will be available as resources when needed. All meetings will be open to the public but until the Facilitating Team establishes open forum time, the work of the Facilitating Team will be public observation.

Members of the Red Oak CSD Facilitating Team:

Arryn Gillespie	Teacher, Webster Early Childhood Center
Chris Deter	Teacher, Washington Intermediate
Clay Ogden	Parent and Agri Business
Daric O'Neal	Parent and Architect
Gayle Allensworth	School Principal, Inman Primary
Janelle Erickson	Teacher, Red Oak Middle School
John Gambs	Teacher, Red Oak High School
Julian Vasquez	Parent and Information Technology for Agri Business
Kandee Olson	Parent and Agri Business
Lee Fellers	President, Board of Directors and Industry Management
Lois Trinity	Community Supporter
Nathan Perrien	School Principal, Red Oak Middle School
Paul Griffin	Board Director and Executive Director of the Red Oak Chamber & Industry Association
Paul Neuharth	Advisory, Estes Construction
Pete Wemhoff	Director of Maintenance & Operations
Randy West	School Architect from BLDD
Rod Wright	Community Engagement Consultant, UNICOM

Item 6.1.1. – continued

Shirley Maxwell District Business Manager

Terry Schmidt Superintendent of Schools

SUGGESTED BOARD ACTION: It is recommended the Directors formally affirm members of the District Facilitating Team.

Item 6.1.2 Follow-up: Red Oak CSD Fine Arts Curriculum Resources

– Director Barb Sims and Members of the Curriculum Team

BACKGROUND INFORMATION: In recent weeks the Board of Directors has approved the new curriculum goals, objectives, and outcomes for the Fine Arts. As part of the cycle, it is always expected that a review will be made of resources and equipment needed for the newly adopted curriculum. This evening Curriculum Director Barb Sims and members of the Fine Arts Curriculum Committee are present to review their suggested resources.

Enclosed are the items identified as resources requested for the newly adopted curriculum. Barb and members of her team will review the items and will be prepared to answer questions from you.

Please allow the necessary time this evening to review the Fine Arts Team proposals. Since part of the work for fine arts resource acquisitions (band instruments) was begun last year, it is requested the Directors consider tonight's presentation item a "receive only" item waiting until the completion of the band instrument proposals. Both will then be studied and a recommendation formed for the last meeting in February.

SUGGESTED BOARD ACTION: (to be determined)

Fine Arts Curriculum Materials Requests:

Each department has submitted a detailed item list of materials each needs to teach, enhance, and produce excellence in their fields.

The total dollars associated with each department is as follows:

Visual Arts PK-12: \$9,267.00 + \$320.00 for sharpeners that could come from building budgets

Instrumental Music 6-12: \$11,782.00

Vocal Music PK-12: \$37,810.00

Grand Total: \$58,859.00

Drying Racks at Washington, Middle School and High School



Visual Arts Alignment to 21st Century Universal Construct –Creativity

Strategy

1. Students will understand and apply media, techniques and processes.
 - Use media, styles and technique to solve visual problems.
 - Use a variety of tools and technologies to define, investigate and solve problems.

Strategy

2. Students will understand and apply elements and principles of design and other art structures.
 - Understand and apply the elements and principles of design within their artwork.
 - Apply a variety of approaches and processes to encourage unique thoughts and application in art making.
 - Compare and contrast art elements in various works of art.

Strategy

3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.
 - Develop ideas by understanding artists, styles and cultures.
 - Use original ideas to create authentic art to reflect personal interests.

This is necessary for the daily management of student projects. With the constant turnover of student from class to class and day to day, drying racks are essential to care properly for student artwork. We feel this is standard equipment for all art classrooms.

United Art Education Catalog 2013 www.UnitedNow.com

Page 194

Washington: Double Sided Rack SAT-D1824 \$ 1,170

Middle School: Double Sided Drying Rack SAT-D1824 \$1,170

High School: Multi Rack Drying Rack SAT-223250 \$1,495

Heavy Duty Wood Trimmer (Paper Cutter) at Washington



Visual Arts Alignment to 21st Century Universal Construct –Creativity

Strategy

1. Students will understand and apply media, techniques and processes.
 - ☑ Use media, styles and technique to solve visual problems.
 - ☑ Use a variety of tools and technologies to define, investigate and solve problems.

Strategy

2. Students will understand and apply elements and principles of design and other art structures.
 - ☑ Understand and apply the elements and principles of design within their artwork.
 - ☑ Apply a variety of approaches and processes to encourage unique thoughts and application in art making.
 - ☑ Compare and contrast art elements in various works of art.

Strategy

3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.
 - ☑ Develop ideas by understanding artists, styles and cultures.
 - ☑ Use original ideas to create authentic art to reflect personal interests.

The current cutter at Washington does not have the proper safety guard on it. It is also too small. The measurement lines/numbers on the current cutter are completely worn off. This item is used on a regular basis to prepare material for student's projects which are part of the visual arts constructs of creativity..

Blick Art Supplies 2013 Catalog, DickBlick.com

Page 533, A57100-1024 24"Cut, Metal Handle \$176.47

Electric Pencil Sharpener Inman, Washington, Middle School, High School



Visual Arts Alignment to 21st Century Universal Construct –Creativity

Strategy

1. Students will understand and apply media, techniques and processes.
 - ☑ Use media, styles and technique to solve visual problems.
 - ☑ Use a variety of tools and technologies to define, investigate and solve problems.

Strategy

2. Students will understand and apply elements and principles of design and other art structures.
 - ☑ Understand and apply the elements and principles of design within their artwork.
 - ☑ Apply a variety of approaches and processes to encourage unique thoughts and application in art making.
 - ☑ Compare and contrast art elements in various works of art.

Strategy

3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.
 - ☑ Develop ideas by understanding artists, styles and cultures.
 - ☑ Use original ideas to create authentic art to reflect personal interests.



Visual Arts Alignment to 21st Century Universal Construct –Complex Communication

Strategy

5. Students will reflect upon and assess the characteristics and merits of their own and other's work.
 - ☑ Examine and express judgments about art using relevant vocabulary.
 - ☑ Reflect upon personal artistic growth over time in relation to specific criteria.

Drawing is a major component to our art program therefore we use a lot of pencils and they need to be sharp at all times. We not only use pencils to communicate with through our art work, but also to write about our artwork with. Inman students struggle with sharpening their own pencils due to fine motor skills and a basic electric sharpener has proven not to hold up to daily use therefore something of a more durable grade is needed so it doesn't have to be replaced on a yearly basis. .

United Art Education Catalog, 2013 www.UnitedNow.com

Inman: X-ACTO Model 41 Commercial Electric Pencil Sharpener Page 124 E- 1606 ^{\$}135.96

Washington: X-ACTO Teacher Pro Electric Pencil Sharpener Page 124 E-1675.....\$59.95

Middle School: X-ACTO Teacher Pro Electric Pencil Sharpener Page 124 E-1675.....\$59.95

High School: X-ACTO Teacher Pro Electric Pencil Sharpener Page 124 E-1675.....\$59.95

Kiln for Middle School



Visual Arts Alignment to 21st Century Universal Construct – Collaboration

Strategy

6. Students will make connections between the visual arts, other disciplines and daily life.
- ☑ Practice problem-solving with materials and processes to make predictions and anticipate change.



Visual Arts Alignment to 21st Century Universal Construct Productivity & Accountability

Strategy

6. Students will make connections between the visual arts, other disciplines and daily life.
- ☑ Identify and compare visual products and processes with similar subjects, themes, purposes, history and culture.



Visual Arts Alignment to 21st Century Universal Construct –Creativity

Strategy

1. Students will understand, select and apply media, techniques and processes.
- ☑ Experiment with a variety of tools and technologies to employ multiple approaches to solve problems.

Justification for a new kiln at the Middle School.

The current kiln has been in use since 1992 (26 years) for 20 firings a year. The floor and the sides of the ceramic material have cracks. It is out of date compared with the electronic models available today. The kiln will have to be replaced at some point.

This would be the curriculum cycle to replace the Middle School kiln, since it would not be feasible to replace more than one kiln in a curriculum cycle. A functional and up-to-date kiln is safer, more efficient and an important part of the ceramic work and a large part of the art curriculum.

Dick Blick catalogue on pg. 485. The Skutt Model # 1227-3" 240 V, 48 amps, with Kiln sitter \$ 3160

Harrisville Designs – The Friendly Loom, Inman



Visual Arts Alignment to 21st Century Universal Construct –Complex Communication

Strategy

1. Students will understand, select & apply medias, techniques & processes

Strategy

1. Students will understand and apply media, techniques and processes.
 - Use media, styles and technique to solve visual problems.
 - Use a variety of tools and technologies to define, investigate and solve problems.

Strategy

2. Students will understand and apply elements and principles of design and other art structures.
 - Understand and apply the elements and principles of design within their artwork.
 - Apply a variety of approaches and processes to encourage unique thoughts and application in art making.



Visual Arts Alignment to the 21st Century Universal Construct – Collaboration

Strategy

1. Students will understand, select and apply media, techniques and processes.
 3. Students will understand and apply elements and principles of design and other art structures.
 4. Students will understand the visual arts in relation to history and cultures.
 5. Students will reflect upon and assess the characteristics and merits of their own and other's work.
 6. Students will make connections between the visual arts, other disciplines and daily life.
- Weaving is an important part of our elementary art curriculum. This loom allows several children to learn how to weave at the same time on a group project. This is particularly helpful when teaching young children this skill.

Friendly Loom - 187-0020 \$287.25

High School Fine Arts Equipment for the New Digital Arts Curriculum



Visual Arts Alignment to 21st Century Universal Construct –Critical Thinking

Strategy

1. Students will understand, select and apply media, techniques and processes.
 - *☑ Create objects, performances, conceptual works, and images with a variety of media to explore relevant personal, technical, social, environmental and cultural issues. ☑
 - * Develop and demonstrate ability with tools and technologies associated with art making and research.
 - *☑ Transform conceptual ideas and processes



Visual Arts Alignment to 21st Century Universal Construct –Complex Communication

Strategy

1. Students will understand, select and apply media, techniques and processes.
 3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas. ☑
- * Create original artwork using subjects, symbols, and ideas from society, cultures, and the natural world.
 - * Generate and revise multiple solutions in the visual arts.

Starting in the 2013-2014 school year Red Oak High School will be offering 21st Century Skills in the area of Digital Media to include film and cinema photography graphics and animation. To teach this high tech class we will need digital camcorders and digital SLR cameras. We already have the software needed, which is the Serif Suite.

We will possibly be needing **6 Wacom Drawing Tablets** as well, however we need to find out from the district technology department if they will be funding this or whether it needs to come from curriculum funds. They are approximately \$55 each for an estimated **\$330 dollars**.

Amazon.com and Best Buy prices, however Mr. Uhl can shop around to see if he can find better prices yet.

Samsung Digital Camcorder, Qty. 2 Sku, 1306104560 \$148 each

Canon EOS Rebel Digital SLR Kit, Rebel T3 with 18-55MM & 75-300MM Qty. 2-3 @ \$529 each

Item # 5157B026

Tripod's with Bags for High School



Visual Arts Alignment to 21st Century Universal Construct –Critical Thinking

Strategy

2. Students will understand, select and apply media, techniques and processes.
 - *☐ Create objects, performances, conceptual works, and images with a variety of media to explore relevant personal, technical, social, environmental and cultural issues. ☐
 - * Develop and demonstrate ability with tools and technologies associated with art making and research.
 - *☐ Transform conceptual ideas and processes



Visual Arts Alignment to 21st Century Universal Construct –Complex Communication

Strategy

1. Students will understand, select and apply media, techniques and processes.
3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas. ☐
 - * Create original artwork using subjects, symbols, and ideas from society, cultures, and the natural world.
 - * Generate and revise multiple solutions in the visual arts.

Justification: we will need tripods to accompany our cameras and camcorders in order to stabilize, record, and photograph subjects appropriately.

Ravelli APLT4 61-inch Light Weight Aluminum Tripod With Bag – Qty. 5

AMAZON.COM Price:
\$17.96 each, total (\$89.80)

Paint Brushes for Inman



Visual Arts Alignment to 21st Century Universal Construct –Complex Communication

Strategy 1. Students will understand, select & apply medias, techniques & processes



Visual Arts Alignment to 21st Century Universal Construct –Creativity

Strategy

1. Students will understand and apply media, techniques and processes.

Use media, styles and technique to solve visual problems.

Use a variety of tools and technologies to define, investigate and solve problems.

Strategy

2. Students will understand and apply elements and principles of design and other art structures.

Understand and apply the elements and principles of design within their artwork.

Apply a variety of approaches and processes to encourage unique thoughts and application in art making.

Compare and contrast art elements in various works of art.

Strategy

3. Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.

Develop ideas by understanding artists, styles and cultures.

Use original ideas to create authentic art to reflect personal interests.

Inman is in need of some good paint brushes. We paint on a regular, weekly basis. The current brushes are in poor shape or very poor quality. I would like to have enough paint brushes that I could actually replace just a few on a yearly basis as needed.

Triarco Arts and Crafts RA17885 Size 10 @ \$.77 each Qty. 50.....\$38.50

Elements and Principals of Design – Inman & Washington



Visual Arts Alignment to 21st Century Universal Construct –Complex Communication

Strategy 1.

Students will understand, select & apply medias, techniques & processes

Strategy2

Students will understand and apply elements and principles of design and other art structures.



Visual Arts Alignment to 21st Century Universal Construct –Creativity

Strategy

2. Students will understand and apply elements and principles of design and other art structures.



Visual Arts Alignment to the 21st Century Universal Construct – Flexibility & Adaptability

Strategy

3. Students will understand and apply elements and principles of design and other art structures.
„h Understand and apply the elements and principles of design within their artwork. „h Apply a variety of approaches and processes to encourage unique thoughts and application in art making. „h Compare and contrast art elements in various works of art.



Visual Arts Alignment to the 21st Century Universal Construct- Productivity & Accountability

Strategy

2. Students will understand and apply elements and principles of design and other art structures.



Visual Arts Alignment to the 21st Century Universal Construct Critical Thinking

Strategy

2. Students will understand and apply elements and principles of design and other art structures.

Learning the art elements and principles of design are the foundation for art. We learn about space, form, texture, value, variety, proportion, balance, etc. and how the knowledge these basics can help to improve our finished product as an artist.

Nasco 2013 Catalog Page 500,

Elements and Principals of Design, 9726376-

\$15.95 set..... 2 sets = \$31.90

2013 Fine Arts Curriculum Adoption Cycle

6-12 Instrumental Music Proposal

The following proposal is designed to bring the instrumental music department up to date with 21st century approaches to teaching students to create, perform, and respond to music. We took a close look at our own National Standards for Music Education offered by the National Association for Music Education, the Iowa Core Curriculum, especially the 21st Century Skills in Technology Literacy (Grades 9-12), and the Iowa Core Universal Constructs, which the arts are essential to developing in students.

To better show the value of these proposals, each set of standards, skills, and constructs aligning with each item are listed.

Please ask us if there are any questions concerning this proposal, as we would be happy to offer additional information.

-Dan Black

Finale Notation Software

National Standards for Music Education

- Performing on instruments, alone and with others, a varied repertoire of music
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specified guidelines
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture

Universal Constructs: Essential for 21st Century Success

- Critical Thinking
- Complex Communication
- Creativity
- Collaboration
- Flexibility and Adaptability
- Productivity and Accountability

Finale is software used to notate, transcribe, format, and print music. For music educators, it is essential our “word processor” for music. Currently, the school does not have a license of any music notation software. Tailoring classroom content to the needs of your students is essential, and Finale is currently the best tool for it. It is the most common notation software used in an educational setting, especially for its close connection to the SmartMusic software and the capabilities it provides.

Music notation software can be used to create learning experiences for students to read music, perform music, assess essential skills, and create and playback music compositions. This is a vital component to teaching music in the 21st century, especially at the secondary level, in the same way English teachers consider a word processor vital to instruction.

Product Name	Price
Finale 2012 Software	<p>Individual Licenses Academic pricing = \$350 per license HS and MS Instrumental Music licenses = \$700 total All Red Oak music teacher licenses = \$1,750</p> <p>Site Licensing - RECOMMENDED \$150 per seat, a minimum of 5 seats All Red Oak Music Teachers = \$750</p> <p><i>It is recommended to purchase through the site licensing program, as we could put Finale on all 5 teacher workstations for \$1000 less than the academic pricing rate.</i></p>

Resources	<ul style="list-style-type: none"> • http://www.finalemusic.com • http://www.finalemusic.com/products/finale/resources/site-licenses/
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SmartMusic Music Education Software

National Standards for Music Education

- Performing on instruments, alone and with others, a varied repertoire of music
- Improvising melodies, variations, and accompaniments
- Reading and notating music
- Evaluating music and music performances

Iowa Core Curriculum – 21st Century Skills: Technology Literacy (Grades 9-12)

- Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- Apply digital tools to gather, evaluate, and use information.

Universal Constructs: Essential for 21st Century Success

- Critical Thinking
- Complex Communication
- Collaboration
- Flexibility and Adaptability
- Productivity and Accountability

SmartMusic is software that teachers and students can use to improve music learning. This software provides technology-assisted instruction and assessment for more frequent feedback for student performance. It can also be used to track progress, document achievement, and measure growth.

Students can use the software to perform their ensemble music with a virtual ensemble, making practice more engaging and meaningful. Solo literature can be performed alongside a virtual accompanist. This tool has shown much legitimacy in the field of music education, even to the point of being allowed as an accompaniment tool at Iowa High School Music Association sponsored solo and ensemble events.

With a classroom of 40-60 students, providing feedback to improve student learning is a challenge. SmartMusic allows teachers and students the ability to obtain quick, reliable, and relevant feedback to improve performance. Teachers in districts are also using it via projectors as a teaching tool for large ensembles.

In our district, we would like to put it to use on teacher workstations and three student workstations per classroom. The software is a subscription-based service with an annual fee for teacher workstations and smaller annual fee for student or practice workstations. At minimum, we'd like to use SmartMusic on each teacher workstation and incorporate three practice workstations in each classroom. The 1:1 initiative opens the possibility of putting a subscription on each student laptop, as well, and promoting a very strong use of technology for the sake of music reading and learning at home.

Product Name	Price
SmartMusic Educator Subscription <i>(Software is free, access to music library is paid with subscription)</i>	\$140/year
SmartMusic Student Subscription <i>(For use as classroom workstations)</i>	\$36/year each, 3 workstations = \$108/year
USB Instrumental Microphone <i>(For use with teacher and classroom workstations)</i>	\$29.95 x 4 = \$119.80
Sony MDR-V6 Monitor Series Headphones <i>(For use with classroom workstations)</i>	\$59.95 x 3 = \$179.85
Bose Companion 2 Series II Multimedia Speaker System <i>(For use with teacher workstation - note that this is item would also be purchased with the classroom recording technology)</i>	\$99.99
Subtotal =	\$647.64, including annual subscriptions
Total Cost of Equipping Both MS/HS Band Classrooms =	\$1295.28, including annual subscriptions

Workstations instead 2

Student Subscriptions <i>Note - We highly recommend supporting the use of SmartMusic with beginning band students in 6th grade through school funds and shifting the cost to parents as they begin 7th grade if needed.</i>	6 th Grade Band Students \$36/year x 60 = \$2,160/year	<i>3 stations</i>
	7-12 th Grade Band Students \$36/year x 100 = \$3,600/year	<i>3 stations</i>

216.00

Resources	<ul style="list-style-type: none"> • http://www.smartmusic.com/ • https://store.makemusic.com/Store/
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Classroom Performance Recording Technology

National Standards for Music Education

- Performing on instruments, alone and with others, a varied repertoire of music
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specified guidelines
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts, and disciplines outside the arts

Iowa Core Curriculum – 21st Century Skills: Technology Literacy (Grades 9-12)

- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- Apply digital tools to gather, evaluate, and use information.
- Demonstrate critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems and make informed decisions.
- Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- Demonstrate a sound understanding of technology concepts, systems and operations.

Universal Constructs: Essential for 21st Century Success

- Critical Thinking
- Complex Communication
- Creativity
- Collaboration
- Flexibility and Adaptability
- Productivity and Accountability

As technologies have advanced and become more affordable, creating meaningful experiences evaluating music and music performers inside the classroom has become more attainable. These technologies will allow us to record large ensembles, small groups, and individual performers in our classroom. Listening to recorded performances as a classroom activity or in teacher assessment will help to focus instruction and open new avenues to teaching music through performance, namely through student self-evaluation and engaging technology to share and create music.

This opens teaching strategies that are newly available in the 21st century and are currently being used in modern classrooms. It is an avenue to teaching students about recording technology and digital media. Students can collaborate to create their own album of repertoire in individually or in small groups, like jazz combos. Also, this technology makes long-distance collaboration possible in a music setting through Skype or Google Hangouts. Normal laptop microphones or voice microphones do not pick up the necessary information for a collaborator to work with. I have used this technology to bring in professors and experts to offer feedback on performances and advice going forward for student ensembles, and it creates very meaningful experiences.

High School Band Classroom

Product Name	Price
MOTU 8pre USB Recording Interface http://www.sweetwater.com/store/detail/8preUSB	\$549.00
Rode NT5-S Condenser Microphone http://www.sweetwater.com/store/detail/NT5Sing/	\$219.00
Rode NT5-S Condenser Microphone http://www.sweetwater.com/store/detail/NT5Sing/	\$219.00
Pro Co EXM-50ft Microphone Cable http://www.sweetwater.com/store/detail/XLR50/	\$36.99
Pro Co EXM-50ft Microphone Cable http://www.sweetwater.com/store/detail/XLR50/	\$36.99
On-Stage SB9600 Tripod Boom Mic Stand http://www.sweetwater.com/store/detail/StuBoom/	\$119.95
K&M 23510 Adjustable Stereo Microphone Bar http://www.sweetwater.com/store/detail/KM235/1/	\$21.99
On Stage MY120 Condenser Microphone Clip http://www.amazon.com/Stage-MY120-Condenser-Microphone-Clip/dp/B001TJLYO2	\$18.99
On Stage MY120 Condenser Microphone Clip http://www.amazon.com/Stage-MY120-Condenser-Microphone-Clip/dp/B001TJLYO2	\$18.99
Sony MDR-7506 Headphones http://www.sweetwater.com/store/detail/MDR7506/	\$99.00
M-Audio Studiophile AV 40 Active Studio Monitor Speakers http://www.amazon.com/M-Audio-Studiophile-Active-Monitor-Speakers/dp/B0051WAM64/ref=sr_1_1?ie=UTF8&qid=1386191525&sr=8-1&keywords=M+Audio+AV40	\$109.99
Total Cost =	\$1,449.89

High School Choir Classroom

Product Name	Price
MOTU 8pre USB Recording Interface http://www.sweetwater.com/store/detail/8preUSB	\$549.00
Rode NT5-S Condenser Microphone http://www.sweetwater.com/store/detail/NT5Sing/	\$219.00
Rode NT5-S Condenser Microphone http://www.sweetwater.com/store/detail/NT5Sing/	\$219.00
Pro Co EXM-50ft Microphone Cable http://www.sweetwater.com/store/detail/XLR50/	\$36.99
Pro Co EXM-50ft Microphone Cable http://www.sweetwater.com/store/detail/XLR50/	\$36.99
On-Stage SB9600 Tripod Boom Mic Stand http://www.sweetwater.com/store/detail/StuBoom/	\$119.95
K&M 23510 Adjustable Stereo Microphone Bar http://www.sweetwater.com/store/detail/KM235/1/	\$21.99

On Stage MY120 Condenser Microphone Clip http://www.amazon.com/Stage-MY120-Condenser-Microphone-Clip/dp/B001TJLYO2	\$18.99
On Stage MY120 Condenser Microphone Clip http://www.amazon.com/Stage-MY120-Condenser-Microphone-Clip/dp/B001TJLYO2	\$18.99
Sony MDR-7506 Headphones http://www.sweetwater.com/store/detail/MDR7506/	\$99.00
M-Audio Studiophile AV 40 Active Studio Monitor Speakers http://www.amazon.com/M-Audio-Studiophile-Active-Monitor-Speakers/dp/B0051WAM64/ref=sr_1_1?ie=UTF8&qid=1386191525&sr=8-1&keywords=M+Audio+AV40	\$109.99
Total Cost =	\$1,449.89

Middle School Band

Product Name	Price
MOTU 8pre USB Recording Interface http://www.sweetwater.com/store/detail/8preUSB	\$549.00
AKG Perception 170 Condenser Microphone http://www.sweetwater.com/store/detail/Percep170	\$79.99
AKG Perception 170 Condenser Microphone http://www.sweetwater.com/store/detail/Percep170	\$79.99
Pro Co EXM-50ft Microphone Cable http://www.sweetwater.com/store/detail/XLR50/	\$36.99
Pro Co EXM-50ft Microphone Cable http://www.sweetwater.com/store/detail/XLR50/	\$36.99
On-Stage SB9600 Tripod Boom Mic Stand http://www.sweetwater.com/store/detail/StuBoom/	\$119.95
K&M 23510 Adjustable Stereo Microphone Bar http://www.sweetwater.com/store/detail/KM235/1/	\$21.99
On Stage MY120 Condenser Microphone Clip http://www.amazon.com/Stage-MY120-Condenser-Microphone-Clip/dp/B001TJLYO2	\$18.99
On Stage MY120 Condenser Microphone Clip http://www.amazon.com/Stage-MY120-Condenser-Microphone-Clip/dp/B001TJLYO2	\$18.99
Sony MDR-7506 Headphones http://www.sweetwater.com/store/detail/MDR7506/	\$99.00
M-Audio Studiophile AV 40 Active Studio Monitor Speakers http://www.amazon.com/M-Audio-Studiophile-Active-Monitor-Speakers/dp/B0051WAM64/ref=sr_1_1?ie=UTF8&qid=1386191525&sr=8-1&keywords=M+Audio+AV40	\$109.99
On-Stage Stands MS7201B Round Base Microphone Stand http://www.sweetwater.com/store/detail/MicStdRound/	\$21.95
On-Stage Stands MS7201B Round Base Microphone Stand http://www.sweetwater.com/store/detail/MicStdRound/	\$21.95
Total Cost =	\$1,215.77

Middle Vocal/Washington Music Classrooms

Product Name	Price
Zoom H4n Handy Recorder http://www.sweetwater.com/store/detail/H4N/	\$269.99
AKG Perception 170 Condenser Microphone http://www.sweetwater.com/store/detail/Percep170	\$79.99
AKG Perception 170 Condenser Microphone http://www.sweetwater.com/store/detail/Percep170	\$79.99
Pro Co EXM-50ft Microphone Cable http://www.sweetwater.com/store/detail/XLR50/	\$36.99
Pro Co EXM-50ft Microphone Cable http://www.sweetwater.com/store/detail/XLR50/	\$36.99
On-Stage SB9600 Tripod Boom Mic Stand http://www.sweetwater.com/store/detail/StuBoom/	\$119.95
K&M 23510 Adjustable Stereo Microphone Bar http://www.sweetwater.com/store/detail/KM235/1/	\$21.99
On Stage MY120 Condenser Microphone Clip http://www.amazon.com/Stage-MY120-Condenser-Microphone-Clip/dp/B001TJLYO2	\$18.99
On Stage MY120 Condenser Microphone Clip http://www.amazon.com/Stage-MY120-Condenser-Microphone-Clip/dp/B001TJLYO2	\$18.99
On-Stage Stands MA125 5/8"-27 Female to 1/4"-20 Camera Adapter http://www.sweetwater.com/store/detail/MA125OSS	\$1.99
On-Stage Stands CM01 Digital Recorder Adapter http://www.sweetwater.com/store/detail/CameraAdapt	\$11.99
Sony MDR-7506 Headphones http://www.sweetwater.com/store/detail/MDR7506/	\$99.00
M-Audio Studiophile AV 40 Active Studio Monitor Speakers http://www.amazon.com/M-Audio-Studiophile-Active-Monitor-Speakers/dp/B0051WAM64/ref=sr_1_1?ie=UTF8&qid=1386191525&sr=8-1&keywords=M+Audio+AV40	\$109.99
Total Cost =	
	\$906.84

Resources	<ul style="list-style-type: none"> https://www.dropbox.com/s/3l08ef2ojy9fnm4/IMEA_RecordingYou rEnsemble101s.pdf
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Teaching Music through Performance - Curriculum Resource

National Standards for Music Education

- Performing on instruments, alone and with others, a varied repertoire of music
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture

Universal Constructs: Essential for 21st Century Success

- Critical Thinking
- Complex Communication
- Creativity
- Collaboration
- Flexibility and Adaptability
- Productivity and Accountability

Teaching Music through Performance in Band is a series of books that offers insights from top educators around the world, deep analysis of the best literature for school instrumental music ensembles, and professional recordings of that literature. It is a resource for teachers to use in selection of music for teaching music through performance, the central focus of our performance ensemble course offerings.

This series allows teachers to filter the publishing companies, advertising, and short-lived trends from the literature selection process. Its deep analysis offers more information than publishing companies provides, allowing us to make better choices that match our students' needs. This leads to improved teaching and increased student learning.

The process of selecting music is too often driven by immediate need, what exists currently in the library, or what we can affordably buy among the myriad offerings publishers have. Meaningful choices in literature are passed by. All nine volumes in this series can offer us confidence in music selection and improved learning experiences for our students.

The purchase of all nine volumes will simply allow us to "catch up" to schools that have been staying current in curriculum development in instrumental music. The early volumes focus on the most classic literature, while the later volumes address more contemporary literature.

Product Name	Price
Teaching Music Through Performance – Volume 1	\$53.50
Resource Recordings – Grades 2-3	\$39.50
Resource Recordings – Grade 4	\$39.50
Teaching Music Through Performance – Volume 2	\$44.50
Resource Recordings – Grades 2-3	\$39.50
Resource Recordings – Grades 4-5	\$39.50
Teaching Music Through Performance – Volume 3	\$54.50
Resource Recordings – Grades 2-3	\$39.50
Resource Recordings – Grade 4	\$39.50
Teaching Music Through Performance – Volume 4	\$59.50
Resource Recordings – Grades 2-3	\$39.50
Resource Recordings – Grade 4	\$39.50
Teaching Music Through Performance – Volume 5	\$59.50
Resource Recordings – Grades 2-3	\$39.50
Resource Recordings – Grade 4	\$39.50
Teaching Music Through Performance – Volume 6	\$59.95
Resource Recordings – Grades 2-3	\$39.50
Resource Recordings – Grades 4-5	\$39.50
Teaching Music Through Performance – Volume 7	\$59.95
Resource Recordings – Grades 2-3	\$39.50
Resource Recordings – Grade 4	\$39.50
Teaching Music Through Performance – Volume 8	\$69.95
Resource Recordings – Grades 2-3	\$39.50
Resource Recordings – Grade 4	\$39.50
Teaching Music Through Performance – Volume 9	\$59.95
Resource Recordings – Grades 2-3	\$39.50
Teaching Music Through Performing Marches	\$39.50
Resource Recordings	\$39.50
Teaching Music Through Performance in Beginning Band – Volume 1	\$39.50
Resource Recordings	\$39.50
Teaching Music Through Performance in Beginning Band – Volume 2	\$41.50
Resource Recordings	\$39.50
Total =	\$1,431.80

Resources	<ul style="list-style-type: none"> • http://www.teachingmusic.org/
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Supplemental/Remedial Literature for Instruction

National Standards for Music Education

- Performing on instruments, alone and with others, a varied repertoire of music
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music and music performances

Universal Constructs: Essential for 21st Century Success

- Critical Thinking
- Complex Communication
- Creativity
- Flexibility and Adaptability
- Productivity and Accountability

Effective ensemble performance is taught primarily in the warm up process of daily class. Essential skills in listening and performance alone and with others can be isolated through warm up literature and techniques. In instrumental music, band instruments are designed to play in different keys and ranges, so providing the same written notation to all students doesn't work. We must provide between 20-25 different iterations of the same piece to various students for the music to sound the same. In addition, providing material to teach those skills that is different over four years of study in high school means building a substantial library of material.

In addition, filing boxes are needed to preserve music in the library for future students.

Product Name	Level	Price
Warm Ups and Beyond, by Timothy Loest and Ken Lepper Student Books and Teacher Score	MS	\$222.95
Rhythms and Beyond, by Timothy Loest and Timothy Wimer Student Books and Teacher Score	MS	\$222.95
16 Bach Chorales for Band, by Mayhew Lake Student Books and Teacher Score	HS	\$88.95
Essential Musicianship for Band, by Eddie Green, John Benzer & David Bertman Student Books and Teacher Score	HS	\$317.95
Music Filing Boxes – Instrumental Size 100 1" Boxes at \$0.60 each	MS	\$60
Total =	MS/HS	\$912.80

Note – Information on specific quantities of student book types (instrument) can be learned by consulting an instrumental music teacher. Prices are based on 2012-13 student enrollment in band.

Resources	<ul style="list-style-type: none"> • http://www.jwpepper.com/Warmups-and-Beyond/5979855.item • http://www.jwpepper.com/Rhythms-and-Beyond/5984336.item • http://www.jwpepper.com/16-Chorales-by-J.S.-Bach/4510921.item • http://www.jwpepper.com/Essential-Musicianship-for-Band/2479895.item
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Music Stands

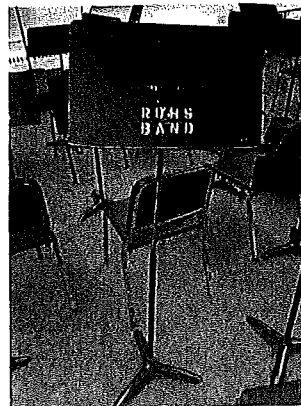
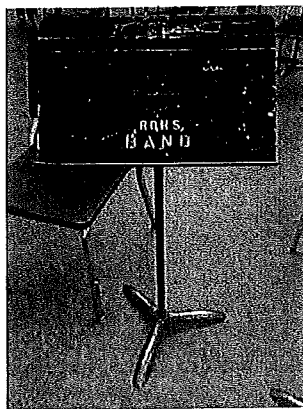
National Standards for Music Education

- Performing on instruments, alone and with others, a varied repertoire of music
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specified guidelines
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts, and disciplines outside the arts

Universal Constructs: Essential for 21st Century Success

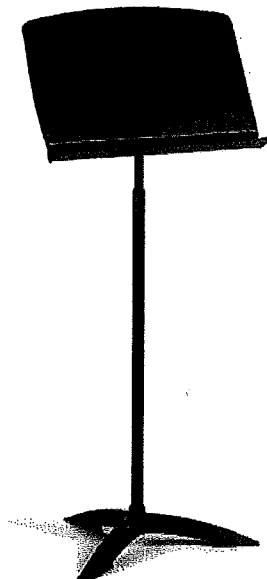
- Critical Thinking
- Complex Communication
- Creativity
- Collaboration
- Flexibility and Adaptability
- Productivity and Accountability

Music stands are a part of the day-to-day life of music students and teachers in Red Oak. Our current stands are both figuratively and literally falling apart, and now would be the time to replace them. Most often, the “desk” part of our stands are popping off the rod when trying to raise it, the base of the stands are constantly loosening making stands wobbly, corners of the “desk” are bent after falling, and the music folders are putting too much weight on the stand and causing it to flop over and drop the music. All of these problems are disturbances that arise in music classrooms as a result.



Two examples of our current music stands

We propose updating our stands to the Wenger Classic 50 model. The stand is designed to avoid the problems listed above. The "desk" and base components are also designed from a heavy-duty plastic that doesn't scratch floors, is quieter to move, and is much harder to vandalize with scratches or pen marks. Even better, they're less expensive than the current Manhasset stands that we currently use.



Wenger Classic 50 Stand

Wenger Classic 50 Music Stand	\$51.00
Cost of equipping Secondary Music Classrooms with 110 stands = <ul style="list-style-type: none"> • 50 for HS Music Classrooms • 60 for MS Music Classrooms 	\$4,510.00

Resources	<ul style="list-style-type: none"> • http://www.wengercorp.com/stands/classic-50-stand.php
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Secondary Vocal Music Curriculum Cycle Request

After a thorough review of our current music curriculum, which is based on the National Standards from the National Association for Music Education (NAfME) and the Iowa Core Companion, we have decided that the curriculum in place continues to be the best learning plan for the students of the Red Oak Community Schools.

NAfME NATIONAL STANDARDS for MUSIC EDUCATION

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

We do realize that much of the music technology requests will be redundant with the instrumental music departments' requests.

We do have some curriculum material requests:

- 1- We would like to request the purchase of 3 Clavinova CVP 605 electronic pianos, one for the High School, one for the Middle School, and one for Inman.

These electronic pianos are perfect for the 21st century classroom with their solid reputations and the quality of sound and technology they produce. These instruments can be used effectively in any music performance, and never have to be tuned, which is approximately \$80 per tuning. They also have advanced recording and playback capabilities that would allow music directors the

opportunity to record accompaniments and choral parts into the Clavinova and then get out from behind the piano to monitor the classroom and direct the choir and rehearsals. These Clavinovas can easily be transferred to the auditoriums, gyms, or any other space within the schools. The Clavinovas would be perfect additions to any and all performances. Students could also **create, synthesize,** and **evaluate** their own compositions as well.

With the digital recording and playback students would also be able to use these Clavinovas with programs such as Finale and Smartmusic that are both part of our curriculum proposal as well.



After checking with the closest suppliers of these instruments we have found that not only would we get an educational rate from Keyboard Kastle out of Omaha, but we would get a good rate if we order all 3 of them from them.

Clavinova CVP 605	\$5230.00 per unit
	\$15,690.00 for 3

Rolling carts for the Clavinova CVP 605	\$359.00 per unit
	\$1077.00 for 3

**included in each package would be headphones, a usb stick, an instructional DVD, and a CD ROM with a lot of free software and recordings to use with the Clavinovas as well as a 5 year parts and labor warranty.*

<http://www.keyboardkastle.com/> 1-800-642-1271

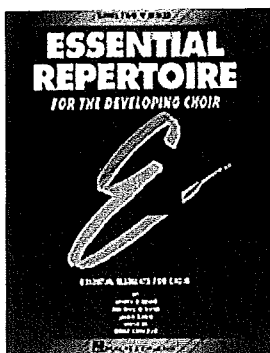
Vocal/Music Allignment to 21st Century Universal Construct

-Critical Thinking (Analysis, Listening, Interpreting, Synthesizing, Reflecting)

-Complex Communication (Perform, Plan, Interpret)

- Creativity (Improvise, Compose, Create, Imagine, Design, Refine)
- Collaboration (Perform, Organize, Listen,)
- Flexibility and Adaptability (Listen, Revise, Modify, Experiment)
- Productivity and Accountability (Rehearse, Reflect, Self-Directed)

Another resource we would like to have at the middle school and high school is choral music repertoire collections to be used in our choral music classes. The Essential Elements series from Hal Leonard have been a part of the instrumental music education for a long time and they also have great collections for different ages of students. We would like to order one classroom set (50 copies) for each level with level 1 to be used at the middle school and levels 2 and 3 to be used at the high school. These collections would enhance the learning throughout the secondary choral music department and would meet many of our curricular goals with students through **learning** and **assessment**. Each volume is filled with educationally sound **repertoire** that is considered **standard literature** in vocal music education. One of the many advantages to this collection is the Performance/Accompaniment CD's that are available.



ESSENTIAL REPERTOIRE is a core library of time-tested choral works which provide a framework for teaching style and history, all through performance. The graded series includes Masterworks (Renaissance through Contemporary), Folksongs (American and Multicultural), Spirituals, A Cappella and Accompanied works. The series is available for beginning through advanced choirs, and for mixed, treble and tenor bass ensembles.

We deal through JWPepper on most choral music that we order throughout the year, so that is where the prices come from.

Essential Repertoire, Book 1	\$14.99 per unit
	\$749.50 for 50
Essential Repertoire, Book 1 Directors Score	\$24.99
Essential Repertoire, Book 1 P/A CD	\$29.99
Essential Repertoire, Book 2	\$14.99 per unit
	\$749.50 for 50
Essential Repertoire, Book 2 Directors Score	\$24.99
Essential Repertoire, Book 2 P/A CD	\$29.99
Essential Repertoire, Book 3	\$14.99 per unit
	\$749.50 for 50
Essential Repertoire, Book 3 Directors Score	\$24.95
Essential Repertoire, Book 3 P/A CD	\$29.95
JW Pepper	Total- \$2413.36
	Shipping- \$36.99
	Grand Total \$2450.35

<http://www.jwpepper.com/sheet-music/welcome.jsp>

Vocal Music Alignment to 21st Century Universal Construct

- Critical Thinking (Analyze, Compare/Contrast, Interpret, Reflect)
- Complex Communication (Perform, Plan, Interpret)
- Creativity (Imagine, Plan, Problem Solve, Refine)
- Collaboration (Perform, Organize, Listen, Share, Value)
- Flexibility and Adaptability (Interpret, Follow Directions, Follow Leaders, Experiment)
- Productivity and Accountability (Rehearse, Create in a Timely Manner, Reflect Responsibility)

Another area of music education that we consistently try to address is the world and **multi-ethnic music world**. We try to **expose** students to many different regions and styles of music and a common accompaniment method for these songs is the African Djembe drum. We would like to have 1 for the middle school and one for the high school, both with carrying bags to store the drums in.



These can be found at Percussion Source.

Remo DJ-0012-05	12inch Key-tuned Djembe, Earth Finish	\$197.05 per unit \$394.10 for 2
Meinl Professional Djembe Bags		\$74.99 per unit \$149.98 for 2

<http://www.percussionsource.com/>

Vocal Music Alignment to 21st Century Universal Construct

-Critical Thinking (Listen, Interpret)

-Complex Communication (Perform, Interpret)

-Creativity (Improvise, Compose, Create, Imagine, Refine)

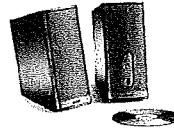
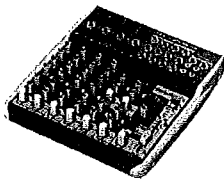
-Collaboration (Perform, Share)

-Flexibility and Adaptability (Interpret, Follow Directions, Follow Leaders, Experiment)

-Productivity and Accountability (Rehearse, Self-Directed)

Classroom Performance Recording Technology

As **technologies** have advanced and become more affordable, creating meaningful experiences **evaluating** music and music performers inside the classroom has become more attainable. These technologies will allow us to record large ensembles, small groups, and individual performers in our classroom. **Listening** to recorded performances as a classroom activity or in teacher **assessment** will help to focus instruction and open new avenues to teaching music through **performance**, namely through student **self-evaluation** and **engaging technology** to share and **create** music. This opens teaching strategies that are newly available in the **21st century** and are currently being used in modern classrooms.



The Behringer Audio Mixer is a small, USB-powered sound mixing board that plugs directly into a computer as a line-in via USB. Using standard SM57 microphones and the appropriate microphone stands/clips, a laptop and the mixer can be positioned to record a performance. This equipment allows for a quality recording that wouldn't impede an effective **evaluation** by teachers or students. The speakers listed below are an affordable and reliable way to listen to a performance effectively. The same way this recording system allows for a sufficient listening environment. Laptop speakers or low-quality, unpowered speakers don't offer enough listening quality to make listening meaningful.

These products have been compared to other similar products and have been found to be of high quality and also less expensive.

See the band proposal

Product Name	Price
Behringer Xenyx QX1202USB Audio Mixer	\$129.99
Shure SM57 Microphone	\$99.00
Shure SM57 Microphone	\$99.00
GLS Audio – 25' Mic Cable Patch Cord	\$14.99
GLS Audio – 25' Mic Cable Patch Cord	\$14.99
On Stage MY250 Shure Type Microphone Clip	\$1.99
On Stage MY250 Shure Type Microphone Clip	\$1.99
On Stage MY500 Stereo Microphone Bar	\$9.99
Shure S15A Microphone Stand	\$159.82
Bose Companion 2 Series II Multimedia Speaker System	\$99.99
	Subtotal = \$631.75
Total Cost of Equipping Both MS/HS Classrooms = \$1263.50	

Resources	<ul style="list-style-type: none"> • http://www.behringer.com/EN/Products/Q1202USB.aspx • http://www.shure.com/americas/products/microphones/sm/sm57-instrument-microphone • http://amzn.com/w/2DDBEY3T6WFJR
	•

Vocal Music Alignment to 21st Century Universal Construct:

- Critical Thinking (Analysis, Listening, Interpreting, Synthesizing, Reflecting)
- Complex Communication (Perform, Plan, Interpret)
- Creativity (Improvise, Compose, Create, Imagine, Design, Refine)
- Collaboration (Perform, Organize, Listen)
- Flexibility and Adaptability (Listen, Revise, Modify, Experiment)

SmartMusic Music Education Software

SmartMusic is software that teachers and students can use to improve music learning. This software provides technology-assisted **instruction and assessment** for more frequent feedback for student performance. It can also be used to **track progress, document achievement, and measure growth**.

Students can use the software to perform their ensemble music with a virtual ensemble, making practice more **engaging** and **meaningful**. Solo literature can be performed alongside a virtual accompanist. This tool has shown much legitimacy in the field of music education, even to the point of being allowed as an accompaniment tool at **Iowa High School Music Association** sponsored solo and ensemble events.

With a classroom of 40-60 students, providing feedback to improve student learning is a challenge. SmartMusic allows teachers and students the ability to obtain quick, reliable, and relevant **feedback** to improve performance. Teachers in districts are also using it via projectors as a teaching tool for large ensembles.

In our district, we would like to put it to use on teacher workstations and three student workstations per classroom. The software is a subscription-based service with an annual fee for teacher workstations and smaller annual fee for student or practice workstations. At minimum, we'd like to use SmartMusic on each teacher workstation and incorporate three practice workstations in each classroom. The 1:1 initiative opens the possibility of putting a subscription on each student laptop, as well, and promoting a very strong use of technology for the sake of music reading and learning at home.

Product Name	Price
SmartMusic Educator Subscription <i>(Software is free, access to music library is paid with subscription)</i>	\$140/year
SmartMusic Student Subscription <i>(For use as classroom workstations)</i>	\$36/year each, 3 workstations = \$108/year
USB Instrumental Microphone <i>(For use with teacher and classroom workstations)</i>	\$29.95 x 4 = \$119.80
Sony MDR-V6 Monitor Series Headphones <i>(For use with classroom workstations)</i>	\$59.95 x 3 = \$179.85
Bose Companion 2 Series II Multimedia Speaker System <i>(For use with teacher workstation – note that this is item would also be purchased with the classroom recording technology)</i>	\$99.99
Subtotal =	\$647.64, including annual subscriptions
Total Cost of Equipping Both MS/HS Classrooms =	\$1295.28, including annual subscriptions

Resources	<ul style="list-style-type: none"> • http://www.smartmusic.com/ • https://store.makemusic.com/Store/
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Vocal Music Alignment to 21st Century Universal Construct:

- Critical Thinking (Analysis, Listening, Interpreting, Synthesizing, Reflecting)
- Complex Communication (Perform, Plan, Interpret)
- Creativity (Refine)
- Collaboration (Perform, Organize, Listen,)
- Flexibility and Adaptability (Listen, Revise, Modify, Experiment)
- Productivity and Accountability (Rehearse, Reflect, Self-Directed)

Finale Notation Software

Finale is software used to **notate, transcribe, format, and print** music. For music educators, it is essential our “word processor” for music. Currently, the school does not have a license of music notation software. Tailoring classroom content to the needs of your students is essential, and Finale is currently the best tool for it. It is the most common notation software used in an educational setting, especially for its close connection to the SmartMusic software and the capabilities it provides.

Music notation software can be used to create **learning experiences** for students to **read** music, **perform** music, **assess** essential skills, and **create** and playback music compositions. This is a vital component to teaching music in the 21st century, especially at the secondary level.

Product Name	Price
Finale 2012 Software	Academic pricing = \$350 per license HS and MS Instrumental Music licenses = \$700 total <div style="border: 1px solid black; padding: 5px; display: inline-block;"> Site Licensing \$150 per seat, a minimum of 5 seats All Red Oak Music Teachers = \$750 </div> <i>Site License included w/ instrumental proposal</i> <i>It is recommended to purchase through the site licensing program, as we could put Finale on all 5 teacher workstations for \$1000 less than the academic pricing rate.</i>

Resources	<ul style="list-style-type: none"> • http://www.finalemusic.com • http://www.finalemusic.com/products/finale/resources/site-licenses/
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Vocal Music Alignment to 21st Century Universal Construct:

- Critical Thinking (Analysis, Listening, Interpreting, Synthesizing, Reflecting)

-Complex Communication (Perform, Plan, Interpret)

-Creativity (Improvise, Compose, Create, Imagine, Design, Refine)

-Collaboration (Perform, Organize, Listen)

-Flexibility and Adaptability (Listen, Revise, Modify, Experiment)

-Productivity and Accountability (Rehearse, Reflect, Self-Directed)

Elem. Music

West Music
Coralville, IA

Item	Quantity	Catalog Number	Page Number	Price per unit	Total Price
Contra Bass Bar "F" (WIS)	1	200224	20	\$336	\$336
Contra Bass Bar "G" (WIS)	1	200226	20	\$336	\$336
Bass Xylophone (2=IPS; 2=WIS)	4	201748	18	\$1,720	\$6,880
Alto Xylophone (3=IPS; 3=WIS)	6	201744	18	\$720	\$4,320
Soprano Xylophone (2=IPS; 2=WIS)	4	201762	18	\$509	\$2,036
Remo Set of 30 Sound Shapes (WIS)	1	201321	87	\$288.20	\$288.20
					TOTAL: \$14,196.20

(shipping is 8% of
order total)

Purchasing the above mentioned instruments will be a wise investment for our district. Students at WIS currently have access to only 6 Orff xylophones and/or metallophones. IPS students have 9 instruments available. Also, the current set of Orff instruments at WIS was rather inexpensive at the time of its purchase and is now showing signs of wear. Many pegs have broken and letters labeling each bar's pitch have worn off in many cases. Updating the elementary music department with quality instruments in both buildings will last our district for several decades to come. Several quality Orff instruments at IPS have been in use since at least 1996 and are still in very playable condition. Purchasing this instrumentation will allow half of the students in a classroom to have a turn at an instrument at once. This will help not only to develop their musical skills more quickly, but will also help with classroom management as the "wait time" to participate will be greatly reduced.

Fine Arts Alignment with Iowa Core Universal Constructs

2. Uses instruments and/or body percussion to effectively communicate, collaborate with a group, and produce a musical product.
3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process.
4. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems.
5. Listens, responds, describes, analyzes and evaluates music critically.
6. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences.
7. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences.

Item 6.2.1 Red Oak Band Instrument Program Renewal – Instructors Dan Black

and John Hewitt

BACKGROUND INFORMATION: In the last school year, the Directors made a decision to begin a systematic approach to the support and enhancement of the middle school level / high school level instrumental program. Directors Dan Black and John Hewitt return to the Board this evening with a review of last year's progress and a review of the next steps needed to continue the band improvement strategies.

As with the other proposals heard this evening from the fine arts area, it is suggested the Board consider this a 'receive only' item and defer any final decision making until the last meeting of February. Recommendations will then be forthcoming.

SUGGESTED BOARD ACTION: (to be determined at a later time)

Item 6.2.2 Bullying Prevention Program in Red Oak Schools and Updates

– District Administrators

BACKGROUND INFORMATION: This evening the Board is provided a brief update on bully prevention work that is underway in the school district. Under separate cover of communications, the written summaries of bully prevention work by school principals with their staffs are available. Those summaries will be presented for the Directors' knowledge this evening.

Directors are encouraged this evening to review the status of bully prevention activities and seek any clarification / additional information needed from school administrators.

Enclosed is the district policy addressing bullying and harassment.

SUGGESTED BOARD ACTION: No formal action anticipated.

ANTI-BULLYING/HARASSMENT POLICY

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the board. The board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by students, school employees, and volunteers who have direct contact with students will not be tolerated in the school or school district.

The board prohibits harassment, bullying, hazing, or any other victimization, of students, based on any of the following actual or perceived traits or characteristics, including but not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment against employees based upon race, color, creed, sex, sexual orientation, national origin, religion, age or disability is also prohibited.

This policy is in effect while students or employees are on property within the jurisdiction of the board; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures up to, and including, termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures up to, and including, exclusion from school grounds. "Volunteer" means an individual who has regular, significant contact with students.

Harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Electronic" means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging or similar technologies.

Approved June 13, 2011

Reviewed June 13, 2011

Revised

Page 1 of 3

Code No. 104

Red Oak Community School District

ANTI-BULLYING/HARASSMENT POLICY

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances which create an objectively hostile school environment:

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing substantial injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or effect of causing substantial injury, discomfort, fear, or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing substantial injury, discomfort, fear, or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing substantial injury, discomfort, fear, or suffering to the victim; and/or
- Unreasonable interference with a student's performance or creation of an objectively intimidating, offensive, or hostile learning environment.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
- Submission to or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that student; or
- The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive education environment.

In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, shall be immune from civil or criminal liability relating to such report and to the person's participation in any administrative, judicial, or other proceeding relating to the report. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

ANTI-BULLYING/HARASSMENT POLICY

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The building counselor, or designee will be responsible for handling all complaints by students alleging bullying or harassment. The board secretary or designee will be responsible for handling all complaints by employees alleging bullying or harassment.

It also is the responsibility of the superintendent, in conjunction with the investigator and principals, to develop procedures regarding this policy.

The superintendent also is responsible for organizing training programs for students, school officials, faculty, staff, and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies. The superintendent will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment in the board. The superintendent shall report to the board on the progress of reducing bullying and harassment in the board.

The board will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook,
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district's web site,
- Publication in the district newspaper, and
- A copy shall be made to any person at the Red Oak Community School District Central Office, 904 Broad Street, Red Oak, IA 51566.

Legal Reference: 20 U.S.C. §§ 1681.
29 U.S.C. § 794 (1994).
42 U.S.C. §§ 2000d-2000d-7 (2004).
Senate File 61, 1st Regular Session, 82nd General Assembly, (2007).
Iowa Code §§ 216.9 (2007).
281 I.A.C. 12.3(6).

Cross Reference: 502 Student Rights and Responsibilities
503 Student Discipline
506 Student Records

ANTI-BULLYING/HARASSMENT COMPLAINT FORM

Name of Complainant:

Position of Complainant:

Date of Complaint:

Name of Alleged Harasser or Bully:

Date and Place of Incident or Incidents:

Description of Misconduct:

Name(s) of Witness(es) (if any):

Evidence of Harassment or Bullying, i.e., letters, photos, etc. (attach evidence if possible):

Any other information:

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

ANTI-BULLYING/HARASSMENT WITNESS DISCLOSURE FORM

Name of Witness:

Position of Witness:

Date of Testimony, Interview:

Description of Incident Witnessed:

Any Other Information:

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES

Individuals who feel that they have been bullied or harassed should:

- Communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the harasser, the individual should ask a teacher, counselor or principal to help.
- If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should:
 - tell a teacher, counselor or principal; and
 - write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including:
 - what, when and where it happened;
 - who was involved;
 - exactly what was said or what the harasser did;
 - witnesses to the harassment;
 - what the student said or did, either at the time or later;
 - how the student felt; and
 - how the harasser responded.

COMPLAINT PROCEDURE

A student who believes that he/she has been harassed or bullied will notify the building counselor, the designated investigator. The alternate investigator for students is a counselor from another district attendance center. An employee who believes that he/she has been harassed or bullied will notify the board secretary, the designated investigator. The alternate investigator for employees is the principal of an attendance center at which the employee does not work. The investigator may request that the individual complete the Harassment/Bullying Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible.

For students, the investigator, with the approval of the principal, or the principal has the authority to initiate an investigation in the absence of a written complaint. For employees, the investigator, with the approval of the superintendent, or the superintendent has the authority to initiate an investigation in the absence of a written complaint.

INVESTIGATION PROCEDURE

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser. The alleged harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the principal for students or to the superintendent for employees. The investigator will provide a copy of the findings of the investigation to the principal for students or to the superintendent for employees.

Approved

Reviewed June 13, 2011

Revised

ANTI-HARASSMENT/BULLYING INVESTIGATION PROCEDURES

RESOLUTION OF THE COMPLAINT

Following receipt of the investigator's report, the principal in the case of students or the superintendent in the case of employees may investigate further, if deemed necessary, and make a determination of any appropriate additional steps which may include discipline.

Prior to the determination of the appropriate remedial action, the principal or superintendent may, at their discretion, interview the complainant and the alleged harasser. The principal or superintendent will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation. The principal or superintendent will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

POINTS TO REMEMBER IN THE INVESTIGATION

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

CONFLICTS

If the investigator is a witness to the incident, the alternate investigator shall investigate.

Item 6.2.3 Continuing Education – Board Vice President Warren Hayes

BACKGROUND INFORMATION: This evening Board Vice-President Warren Hayes will take 10 to 15 minutes to conduct another “learning at the table” exercise.

This evening’s topic is “What Can We Do?”

SUGGESTED BOARD ACTION: no formal action planned

Item 6.2.4 Budget Planning for FY 15 – Guidance & Considerations

BACKGROUND INFORMATION: Budget discussion meetings are well underway helping to reach the target of February 24 for an initial draft in setting an expenditure reduction plan for FY 15. This evening Terry would like to visit with the Board briefly about the following topics:

- Maintenance of a dual foreign language program offering at Red Oak High School
- Physical education requirements for graduation – possible change
- Consideration of contracted services for district grounds in summer of ‘14
- Exploration of contracted services for food service
- Hiatus for summer painting crew
- Hiatus for summer learning interventions
- Change in model structure for summer cleaning / maintenance: individual site crews v “gang cleaning” concept
- Consideration of four – ten hour days for maintenance and full-time summer administrative office personnel
- Purchase of economy vehicle to eliminate or reduce mileage reimbursement / expensive one person / two person travel

SUGGESTED BOARD ACTION: no formal action is needed this evening

Item 6.2.5 Personnel Considerations

BACKGROUND INFORMATION: One or more personnel considerations may be needed this evening. Supplemental contracts for spring and summer sports are under consideration by AD Jeff Spotts. Work remains underway to secure additional transportation personnel.

Internal interviews are complete for the administrative assistant's position at the District Administrative Center. Terry will provide an update this evening.

SUGGESTED BOARD ACTION: (to be determined)

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

The Home School Assistance Program continues under the leadership of Karen Dean with Bonnie Viner serving as a second service provider. Enclosed is a report from the recently completed first semester.

7.2 Future Conferences, Workshops, Seminars

Terry will provide an update for the rescheduled IASB district meeting.

7.3 Other Announcements

(to be provided as needed)

Home School Assistance Program of Red Oak Community Schools – 2nd Quarterly report 2013/2014

Support, encouragement, and accountability:

Helping parents provide quality education for their children

Our duties (according to Iowa code, paraphrased from the Iowa HSAP Professionals handbook):

1. Have contact at least 4 times in 45 days of instruction, two of which must be face to face
2. Provide formal and informal assessments of the student's progress to the student and the student's parents
3. Annually maintain a log of visitations and assistance provided
4. Refer to the child's district of residence for evaluation any child who the teacher has reason to believe may be in need of special education

Our status:

1. There are now 39 total homeschooled students representing 18 families in our district.
2. Approximately 2/3 of the students are Dual-enrolled, HSAP, or both. Only 1 family of the remaining 1/3 is completely independent through the Independent Private Option, with the rest under a privately-hired Supervising Teacher.

Ongoing services:

1. Curriculum Library- we continue to add items to our collection of textbooks, manipulatives, teacher resources, audio-books, etc. While most of the materials are donated from other members of the homeschool community, we have been able to purchase some curriculum using HSAP money. The space provided at Inman Primary for the materials and for meeting with families has been invaluable.
2. Music Enrichment classes- Bonnie teaches piano and/or guitar lessons to those students under HSAP who desire this service. She also teaches Reading and Math activities during the lessons.
3. New this quarter: we have started a series of "Lunch and Learn" workshops to encourage record-keeping and to help with homeschool logistics. We have already held a workshop on Transcripts and provided general information about High School credits and requirements. Future workshops

will include information on how to do grading, how to choose curriculum, using technology, etc.

4. We continue to promote opportunities for enrichment for homeschoolers such as the Writing, Science, Art and PE classes held twice a month through the local homeschool coop. This quarter we will promote a local Science Fair, a Science demonstration through UNO's Chemistry and Physics on Wheels (CAPOW), and assemblies held at Red Oak Schools such as the African Cultural Connection.

Our role in "whatever it takes":

In addition to our regular services, we have acted as liaison between the homeschool community and ROCSD by:

1. Providing for testing under new laws. Under guidance from Barb Sims, we have designated homeschoolers under a separate "building" so as not to affect the school district. Early results show mixed scores, with some students proficient and some not. For those not proficient, we have arranged for the loan of additional materials through the AEA.
2. Assisting District personnel with all paperwork and reporting requirements and tracking of truants
3. Offering a central source of information to all Red Oak schools' personnel and for inquiries from families.

Sincerely,

Karen L. Dean, M.A. HSAP coordinator/consultant/supervising teacher

Bonnie Viner HSAP supervising teacher

There is a Private Instruction Comparison Chart available upon request

****Parent is responsible for all instruction, record-keeping, and curriculum choices!** Initial Here _____

1. Home School Assistance Program HSAP- Student is assigned a certified teacher hired by the School District who is also a homeschool veteran. \$100 per student per year is available for non-sectarian curriculum. Student is required to meet with the teacher 4 times each quarter (about every other week) for a progress check, 2 must be face-to-face. HSAP students have free access to online resources through the school district, school libraries, AEA kits, and the HSAP library among other resources such as free testing and music lessons. Additional requirements may be added by the School District.
2. Supervising Teacher- Student's family hires a teacher that is certified in Iowa for the student's grade level. Cost for teacher varies from \$100-\$200 a year. Student's family also pays for curriculum, although some Supervising Teachers have resources to help. Families have access to donated materials in the homeschool library located at Inman Primary School. Student is required to meet with the teacher 2 times each quarter (about once a month) to evaluate progress, one of which must be face-to-face.

Testing- While not required, all students may take Iowa Assessments or the equivalent such as California tests each year. Testing may be taken through the School District at no cost in November, or privately at any time through hiring an Iowa Licensed teacher. Cost for private testing ranges from \$25-\$50 plus the cost of the test through companies such as Bob Jones University press.

Dual-enrollment, which is taking some classes at the school and some at home, is available with the options above.

All dual-enrolled students receive the use of a laptop during the school year.

THE ABOVE OPTIONS MUST HAVE AT LEAST 148 DAYS OF INSTRUCTION. Initial Here _____

3. Independent Private Instruction- Student's family is SOLELY responsible for all instruction, record-keeping and costs to homeschool. Average cost for curriculum in Iowa is \$400 per student per year. Parents must provide instruction in Reading/Language Arts, Math, Science and Social Studies for all ages and provide information regarding the person responsible for instruction and the names of the children being taught. Students are NOT permitted to access dual-enrollment classes or homeschool resources available in the district.

Senior Year Plus- Concurrent enrollment in Southwestern Community College while still in high school is available with all options. There are eligibility requirements and enrollment is recommended in the spring prior to the school year of attendance.

NOTE: K12 or Connections Academy is a public school option and is not considered home schooling because the parents are not the primary teachers. Student open-enrolls to another school district and then Connections Academy provides computers, textbooks and teachers online. There is no cost but students are expected to "attend" every day for approximately 6 hours or more and parents must be involved. Open enrollment deadline is usually Mar. 1 each year for the following school year unless there are extenuating circumstances.

Please Call Karen Dean at 621-6832 or email at deanka@roschools.com for further information.

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