

Item 6.1.1 Update from the Inman Primary School Staff and Parent Representatives to Improve the Management Issues for Head Lice and With Possible Recommendations to Improve Board Policy Code No. 507.3 “Communicable Diseases – Students”

Background Information: At the March 4 regular board meeting the Directors reviewed a set of guidelines provided by a study group for head lice policy. Due to the timing of that agenda item on March 4, it was not possible for Principal Gayle Allensworth, School RN Heather Hall or parent representatives to be in attendance. This evening all have been invited to participate in this final discussion. The study group of parents and school personnel had suggested to include with the guidelines, a provision that could address the option for a school official to send a student home if the issue of head lice disrupts the classroom learning experience. This language could be as follows:

At the discretion of school officials, children can be sent home when live lice are found.

Enclosed is the current board policy that addresses head lice and the set of guidelines developed by the study group of parents and school personnel. Please allow a few minutes this evening for Principal Allensworth and School RN Heather Hall to review this topic as they prepare to insert new guidelines in the student/parent handbook for 2015 – 2016.

If the Directors choose to revise the current board policy to allow school officials the discretion to send students home with live head lice, any change will require tentative and then final approval at a later board meeting.

Suggested Board Action: (to be determined)

COMMUNICABLE DISEASES - STUDENTS

Students with a communicable disease will be allowed to attend school provided their presence does not create a substantial risk of illness or transmission to other students or employees. The term "communicable disease" will mean an infectious or contagious disease spread from person to person, or animal to person, or as defined by law.

Prevention and control of communicable diseases is included in the school district's bloodborne pathogens exposure control plan. The procedures will include scope and application, definitions, exposure control, methods of compliance, universal precautions, vaccination, post-exposure evaluation, follow-up, communication of hazards to employees and record keeping. This plan is reviewed annually by the superintendent and school nurse.

The health risk to immunosuppressed students is determined by their personal physician. The health risk to others in the school district environment from the presence of a student with a communicable disease is determined on a case-by-case basis by the student's personal physician, a physician chosen by the school district or public health officials.

It is the responsibility of the superintendent, in conjunction with the school nurse, to develop administrative regulations stating the procedures for dealing with students with a communicable disease.

For more information on communicable disease charts, and reporting forms, go to the Iowa Department of Public Health Web site: <http://www.idph.state.ia.us>

Legal Reference: School Board of Nassau County v. Arline, 480 U.S. 273 (1987).
29 U.S.C. §§ 701 *et seq.* (2010).
45 C.F.R. Pt. 84.3 (2010).
Iowa Code ch. 139 (2011).
641 I.A.C. 1.2-5, 7.

Cross Reference: 403.3 Communicable Diseases - Employees
506 Student Records
507 Student Health and Well-Being

Approved November 12, 2012

Reviewed October 29, 2012

Revised October 29, 2012

COMMUNICABLE DISEASE CHART

CONCISE DESCRIPTIONS AND RECOMMENDATIONS FOR EXCLUSION
OF CASES FROM SCHOOL

DISEASE <i>*Immunization is available</i>	Usual Interval Between Exposure and First Symptoms of Disease	MAIN SYMPTOMS	Minimum Exclusion From School
CHICKENPOX	13 to 17 days	Mild symptoms and fever. Pocks are "blistery." Develop scabs, most on covered parts of body.	7 days from onset of pocks or until pocks become dry
CONJUNCTIVITIS (PINK EYE)	24 to 72 hours	Tearing, redness and puffy lids, eye discharge.	Until treatment begins or physician approves readmission.
ERYTHEMIA INFECTIOSUM (5 TH DISEASE)	4 to 20 days	Usual age 5 to 14 years – unusual in adults. Brief prodrome of low-grade fever followed by Erythema (slapped cheek) appearance on cheeks, lace-like rash on extremities lasting a few days to 3 weeks. Rash seems to recur.	After diagnosis no exclusion from school.
GERMAN MEASLES* (RUBELLA)	14 to 23 days	Usually mild. Enlarged glands in neck and behind ears. Brief red rash.	7 days from onset of rash. Keep away from pregnant women.
HAEMOPHILUS MENINGITIS	2 to 4 days	Fever, vomiting, lethargy, stiff neck and back.	Until physician permits return.
HEPATITIS A	Variable – 15 to 50 (average 28 to 30 days)	Abdominal pain, nausea, usually fever. Skin and eyes may or may not turn yellow.	14 days from onset of clinical disease and at least 7 days from onset of jaundice.
IMPETIGO	1 to 3 days	Inflamed sores, with puss.	48 hours after antibiotic therapy started or until physician permits return.
MEASLES*	10 days to fever, 14 days to rash	Begins with fever, conjunctivitis, runny nose, cough, then blotchy red rash.	4 days from onset of rash.
MENINGOCOCCAL MENINGITIS	2 to 10 days (commonly 3 to 4 days)	Headache, nausea, stiff neck, fever.	Until physician permits return.
MUMPS*	12 to 25 (commonly 18) days	Fever, swelling and tenderness of glands at angle of jaw.	9 days after onset of swollen glands or until swelling disappears.
PEDICULOSIS (HEAD/BODY LICE)	7 days for eggs to hatch	Lice and nits (eggs) in hair.	24 hours after adequate treatment to kill lice and nits.
RINGWORM OF SCALP	10 to 14 days	Scaly patch, usually ring shaped, on scalp.	No exclusion from school. Exclude from gymnasium, swimming pools, contact sports.
SCABIES	2 to 6 weeks initial exposure; 1 to 4 days reexposure	Tinny burrows in skin caused by mites.	Until 24 hours after treatment.
SCARLET FEVER SCARLATINA STREP THROAT	1 to 3 days	Sudden onset, vomiting, sore throat, fever, later fine rash (not on face). Rash usually with first infection.	24 hours after antibiotics started and no fever.
WHOOPING COUGH* (PERTUSSIS)	7 to 10 days	Head cold, slight fever, cough, characteristic whoop after 2 weeks.	5 days after start of antibiotic treatment.

Readmission to School – It is advisable that school authorities require written permission from the health officer, school physician or attending physician before any pupil is readmitted to class following any disease which requires exclusion, not mere absence, from school.

Red Oak Community School District

Guidance on Head Lice Prevention and Control

Developed February 2015

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Need page numbers on final draft

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Nontoxic Head Lice Treatment

Websites (not added yet)

Purpose of Document:

This document is to serve as a resource for the Red Oak Community School District Staff and families in order for all stakeholders to have information necessary for the control of Pediculosis (Lice). Such a condition is common in childhood, yet it is acknowledged as a problem. A working partnership between school officials, families and health officials is needed to reduce the occurrence of Pediculosis in schools.

Belief Statement:

The Red Oak Community School District believes in regular attendance for all students as attendance in school fosters academic and social development. Additionally, Iowa Code 299.1 mandates daily attendance in schools. When students have cases of Pediculosis (Lice) that go untreated, or are treated incorrectly or ineffectively, the learning process is interrupted. Therefore, a task force was created to develop guidelines and resources for school and families. Open communication is encouraged between the school, healthcare providers, agencies and families in efforts to reduce the incidence of headlice, and the interruption of the learning process.

Task Force:

In November 2014, several parents of students at Inman Primary School shared with the Superintendent and Board of Directors that they would like to see a unified system of prevention for Pediculosis, that included a change in policy related to students with active Pediculosis being removed from school until there were not live bugs. This presentation led to the policy subcommittee meeting, and a parent task force being created.

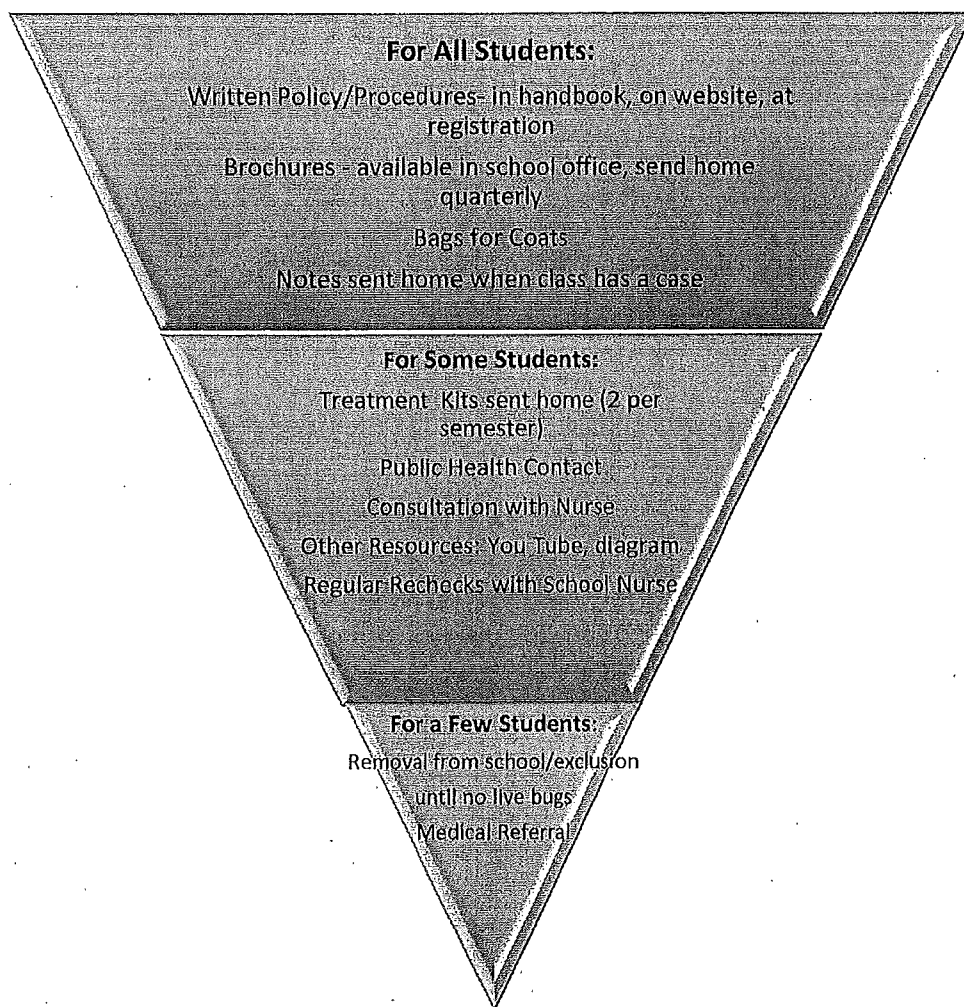
Three parents of students at Inman Primary School were selected to assist with the development of preventative, supportive and corrective procedures for Pediculosis (lice). Mrs. Corrine Jenkins, Mrs. Trish Gray and Mrs. Sumer Sandholm joined Mrs. Allensworth, Principal and Mrs. Hall, School Nurse for two meetings. The result included the development of this document.

School Role In Pediculosis (Lice) Management:

Prevention:

1. Educate Staff, parent and student on ways to prevent headlice.
2. Keep mats, pillows and belongings separated. Coats will be kept in bags
3. Avoid stacking/piling or hanging coats on top of each other
4. Encourage students to keep hats scarves and coats in their sleeves.
5. Remind student not to share combs, brushes, hats and other hair accessories.
6. Avoid sharing earphones and helmets.
7. Watch for signs i.e.: frequent head scratching.

8. Remind parents to do careful weekly inspections of their child's hair (see supporting documents: attachments starting with "Fact Sheet")
9. Notes will be sent home with students where a case has been found.
10. Encourage that long hair is pulled up in pony tail.



Identified Case Management

Children will not be excluded from school on the day that headlice is detected. Children can be excluded from school if live lice are observed after treatment, and the progression to remove nits is not evident. Readmittance of the child to school nurse, or other appointed school official will be at the discretion of the school school nurse and also after the child has been re-treated.

Exclusion from school is not punitive, but is intended to respect the right of an individual to be louse free, and for the learning environment to be free from interruptions for all students.

1. The school nurse will contact the child's family by phone. If unable to reach the family, a note will be sent home with the child, and a copy will be kept in the nurse's office. The school nurse or designated personnel will provide information for the family on the treatment and prevention of head lice.
2. A family may opt to take the student home to treat or, depending on the severity, a child may be sent home for immediate treatment and to prevent the spread of the head lice. This will count as an excused, medical absence. (Documents sent home will include: need to be added) If the family has not received a lice treatment kit twice during the semester, one may be sent home with the child.
3. Upon return to school the next day, the child's hair will be checked. He/She may return to class if there are not any live louse present in the hair. If nits (eggs) are present hair will be rechecked frequently to ensure proper combing of hair at home. Signs of proper combing will result the reduction of nits (eggs). If, at any time, live lice are evident, the family may be asked to pick up the child and re-treat.
4. After 14 days, and the completion of the treatment plan (checklist), if there are still nits or louse present, a family may be asked to keep their child home at the school nurse's or administrative designee's discretion until hair is nit free.
5. A child's hair will be checked two weeks after they are nit free to ensure child is still free of lice.
6. In severe and reoccurring cases, a family may be given information related to a medical referral.

Lice Treatment Kit Contents: Visual Instructions, Shampoo, Spray, Metal Clips, "Used" Baggie for returning items, Shower cap, Black Light (if needed), Metal Comb (keep), Additional Resources (keep)

(INSERT PICTURE OF KIT HERE)

FACT SHEET

Information for Health Professionals

LICE

(Pediculosis or Head lice)

What are head lice?

Lice are wingless insects that are host-adapted to humans and do not live on household pets or in the general environment. An adult head louse can live about 30 days on a person's head but will die within one or two days if it falls off a person.

How are they transmitted?

Lice do not fly or jump. Transmission is almost always through direct contact. Fomites and the environment are extremely infrequent sources. As a rule of thumb, over 95% are transmitted through person-to-person contact and less than 5% through indirect exposure. Lice are transmitted in community settings where close contact from play and living activities occur. While lice infestations are recognized in elementary schools, it is safe to assume that only a minority of lice infestations in school-age youngsters was actually acquired while at school.

What are the risk factors for transmission?

Small children at play are the primary setting for transmission. Increasing risk would also be associated with crowding, such as two families living in one dwelling or in a child-care center and any activity that brings youngsters together in informal settings such as sleep-overs, scouts, youth sports activities, etc. While schools are of lesser importance, best friends or playmates present risk from close associations at recess and during transportation such as in school buses.

What is the best approach to screening?

Screening requires a close visual examination of the individual's head for crawling lice and nits (eggs). A small hand lens may help but is not essential. Good lighting is desirable. Examine the hair and scalp for at least 15 minutes to be reasonably sure the child does not have head lice. Most individuals have fewer than 10 adult lice. The characteristic itching caused by lice may not develop for 30 days or longer after infestation. A flashlight or ultraviolet light may help in detecting lice or nits. Ideally parents should screen their own youngsters periodically, perhaps weekly, while they are in child-care or in the early grades at school.

What is the best approach to treatment?

The natural pyrethrins contained in over-the-counter products such as Rid, A-200 Pyrinat, Pronto, and various store brands are perhaps the best class of insecticide because they are effective on lice and are minimally toxic to humans. Lindane is not recommended because of its toxic potential and demonstrated lice resistance. The Iowa Department of Public Health recommends a 14-day treatment process. For a brochure detailing treatment recommendations, please visit: www.idph.state.ia.us/hcci/common/pdf/headlice_brochure.pdf.

What causes treatment failure?

The following are several common reasons why treatment for head lice may fail:

- Misdiagnosis. The symptoms are not caused by an active head lice infestation.
- Applying the treatment to hair that has been washed with conditioning shampoo or rinsed with hair conditioner. Conditioners can act as a barrier that keeps the head lice medicine from adhering to the hair shafts; this can reduce the effectiveness of the treatment.
- Not following following the treatment instructions carefully. Some examples of this are not applying a second treatment if instructed to do so, or retreating too soon after the first treatment before all the nits are hatched and the newly hatched head lice can be killed, or retreating too late after new eggs have already been deposited.
- Resistance of the head lice to the treatment used. The head lice may have become resistant to the treatment. Many strains of lice have developed resistance to the permethrin and lindane insecticides. Also, all products have minimal ovicidal (nit killing) activity so nits remain viable, resulting in nymphal lice emerging after treatment, thus a second treatment 7-10 days later is recommended.
- Reinfestation. The person was treated successfully and the lice were eliminated, but then the person becomes infested again by lice spread from another infested person.

Iowa Department of Public Health

If the over-the-counter therapy continues to fail, the healthcare professional may wish to consider other prescription options (see the CDC website: www.cdc.gov/lice/head/treatment.html) or "extra-label" use of oral ivermectin (Stromectol - Merck). Reference: "Drugs for Head Lice," *The Medical Letter On Drugs and Therapeutics* 47: August 15/29, 2005.

How effective are home remedies?

Never use kerosene, gasoline, or other dangerous substances. There is no clear scientific evidence that use of mayonnaise, vinegar, various types of vegetable oils, Crisco, or Vaseline are effective forms of treatment.

Is it necessary to remove all the nits?

Removal of all nits after successful treatment with a pediculicide is not necessary to prevent further spread. Removal of nits after treatment with a pediculicide may be done for aesthetic reasons, or to reduce diagnostic confusion and the chance of unnecessary retreatment. Because pediculicides are not 100% ovicidal (i.e., do not kill all the egg stages), some experts recommend the manual removal of nits that are attached within 1 cm of the base of the hair shaft.

How important is the environment in lice transmission?

Laundering of linens and vacuuming of upholstered furniture is more than adequate. Environmental spraying should not be done. The pyrethrin sprays are not without risk and can aggravate the health problems of children with asthma.

What can one do to prevent lice?

The best defense is frequent screening of those at highest risk followed by diligent treatment, if necessary. Assume there are lice in the community at all times of the year.

Additional Tips

- Treat all family members who have lice at the same time. Use the 14-day treatment process. Rinse combs and brushes in very hot water after each use, and between people.
- Only ordinary house cleaning, vacuuming, and washing bedding and clothes in hot water are needed. No special effort or sprays are needed to clean your home. Only dead or dying lice are found on clothing, bedding, or furniture.
- Use of oils, mayonnaise, lotions, creams, and vinegar has not proven effective; kerosene, gasoline and similar products do not work and are dangerous.

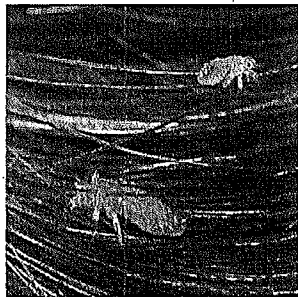
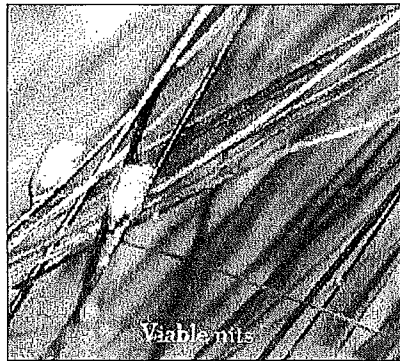


Image of real lice

What about school?

- There is no need for children to be sent home or to miss school, though treatment should be started before returning to school the next day
- School officials should ask parents to check their children's hair at least weekly.



What if treatment does not work?

Reasons:

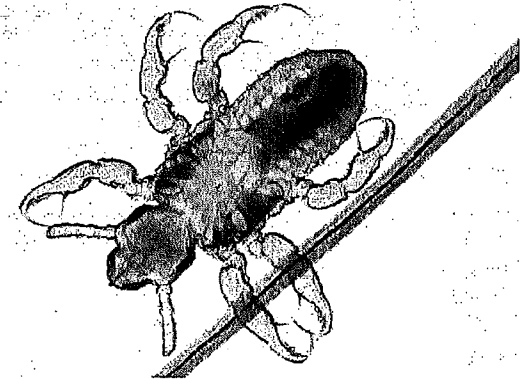
- 1) **Wrong diagnosis** – dandruff, hair products, dust, and other objects can seem like nits (the white eggs) and other insects can look like lice
- 2) **New lice** – child got head lice again from playmate or family member
- 3) **Timing** – the lice may take a few days to die; nits alone do not mean the child still has lice, look for crawling lice
- 4) **Poor treatment** – directions on the treatment product were not correctly followed
- 5) **Resistance to treatment** – some lice are not killed by the chemicals in the over-the-counter treatments (permethrin and pyrethrin)

After the 14 day treatment, if crawling lice are still present, contact your healthcare provider who may recommend a prescription treatment for lice.

For more information visit:
www.idph.state.ia.us/adper/common/pdf/epi_manual/lice.pdf
OR www.cdc.gov/lice/head

Reviewed May 2010

Getting Rid of HEAD LICE



Simple 14-Day Treatment Schedule

and

Information on Head Lice



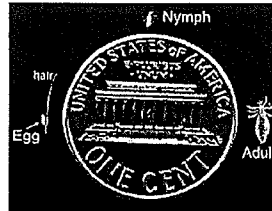
Iowa Department of Public Health
Promoting and protecting the health
of Iowans

FACTS ABOUT

HEAD LICE

- What does head lice look like? Since adult lice are the size of a sesame seed (2-3mm), head lice can be seen by the human eye. They live in human hair, draw blood from the skin, and lay eggs (called nits) on the hair shaft. Live nits are found less than 1/2 inch from the scalp and most often on hair at the back of the head in the neck region. Some children with lice complain of itchiness but many have no symptoms.
- Is your child at risk? Yes. Head lice will spread as long as children play together. They spread almost completely through human hair to hair contact, and pets do not spread lice. Anyone can get head lice. Children in child care, preschools, elementary or middle schools are at risk. Head lice are NOT a sign of being dirty. Head lice are not dangerous and DO NOT spread diseases.
- What can you do? Parents are the key to looking for and treating head lice! The Iowa Department of Public Health advises parents to spend 15 minutes each week on each child carefully looking for head lice or nits. Persons with nits within 1/4 inch of the scalp OR live lice should be treated. Careful use of a nit comb can potentially remove all lice. Each child should have his or her own comb or brush. Teach your child NOT to share hats, scarves, brushes, combs, and hair fasteners.

Treatment: The Iowa Department of Public Health recommends a 14-day treatment process. You may use over-the-counter products. They are safe and not costly. Mark your calendar to help you keep track of treatment.



Lice at various stages of their life cycle

Treatment Calendar

- | | |
|--|---|
| <input type="checkbox"/> <u>Day 1</u>
Medicated shampoo | <input type="checkbox"/> <u>Day 8</u>
Shampoo, condition and COMB |
| <input type="checkbox"/> <u>Day 2</u>
COMB only
DO NOT WASH | <input type="checkbox"/> <u>Day 9</u>
Shampoo, condition and COMB |
| <input type="checkbox"/> <u>Day 3</u>
Shampoo, condition and COMB | <input type="checkbox"/> <u>Day 10</u>
Medicated shampoo |
| <input type="checkbox"/> <u>Day 4</u>
Shampoo, condition and COMB | <input type="checkbox"/> <u>Day 11</u>
COMB only
DO NOT WASH |
| <input type="checkbox"/> <u>Day 5</u>
Shampoo, condition and COMB | <input type="checkbox"/> <u>Day 12</u>
Shampoo, condition and COMB |
| <input type="checkbox"/> <u>Day 6</u>
Shampoo, condition and COMB | <input type="checkbox"/> <u>Day 13</u>
Shampoo, condition and COMB |
| <input type="checkbox"/> <u>Day 7</u>
Shampoo, condition and COMB | <input type="checkbox"/> <u>Day 14</u>
Shampoo, condition and COMB |

14 Day Treatment Guidelines

- ✓ The treatment days are scheduled to interrupt the lifecycle of the insect. A **nit comb** should be used to comb the hair and can be bought at most pharmacies.
- ✓ Day 1: Use an over-the-counter medicated head-lice shampoo containing pyrethrin or permethrin. Read and follow all directions on the shampoo.
- ✓ Day 2: COMB hair carefully for 15 minutes from the scalp to the end of the hair. Do not wash hair today.
- ✓ Days 3-9: Wash the hair using your regular shampoo. Rinse. Apply hair conditioner to make the hair slippery. COMB the hair the entire length from the scalp to end of hair. Wipe the comb between each stroke with a paper towel, which removes any lice or nits. Keep hair wet while combing. COMB all hair for at least 15 minutes.
- ✓ Day 10: Use an over-the-counter medicated head-lice shampoo. (to kill any lice that hatched since the previous medication use) Read and follow all directions on the shampoo.
- ✓ Day 11: COMB hair carefully for at least 15 minutes from the scalp to the end of the hair. Do not wash hair today.
- ✓ Days 12-14: Wash the hair using regular shampoo. Rinse. Apply hair conditioner to make the hair slippery. COMB the hair the entire length from the scalp to the end of hair. Wipe the comb between each stroke with a paper towel, which removes any lice or nits. Keep hair wet while combing. COMB all hair for at least 15 minutes.

Sugerencias Adicionales

- Aplique el tratamiento contra piojos al mismo tiempo a todos los miembros de la familia que estén infectados. Emplee el programa de 14 días. Enjuague los peines y los cepillos en agua muy caliente después de casa uso, y al cambiar de persona.
- Haga la limpieza del hogar con productos caseros normales, pase la aspiradora como de costumbre y lave la ropa de cama y la ropa personal con agua caliente. No necesita emplear ningún aerosol o esfuerzo especial para limpiar su hogar. Solo encontrará en la ropa personal, ropa de cama, o muebles los piojos muertos o que se están muriendo.
- No se ha comprobado que el uso de aceites, mayonesa, lociones, cremas y vinagre de resultado; el queroseno, la gasolina y los productos similares no son efectivos y son peligrosos.



Imagen de piojos de verdad

¿Qué hay que hacer en la escuela?

- No hay necesidad de enviar a los niños a casa o de que falten a la escuela, aunque el tratamiento debería iniciarse antes de que regresen el siguiente día a la escuela.
- Los empleados de la escuela deberían pedirle a los padres que inspeccionen el cabello de sus hijos mínimo una vez a la semana.



¿Qué hacer si el tratamiento no es efectivo?

Razones:

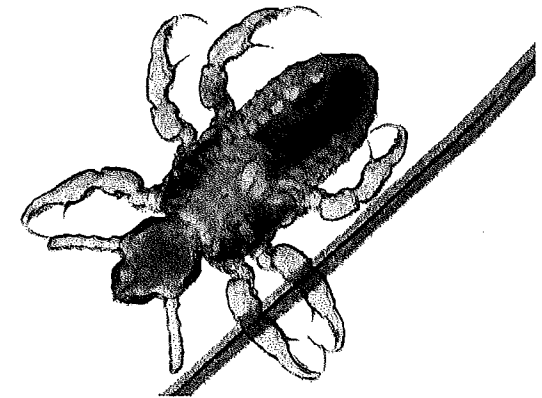
- 1) **Diagnóstico equivocado**— la caspa, los productos para el cabello, el polvo, y otros objetos podrían asemejarse a las liendres (los huevos blancos) y otros insectos podrían asemejarse a los piojos.
- 2) **Piojos Nuevos** —el niño podría contagiarse de nuevo al jugar con un compañero o a través de un familiar.
- 3) **Tiempo de espera**— los piojos podrían tardar unos días en morirse; la presencia de liendres no significa necesariamente que el niño todavía tiene piojos, fíjese si los piojos se están moviendo.
- 4) **Tratamiento inadecuado** — No se siguieron correctamente las instrucciones del tratamiento especificadas en el producto.
- 5) **Resistencia al tratamiento** — Algunos piojos no mueren al estar expuestos a las substancias químicas de los productos de venta libre (permetrina y piretrina).

Después del tratamiento de 14 días, si todavía nota que hay piojos que se mueven, comuníquese con su médico personal quién podría recetarle un tratamiento para piojos de venta restringida.

Para obtener ayuda llame a la línea telefónica de Iowa Healthy Families al 1-800-369-2229

Para obtener más información diríjase a:
www.idph.state.ia.us/adper/common/pdf/epi_manual/lice.pdf
O a: www.cdc.gov/lice/head

COMO DESHACERSE DE LOS PIOJOS



Un Programa Simple a Seguir de 14 Días de Tratamiento

e

Información Sobre los Piojos



Departamento de Salud Pública de Iowa
Para la promoción y protección de los ciudadanos de Iowa

DATOS SOBRE LOS

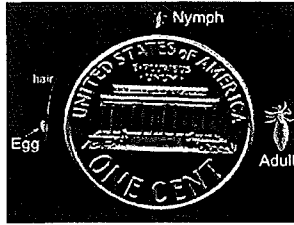
PIOJOS

¿Cómo son los piojos? Debido a que los piojos adultos son del tamaño de una semilla de sésamo (2-3mm), Piojos pueden ser captados por el ojo humano. Los piojos habitan en el cabello humano, sacan sangre de la piel, y ponen huevos (conocidos como liendres) en el cabello. Las liendres vivas se encuentran a una distancia menor de 1/2 pulgada del cuero cabelludo, y la mayoría de las veces se encuentran en la parte trasera de la cabeza en el área del cuello. Algunos niños con piojos se quejan de comezón pero muchos no experimentan ningún síntoma.

¿Corre riesgo su niño? Sí. Existe el riesgo de contagio de piojos cuando los niños se reúnen a jugar. Se propagan casi en su totalidad de persona a persona cuando las cabelleras entran en contacto. Las mascotas no propagan los piojos. Cualquiera puede contraer piojos. Los niños que asisten a la guardería, al preescolar, a la primaria, o a la secundaria corren el riesgo de contraerlos. El tener piojos NO significa una falta de aseo. Los piojos no son peligrosos y NO propagan enfermedades.

¿Qué puede hacer? ¡Los padres son la clave principal en la búsqueda y tratamiento contra los piojos! EL Departamento de Salud Pública de Iowa aconseja a los padres dedicarle 15 minutos de cada semana para revisar la cabeza a los niños. Si como resultado de esta revisión se encuentran liendres a una 1/4 pulgada de distancia del cuero cabelludo O piojos vivos se debería de aplicar un tratamiento. El uso cuidadoso de un peine para liendres puede potencialmente erradicar a todos los piojos. Todos los niños deberían de tener su propio peine o cepillo. Enséñele a su hijo a NO compartir sombreros, bufandas, cepillos, peines, y broches de pelo.

Tratamiento: El Departamento de Salud Pública de Iowa recomienda un tratamiento de 14 días. Puede utilizar productos de venta libre. Son seguros y menos caros. Utilice un calendario para llevar la cuenta de su tratamiento.



Los piojos durante las diferentes etapas de su ciclo de vida

calendario de su tratamiento

<u>Día 1</u> Champú Medicinal	<u>Día 8</u> Lávese con champú, acondicionador y PEINESE
<u>Día 2</u> PEINESE únicamente NO SE LAVE el cabello	<u>Día 9</u> Lávese con champú, acondicionador y PEINESE
<u>Día 3</u> Lávese con champú, acondicionador y PEINESE	<u>Día 10</u> Champú Medicinal
<u>Día 4</u> Lávese con champú, acondicionador y PEINESE	<u>Día 11</u> PEINESE únicamente NO SE LAVE el cabello
<u>Día 5</u> Lávese con champú, acondicionador y PEINESE	<u>Día 12</u> Lávese con champú, acondicionador y PEINESE
<u>Día 6</u> Lávese con champú, acondicionador y PEINESE	<u>Día 13</u> Lávese con champú, acondicionador y PEINESE
<u>Día 7</u> Lávese con champú, acondicionador y PEINESE	<u>Día 14</u> Lávese con champú, acondicionador y PEINESE

Guía Para un Tratamiento de 14 Días

- ✓ Los días del tratamiento están programados para interrumpir el ciclo de vida del insecto. Un peine para liendres se deberá utilizar para peinarse y se puede comprar en cualquier farmacia.
- ✓ Día 1: Utilice un Champú medicinal contra los piojos de venta libre que contenga piretrina o permetrina. Lea y siga las instrucciones indicadas en el champú.
- ✓ Día 2: PEINE su cabello cuidadosamente durante 15 minutos comenzando a partir del cuero cabelludo hasta las puntas del cabello. No se lave el cabello el día de hoy.
- ✓ Días 3-9: Lávese el cabello usando un champú normal. Enjuáguese. Aplique acondicionador al cabello para que quede resbaloso. CEPILLE a lo largo del cabello comenzando a partir del cuero cabelludo hasta las puntas del cabello. Limpie el peine después de cada cepillada de pelo con una toalla de papel, a fin de erradicar todos los piojos y liendres. Mantenga su cabello mojado durante la CEPILLADA. Peine todo su cabello durante un mínimo de 15 minutos.
- ✓ Día 10: Use un champú medicinal contra piojos de venta libre. (para matar todos los piojos que hayan brotado desde la última vez que se puso el medicamento) Lea y siga las instrucciones indicadas en el champú.
- ✓ Día 11: PEINE su cabello cuidadosamente durante un mínimo de 15 minutos comenzando a partir del cuero cabelludo hasta las puntas del cabello. No se lave el cabello el día de hoy.
- ✓ Días 12-14: Lave su cabello usando un champú normal. Enjuáguese. Aplique acondicionador al cabello para que quede resbaloso. PEINESE a lo largo del cabello comenzando a partir del cuero cabelludo hasta las puntas del cabello. Limpie el peine después de cada cepillada de pelo con una toalla de papel, a fin de erradicar todos los piojos y liendres. Mantenga su cabello mojado durante la CEPILLADA. Peine todo su cabello durante un mínimo de 15 minutos.



HEAD LICE: GUIDING PRINCIPLES FOR SCHOOL POLICY

GENERAL CONTROL MEASURES IN SCHOOLS	
RECOMMENDATIONS	RATIONALE
<p>Routine classroom or school-wide screening for head lice is not recommended</p> <p>The American Association of Pediatrics, the National Association of School Nurses, and the Centers for Disease Control and Prevention advocate that "no-nit" policies should be discontinued.</p> <p>Provide parent education program in the management of head lice in the school setting.</p> <p>School personnel involved in detection of head lice infestation should be properly trained.</p>	<p>The American Academy of Pediatrics discourages head lice screenings, which have not been proven to have a significant effect over time on the incidence of head lice in the school setting and are not cost effective. Children should be checked only when demonstrating symptoms of head lice.</p> <ol style="list-style-type: none"> 1. Egg cases farther from the scalp are easier to discover, but these tend to be empty (hatched) or nonviable and, thus, are of no consequence. 2. Nits are cemented to hair shafts and are very unlikely to be transferred successfully to other people. 3. The burden of unnecessary absenteeism to the students, families and communities far outweighs the risks associated with head lice. 4. Misdiagnosis of nits is very common during nit checks conducted by nonmedical personnel. <p>Head lice are not a medical or public health hazard as they are not known to spread disease. However, parents may have misconceptions and prejudices, which place pressure on school staff. Educating and supporting the child and parent with factual, nonjudgmental information is better than having policies and practices driven by misinformation.</p> <p>The diagnosis of a head lice infestation is best made by finding a live nymph or adult louse on the scalp or hair of a person. Because nymphs and adult lice are very small, move quickly, and avoid light, they can be difficult to find. The diagnosis should be made by a health care provider or other person trained to identify live head lice.</p>
INDIVIDUAL CASE MANAGEMENT	
RECOMMENDATIONS	RATIONALE
<p>A child with an active head lice infestation should remain in class but be discouraged from close direct head contact with others.</p> <p>Notify parent or guardian by telephone or by having a note sent home with the child at the end of the school day stating that prompt, proper treatment of this condition is in the best interest of the child and his or her classmates.</p> <p>Maintain confidentiality when a child is diagnosed with head lice.</p>	<p>A child with an active head lice infestation has likely had the infestation for 1 month or more by the time it is discovered and poses little risk to others from the infestation.</p> <p>The school can be most helpful by making available accurate information about the diagnosis, treatment, and prevention of head lice in an understandable form. Information sheets in different languages and visual aids for families with limited literacy skills should be made available by schools</p>
CRITERIA FOR RETURN TO SCHOOL	
RECOMMENDATIONS	RATIONALE
<p>Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun.</p>	<p>Nits may persist after treatment, but successful treatment should kill crawling lice.</p> <p>Do not check for nits (dead or alive) or enforce a no-nit policy for those who have been treated. It is not productive.</p>

<http://www.health.ri.gov/publications/protocols/HeadLice.pdf>

<http://www.health.ri.gov/for/schools/#lice>

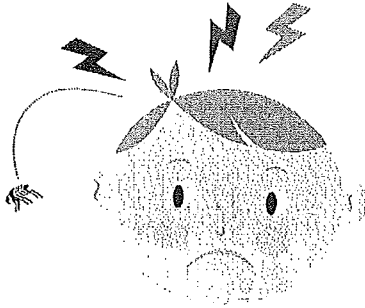
THE FACTS OF LICE: Head Lice Myths and Realities

Sklice
(ivermectin)
Lotion, 0.5%

Was your kid sent home from school with head lice? You're not alone. Between 6 and 12 million US children are infested each year. While you can't prevent all infestations, you can get informed. Here are a few facts about head lice to get you started.

5 Myths About Head Lice

Only dirty kids get lice.
Nope. Head lice infest children from all walks of life.



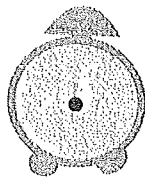
Head lice are dangerous.
Not even close. They do not carry any diseases.



Kids who have head lice are always itching.
False. Only some people are allergic to louse saliva. That's what makes it itch.

There is no reason to involve your doctor if you think your kid has head lice. Whoa, time out. If you think your kid has head lice, consider talking with your healthcare provider to confirm the diagnosis and get advice on appropriate treatments.

Lice can live in your mattress or pillowcase for weeks at a time. Don't think so. Lice usually survive less than 48 hours away from the host.



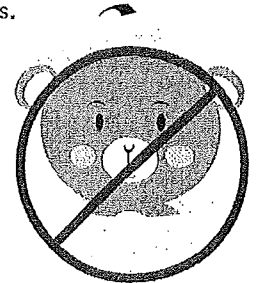
5 Truths About Head Lice

Lice cannot hop or fly. They crawl quickly. However, lice can be projected from the scalp as result of static buildup from brushing dry hair.

Before you throw out Mr. Teddy, you should know that head lice do not spread easily from pillows, furniture, stuffed animals, or clothes.

If you're worried:

- Machine-wash the items in hot water.
- For items that can't be washed, seal them in plastic bags for two weeks. (This applies only to items that were in contact with your child's head over the last 24 to 48 hours.)



Head lice spread only through close contact with a person's head or through sharing things like hats, helmets, scarves, or pillows.

Put down the clippers. You don't need to shave your kid's head. While effective, it's not always the most practical option.

Home remedies such as kerosene, olive oil, vinegar, and even mayonnaise were used to treat head lice in the past. Now people can call their doctors to ask for prescription treatments.

The Facts of Sklice Lotion

Do you suspect your child has head lice? Before you go to your pharmacy, it's a good idea to talk to your doctor.

About Sklice Lotion

Sklice Lotion is a 10-minute treatment for head lice that can be used on children 6 months of age and older.

Indication:

Sklice Lotion is a prescription medication for topical use on the hair and scalp only, used to treat head lice in people 6 months of age and older.

Adjunctive Measures:

Sklice Lotion should be used in the context of an overall lice management program.

Important Safety Information

The most common side effects from Sklice Lotion include eye redness or soreness, eye irritation, dandruff, dry skin, burning sensation of the skin.

Please see accompanying full Prescribing Information for Sklice Lotion.

SANOFI PASTEUR

5 Steps to Surviving Head Lice

Sklice
(ivermectin)
Lotion, 0.5%

Like any parent new to the head lice scene, you may have a few questions. Relax. We have you covered with this easy-to-use check list. These five steps will help you get started.

Step 1: Check your family.

- Check your family members** for lice and nits
- Consider calling your doctor right away to set up an appointment, if needed
- Bring any family member who was in close contact with your child (for example, shared a hat, scarf, pillow, or helmet)

If you suspect any family members have lice, it's a good idea to take them to the doctor.

Step 2: See your doctor.

- Ask about **treatment options**
- Pick up prescription from pharmacy

Step 3: De-louse your house.

- Identify items that could contain head lice
 - Pillows
 - Stuffed animals
 - Hats
 - Scarves
 - Helmets
 - Clothes
- Machine-wash** all washable items in hot water (130° F)
- Seal items that can't be washed in **plastic bags** for two weeks

Step 4: Share the info.

- Call parents of children who may have been in **close contact** with yours
- Cancel all sleepovers and playdates until you're sure your child is lice free
- Notify your child's school**

Step 5: Don't bug out.

- Take a deep breath
- Reassure your child that it's OK
- Help your child understand that it's not their fault

Head lice infestations happen. Getting upset won't help treat the head lice any faster. Stay calm and soon you'll be on your way to being head lice free.

INDICATION:

Sklice Lotion is a prescription medication for topical use on the hair and scalp only, used to treat head lice in people 6 months of age and older.

ADJUNCTIVE MEASURES:

Sklice Lotion should be used in the context of an overall lice management program:

- Wash (in hot water) or dry-clean all recently worn clothing, hats, used bedding and towels
- Wash personal care items such as combs, brushes and hair clips in hot water

A fine tooth comb or special nit comb may be used to remove dead lice and nits.

Before using Sklice Lotion, tell your doctor if you or your child:

- have any skin conditions or sensitivities
- have any other medical conditions
- are pregnant or plan to become pregnant. It is not known if Sklice Lotion can harm your unborn baby, or
- are breastfeeding or plan to breastfeed. It is not known if Sklice Lotion passes into your breast milk

IMPORTANT SAFETY INFORMATION FOR SKLICE LOTION:

To prevent accidental ingestion, adult supervision is required for pediatric application. Avoid contact with eyes.

The most common side effects from Sklice Lotion include eye redness or soreness, eye irritation, dandruff, dry skin, burning sensation of the skin.

Please see accompanying full Prescribing Information for Sklice Lotion.

Talk with your doctor if you have any side effect that bothers you or that does not go away. You may report side effects to the FDA at 1-800-FDA-1088.

References

1. Sklice Lotion [Prescribing Information]. Swiftwater, PA: Sanofi Pasteur Inc.; 2012.

Head Lice Treatment Checklist

Day # 1 Step 1: Check all members of the household for evidence of nits or lice, anyone with them, needs treatment.

Step 2: Purchase/gather all supplies needed:

- Head Lice treatment (ex. Nix), Lamp
- Water based, high PH shampoo (Prell), hair clips, comb,
- Metal Nit removing comb, tweezers, towel, sealable plastic bag

Step 3: Treatment

- Brush hair thoroughly
- Before treating, wash hair thoroughly with water based high PH shampoo free of conditioners (Prell). Do not use conditioner.
- Use Lice killing medicated shampoo as directed, saturating hair and scalp, leave on for recommended time.
- Rinse hair well with water and towel dry. DO NOT SHAMPOO FOR 24 hrs after treatment.
- Put on clean clothing after treating and combing hair.

Step 4: Nit Removal: The Most Important Step Nits are teardrop shaped about the size of a sesame seed attached to the hair shaft, usually whitish, sticky glue-like substance. Take your time.

- Part hair into four sections, work on one section at a time, start at the top of head in that section and lift one-inch sections at a time.
- Take the nit comb with a firm even motion comb away from the scalp to the end of the hair.
- Make sure the teeth of the comb are as deep as they can go.
- Wipe eggs (nits) completely from comb with tissue, toss in sealed bag to prevent re-infestation. You may need to pull out nits with fingernails or tweezers.
- Use clips to pin back sections already done.
- Repeat with remaining sections of hair, after thoroughly checking and removing nits/lice from the whole head, rinse hair thoroughly.
- Clean fingernails, boil tools and launder clothing/towels used in hot water.

Step 5: Clean the Environment

- Launder any items used within the last week using hot water and hot dryer for 20-30 minutes such as clothes, bedding, hats, scarves, towels, sleeping bags, pillows, headbands, coats, or dry clean items.
- Soak in HOT WATER, with Lysol disinfectant (130 degrees for a least 10 minutes) all combs, brushes, hair accessories.
- Vacuum-Carpets, rugs, pillows, mattresses, upholstered furniture, car seats, headrests, stuffed animals, headphones, bike helmets- discard vacuum bag afterwards.
- Bagging-Items that cannot be laundered, soaked or vacuumed can be sealed in a garbage bag for two weeks (after that nits would be dead).
- Continue vacuuming every day for at least a week.
- Notify others that your child has been in contact with.

Day 2-14 Recheck hair and remove nits of all family members for 2 weeks (most commonly found around nape of neck and ears).

- If any new lice are found re-treat, re-wash, re-notify all on the same day.
- Retreat in 7-10 days (Do not use treatment more than twice without consulting your physician).

Prevention: Once you've had lice in your house, you will not want to go through it again:

- Do not share combs, brushes, barrettes, hair items.
- Do not share hats, scarves, pillows, sleeping bags, headphones (clean between uses).
- Hang hats, coats separately so they do not touch or put each inside a separate bag.
- Encourage children to keep hair up in ponytails.

***Students must be treated and have all nits removed before returning to school.**

***A parent must accompany student to school on the first day back, they cannot ride the school bus to school, the school nurse needs to inspect and confirm that there are no live lice or nits present; if clear the student will stay at school and be allowed to take the bus home. The child must see the school nurse daily for 2 weeks for inspection first thing in the morning, if live lice or multiple nits are found the parent will be called to pick up their child from school to remove and/or retreat.**

HEAD LICE TREATMENT CHECKLIST

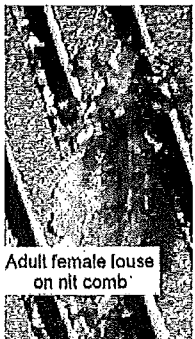
(Please read all of this information prior to beginning the checklist.)

Hair Treatment

When using an over-the-counter or prescription medication, follow these treatment steps:

- 1. Apply lice medication according to label instructions. If your child has extra long hair, you may need to use a second bottle. **WARNING:** Do not use a crème rinse or combination shampoo/conditioner before using lice medication. Do not re-wash hair for 1-2 days after treatment.
- 2. Remove all bugs and eggs (nits) from hair after lice treatment is done. Using a nit comb with long metal teeth, such as "The Lice Meister" works best. However, you can choose to pull them out with your fingers, or by using tweezers. This should be done by dividing the hair into small sections and combing one section at a time. Pin clean sections of hair out of the way. Since the nits are hard to see, it is important to have a bright light and possibly a magnifying glass to help you inspect the hair.
- 3. Have the infested person put on clean clothing after the treatment.
- 4. Comb through the hair with a nit comb daily for the next week.
- 5. After 7 days, no sooner, if any live bugs are seen, repeat lice treatment (only one more time).

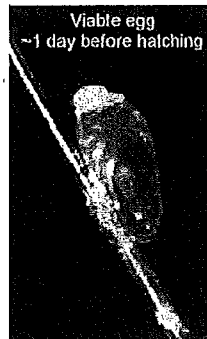
Images to assist with the identification of head lice and their eggs.



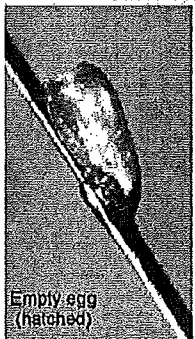
Adult female louse on nit comb



Viable egg on hair - 2 days old



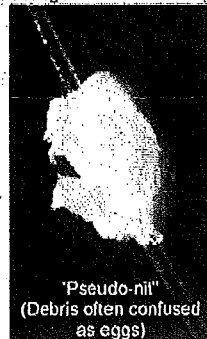
Viable egg - 1 day before hatching



Empty egg (hatched)



Dead egg (>2 weeks old)



'Pseudo-nit' (Debris often confused as eggs)

Alternative Hair Treatments

Some lice treatment medications are toxic and not recommended for use in some situations. Any product containing Lindane is discouraged and should not be used on children under 2 years of age, by pregnant women, or nursing mothers. Optional, non-pharmacological treatments include the use of olive, baby, vegetable, or corn oil or natural enzyme products such as *Lice R Gone*, *Lice B Gone*, and *Not Nice To Lice*. When using oil, saturate the hair so much that it is literally dripping. Place a plastic cap or towel on the head and leave the oil on the hair for at least 8 hours. Comb through the hair with a nit comb to remove all bugs and eggs (nits). Wash the hair, and comb through the hair once more. When using a natural enzyme product, follow the manufacturer's directions. Regardless of treatment method, follow all of the directions on this checklist.

Cleaning Your Surroundings

Follow these steps to avoid re-infestation of head lice. Begin immediately after treating hair.

- 1. Soak combs, brushes, barrettes, hair ornaments, etc. for 20-30 minutes in hot (130° F) water.
- 2. Machine wash all washable clothing and bed linens that the infested person used 2 days before treatment. Use the hot water (130° F) cycle. Dry laundry using high heat for at least 30 minutes. Make sure to include the following:
 - clothing, hats, coats, scarves, and mittens;
 - towels and washcloths;
 - bed sheets, pillow cases, and blankets; and
 - pony tail holders and headbands.
- 3. Dry clean clothing that is not washable OR
- 4. Store clothing, stuffed animals, comforters, etc., that cannot be washed or dry cleaned, in a tightly sealed plastic bag for 2 weeks. After the 2 week period, open the bag outdoors and shake out the items vigorously.
- 5. Vacuum all carpeted areas, upholstered furniture, mattress, and stuffed animals. Discard vacuum cleaner bag after vacuuming, or set vacuum in a room separate from living quarters.
- 6. Repeat vacuuming every day for at least one week.
- 7. Wipe down counter tops and mop floors.
- 8. Clean and vacuum motor vehicles.
- 9. Inform school, parents and others that have been in contact with the infested person.
- 10. Incorporate a head check every three days as part of normal grooming activity with your child.

Nontoxic Head Lice Treatment

Instructions

Each treatment application has three main steps.

- Apply the wet lotion throughout the scalp.
- Comb out as much excess lotion as possible.
- Use a blow dryer to dry your child's hair. This dries the lotion on the scalp, and coats any lice in a shrink-wrap-like layer. The dry lotion must remain on the hair and scalp for at least 8 hours. Usually parents leave it in place until the child's usual bath or shower the next day.

The course of treatment consists of 3 applications done at one week intervals.

What you will need for one application.

- A large bath towel for draping on your child's shoulders.
 - If you wish to perform the diagnostic Lice ID Test, you also need a pale colored hand towel or a disposable "puppy pad." (Full instructions are on the Lice ID Test page.)
 - Cetaphil Gentle Skin Cleanser, (8 oz for short hair, 12 oz for shoulder-length or longer hair).
 - A regular pocket comb.
 - If your child has long hair, you should also get a wide-toothed detangler comb.
 - If you need to remove nits to comply with your school's "no nit policy," you will need a Licemeister comb for step 8. In our experience the metal Licemeister comb is far superior to inexpensive, plastic lice combs.
- Important: Removing nits is NOT necessary for cure.**

How to apply the lotion-detailed instructions

Cover your child's shoulders with a big dry bath towel to catch the lotion which will drip from the scalp.

To boost your cure rate you must cover all the lice with lotion. We advise you to apply so much lotion that it literally overflows the totally soaked scalp and drips off onto the towel.

Pour 8 oz of Cetaphil into the condiment dispenser.

Step 1. Begin with dry hair. Start at the left of the scalp. Make sure the nozzle is always touching the skin. Apply the lotion zigzag back and forth from front to back and then back to front. Apply to the entire scalp as you move forward until you reach the front of the scalp. Use $\frac{1}{4}$ of the bottle.

While the lotion is shown in the diagrams below as yellow, actual Cetaphil Cleanser is a translucent pearly liquid which is not visible once dried on scalp.

Step 2. Now start at the back of the scalp. Again make sure the nozzle is always touching the skin. Change the direction of your zigzagging application now to "criss cross" the first pattern. Move zigzag front to back then back to front as you move from the right side to the left side of the scalp. Use again $\frac{1}{4}$ of a bottle always touching the scalp with the bottle nozzle.

Step 3. Use your fingers to thoroughly massage the lotion throughout the scalp and hair.

Step 4. Redo steps 1, 2, and 3. Use up another $\frac{1}{2}$ bottle of lotion. You now have used a whole bottle of the lotion.

Step 5. Does your child have long hair that reaches to the upper back? Then apply another $\frac{1}{2}$ bottle of lotion to that large amount of hair from roots to tips and massage in thoroughly with your fingers.

Step 6. Wait 2 minutes for lotion to act.

Step 7. Comb out the lotion. You should seek to comb out as much excess Cetaphil lotion as possible. You are done when you can't get out any more lotion. The more you get out, the quicker will be the blow drying step which comes next. You may choose to first use a "detangler comb" if the hair is long or thick. Otherwise you can just start with the plain comb. (Note: if you want to perform the diagnostic Lice ID Test, you will need to examine the combed out lotions. Full instructions are on the Lice ID Test page.)

Step 8. If you need to remove nits to comply with your school's "no nit policy," then use the Licemeister™ comb to carefully go through the entire scalp. It will remove many nits. If your child's school does not have such a policy, then skip this step. It adds 70% more work and is unnecessary to cure children of head lice.

Step 9. Blow dry the hair thoroughly, so that the scalp skin, hair roots, and full length of the hair are totally dry. You may use a detangler comb and/or your fingers to make the drying process easier. Anticipate that this will take 3 times longer than drying hair that is just wet with water.

Step 10. You may style the hair now with a sterilized comb and /or brush. Please do not apply any styling gel, mousse, hair spray, or other cosmetic products to the hair while the dried Cetaphil lotion is on the hair.

Step 11. Leave the dried lotion on the child's head for at least 8 hours, preferable overnight.

Step 12. To remove the lotion at the end of the treatment phase, you just shampoo with your usual shampoo, cream rinses, etc.

Recommended household clean-up

The three clean up steps should be done once a week at the time of the weekly treatment.

- Sterilize all the family's combs and brushes. You can choose one of two methods. You may soak the combs and brushes in isopropyl (rubbing) alcohol for 10 minutes or you may put them in the dishwasher on the full hot cleaning cycle.
- Treat all bedding at the time of each lotion application. Take all sheets, pillow cases, blankets, comforters, and bedspreads from the beds in your house and run them in the dryer for 10 minutes on high temperature. Then put the bedding back on the beds. You do not have to wash it.
- Patients should change to new fresh clothes after each treatment. Put dirty clothes in the laundry hamper for later laundering.

A Final Caution

To achieve cure, it is important to follow the directions carefully. We have seen the treatment fail when parents do not follow instructions. Avoid these four common mistakes:

- a) Parents skimp on the amount of Cetaphil Cleanser used.
You must use precisely the amount recommended in the detailed instructions or you will fail to coat all the lice with lotion. An uncoated louse will survive the treatment and may go on to reproduce. This is especially important for children with shoulder length or longer hair. You must remember to add an extra half bottle because of the long hair.
- b) Parents apply the lotion incorrectly to the scalp.
Sometimes parents just squirt it on the top of the hair and try to massage it in. This is NOT the way we explain in the instructions. You must achieve a uniform coverage of the entire scalp to be effective. It is critical to be touching the scalp with the nozzle the entire time you apply the lotion. The "criss cross" pattern of application assures even, complete coverage.
- c) Parents do not completely dry the lotion on the scalp.
You must dry the scalp so that it is totally dry. The lotion works by drying onto the louse and plugging up its breathing holes. If you leave the scalp and hair partly wet then the lotion can be accidentally rubbed off when your child changes his shirt, lies down on his pillow, rubs his hair, or lies on the carpet or couch. By thoroughly drying the lotion in the scalp, the lotion adheres to the lice and kills them.
- d) The timing between the applications is wrong.
You must use the treatment in three applications done at one-week intervals. The dried lotion kills lice and disrupts their life cycle. If you wait too long for the next application, then baby lice can grow into adults and lay eggs and continue the cycle.

Item 6.1.2 Personnel Planning and Update for the 2015 – 2016 Contract Year: A Review and Recommendation to Employ the Teacher Leader Coordinator for the Teacher Leadership Program

Background Information: The interview team for the new Teacher Leadership program met on March 9 to complete two interviews for the position of Teacher Leader Coordinator. This important position will then sit at the interview table for all other Teacher Leadership program positions that will be selected on Thursday, March 26. The interview consisted of Administrators Barb Sims, Jeff Spotts, Gayle Allensworth, Nate Perrien, and Terry Schmidt along with grant team member Mark Haufle. The team selected Instructor John Gambs, social studies instructor at Red Oak High, as the first Teacher Leader Coordinator for the 2015 – 2016 school year.

The Teacher Leader Coordinator:

Key Responsibilities

- Serve as a liaison among all teacher leaders and administrators
- Facilitate and monitor the implementation of the system of teacher leadership
- Lead collection of data regarding the impact of the system of teacher leadership
- Provide non-evaluative feedback to teacher leaders
- Partner with administrators to facilitate professional learning and support for teacher leaders
- Support matching of mentors to mentees
- Integrate technology effectively
- Promotes vision of TLC plan and district

Student Instruction: 50%

Teacher Leader Duties/Stipend: 50% with 4 Additional Contract Days/\$2000

Suggested Board Action: It is recommended the Board of Directors approve the employment of John Gambs as the Teacher Leader Coordinator for the new Teacher Leadership program in the 2015 – 2016 contract year.

Item 6.1.3 FY 16 School Budget Draft Review: Concept Discussions – Authorization to Publish and Probable Action to adopt a Program Budget Resolution – School Business Manager Shirley Maxwell

Background Information: This evening will be the final planning discussion for the FY 16 budget to fund district schools. The publication notice will soon be in the weekly newspaper while the public hearing is scheduled for Monday, April 13 at 6:15 pm. It is currently planned for property tax levy to fall from \$15.98 per \$1,000 of assessed valuation to \$15.69. This 39 cent drop could decline further if the Legislature authorizes any state supplemental aid. The FY 16 budget is based on 0% increase.

Should the Legislature adopt any increase it may be necessary to have the following resolution available:

RESOLVED, that the Board of Directors of the Red Oak Community School District, will levy property tax for fiscal year FY 16 for the regular program budget adjustment as allowed under section 257.14, Code of Iowa.

Related information provided by Shirley Maxell shows from the budget document:

REGULAR PROGRAM DISTRICT COST CALCULATIONS

	6,366		4.1	FY16 Regular Program District Cost Per Pupil (Line 2.3)
X	1,129.0	*	4.2	Budget Enrollment (Line 1.1)
=	7,187,214		4.3	FY16 Regular Program District Cost without Adjustment
	7,425,939		4.4	FY15 Regular Program District Cost (Line 4.3 - FY15 Aid & Levy)
X	1.01	**	4.5	101% Budget Adjustment
=	7,500,198		4.6	101% of FY15 Regular Program District Cost
-	7,187,214		4.7	FY16 Regular Program District Cost without Adjustment (Line 4.3)
	312,984		4.8	FY16 Regular Program Budget Adjustment (if negative, enter zero)

Please allow Shirley Maxwell the needed time to review budget hearing preparations information and address any questions from the Directors or questions from those in the audience.

Suggested Board Action: It is suggested the Directors approve the budget resolution as follows and to act on any other budget planning measures as recommended by the school business manager: **RESOLVED, that the Board of Directors of the Red Oak Community School District, will levy property tax for fiscal year FY 16 for the regular program budget adjustment as allowed under section 257.14, Code of Iowa**

NOTICE OF PUBLIC HEARING
 PROPOSED RED OAK SCHOOL BUDGET SUMMARY
 FISCAL YEAR 2015-2016

Department of Management - Form S-PB-8

		Budget 2016	Re-est. 2015	Actual 2014	Avg % 14-16
Taxes Levied on Property	1	5,318,336	5,365,326	5,320,738	0.0%
Utility Replacement Excise Tax	2	219,012	220,557	215,870	0.7%
Income Surtaxes	3	503,786	727,691	1,063,217	-31.2%
Tuition/Transportation Received	4	382,400	371,200	360,385	
Earnings on Investments	5	7,445	8,565	9,115	
Nutrition Program Sales	6	155,600	155,600	155,569	
Student Activities and Sales	7	268,400	230,840	260,223	
Other Revenues from Local Sources	8	662,900	329,605	378,756	
Revenue from Intermediary Sources	9	0	0	0	
State Foundation Aid	10	6,569,634	6,888,060	6,900,203	
Instructional Support State Aid	11	31,340	0	0	
Other State Sources	12	1,469,000	1,120,753	1,349,449	
Commercial & Industrial State Replacement	13	125,428	0	0	
Title 1 Grants	14	328,261	318,700	318,627	
IDEA and Other Federal Sources	15	764,170	757,000	775,531	
Total Revenues	16	16,805,712	16,493,897	17,107,683	
General Long-Term Debt Proceeds	17	0	0	0	
Transfers In	18	0	0	918,259	
Proceeds of Fixed Asset Dispositions	19	0	100	38,476	
Total Revenues & Other Sources	20	16,805,712	16,493,997	18,064,418	
Beginning Fund Balance	21	8,798,100	7,849,417	6,785,136	
Total Resources	22	25,603,812	24,343,414	24,849,554	
<i>*Instruction</i>	23	10,797,960	8,857,225	9,407,619	7.1%
Student Support Services	24	273,980	266,000	250,787	
Instructional Staff Support Services	25	840,990	816,850	708,410	
General Administration	26	384,782	372,450	419,859	
School/Building Administration	27	835,433	811,100	782,124	
Business & Central Administration	28	243,900	236,800	210,418	
Plant Operation and Maintenance	29	2,153,400	1,367,225	1,295,165	
Student Transportation	30	677,135	662,175	596,892	
This row is intentionally left blank	31	0	0	0	
<i>*Total Support Services (lines 24-31)</i>	31A	5,409,620	4,532,600	4,263,655	12.6%
<i>*Noninstructional Programs</i>	32	807,210	707,800	696,654	7.6%
Facilities Acquisition and Construction	33	215,900	211,150	212,428	
Debt Service	34	753,465	749,615	1,016,521	
AEA Support - Direct to AEA	35	523,882	486,924	486,584	
<i>*Total Other Expenditures (lines 33-35)</i>	35A	1,493,247	1,447,689	1,715,533	-6.7%
Total Expenditures	36	18,508,037	15,545,314	16,083,461	
Transfers Out	37	0	0	916,676	
Total Expenditures & Other Uses	38	18,508,037	15,545,314	17,000,137	
Ending Fund Balance	39	7,095,775	8,798,100	7,849,417	
Total Requirements	40	25,603,812	24,343,414	24,849,554	

Proposed Tax Rate (per \$1,000 taxable valuation)

15.69701

Location of Public Hearing:

Date of Hearing:

Time of Hearing:

Red Oak Community School
District Administrative Center-Board Room
2011 N. 8th St. Red Oak, Iowa 51566

04/13/15

6:15 p.m.

xx/xx/xx

The Board of Directors will conduct a public hearing on the proposed 2015/16 school budget at the above-noted location and time. At the hearing, any resident or taxpayer may present objections to, or arguments in favor of, any part of the proposed budget. This notice represents a summary of the supporting detail of revenues and expenditures on file with the district secretary. A copy of the details will be furnished upon request.

**ADOPTION OF BUDGET AND TAXES
JULY 1, 2015-JUNE 30, 2016**

Department of Management - Form S-TX

RED OAK

District Number 5463

Total Special Program Funding

Instructional Support (A&L line 10.5)	097	750,020
Educational Improvement (A&L line 11.3)	099	0
Voted Physical Plant & Equipment (A&L line 19.3)	105	478,205

Special Program Income Surtax Rates

Instructional Support (A&L line 10.15)	096	8
Educational Improvement (A&L line 11.4)	098	0
Voted Physical Plant & Equipment (A&L line 19.4)	104	1

Utility Replacement and Property Taxes Adopted

		Utility Replacement AND Property Tax Dollars	Levy Rate	Property Taxes Levied	Estimated Utility Replacement Dollars
Levy to Fund Combined District Cost (A&L line 15.3)	1	3,683,911			
+Educational Improvement Levy (A&L line 15.5)	2	0			
+Cash Reserve Levy - SBRC (A&L line 15.9)	3	0			
+Cash Reserve Levy - Other (A&L line 15.10)	4	0			
-Use of Fund Balance to Reduce Levy (A&L line 15.11)	5	0			
=Subtotal General Fund Levy (A&L line 15.14)	6	3,683,911	10.48573	3,537,610	146,301
+Instructional Support Levy (A&L line 15.13)	7	155,296	.43516	149,224	6,072
=Total General Fund Levy (A&L line 15.12)	8	3,839,207	10.92089	3,686,834	152,373
	9				
Management	10	400,000	1.13854	384,113	15,887
Amana Library	11	0	.00000	0	0
Voted Physical Plant & Equipment (Loan Agreement)	12	0			
+Voted Physical Plant & Equipment (Capital Project)	13	426,909			
=Subtotal Voted Physical Plant & Equipment	14	426,909	1.19626	410,218	16,691
+Regular Physical Plant & Equipment	15	117,767	.33000	113,163	4,604
=Total Physical Plant & Equipment	16	544,676			
	17				
Reorganization Equalization Levy	18	0	.00000	0	0
Emergency Levy (for Disaster Recovery)	19	0	.00000	0	0
Public Education/Recreation (Playground)	20	0	.00000	0	0
Debt Service	21	753,465	2.11132	724,008	29,457
GRAND TOTAL	22	5,537,348	15.69701	5,318,336	219,012

1-1-14 Taxable Valuation	WITH Gas & Electric Utilities	351,325,991	WITHOUT Gas&Elec	337,373,715
1-1-14 Tax Increment Valuation	WITH Gas & Electric Utilities	5,543,675	WITHOUT Gas&Elec	5,543,675
1-1-14 Debt Service, PPEL, ISL Valuation	WITH Gas & Electric Utilities	356,869,666	WITHOUT Gas&Elec	342,917,390

I certify this budget is in compliance with the following statements:

- The prescribed Notice of Public Hearing and Proposed Budget Summary (Form S-PB) was lawfully published, with said publication being evidenced by verified and filed proof of publication.
- The budget hearing notice was published not less than 10 days, nor more than 20 days, prior to the budget hearing.
- Adopted property taxes do not exceed published amounts.
- Adopted expenditures do not exceed published amounts for any of the four individual expenditure categories, or in total.
- Adopted property taxes meet the debt service and loan agreement needs identified on Form 703. Debt service levy for GO bond payments only.
- This budget was certified on or before April 15, 2015.

_____ District Secretary

_____ County Auditor

Item 6.2.1 Washington Intermediate School Grade Alignment Review with the Inclusion of School Performance Indicators with Probable Action to Approve Grade Alignment Recommendations for the 2015 – 2016

Background Information: This evening Terry has invited Barb Sims and select staff from Washington to review the work of a new grade alignment for Washington that was part of the budget reduction exercise one year ago. Previously the Directors have received very favorable student learning data that reflected strong growth across grades four and five – impressive growth.

Enclosed are study/preparation items provided by Barb Sims and her staff. Please allow a few minutes for this review.

The Directors know the district once again must reduce expenditures for the next school year due to declining enrollment. It would be very difficult to return WIS to a four teacher per grade level alignment. If this occurred, it would need to be accomplished at the expense of additional budget reductions in other schools or departments.

Suggested Board Action: (to be determined)

Washington Intermediate School: Review of 2014-2015, Looking Forward to 2015-2016

Student Achievement:

- When we look at data collected (Iowa Assessments, Gates MacGinitie assessments, Benchmarking, AIMSweb, teacher made math assessments) we are seeing an increase in overall testing scores over last year, and fewer students who need drastic interventions. There are many things that may have contributed to that increase: the addition of the combined class, AEA coursework for Title and SPED teachers to help students learn the skills that pack the biggest gains in reading, our work with the AEA math consultant the year before to learn and use best practices in math instruction, our work the year before with the reading consultants to practice and use the materials we have with the best teaching practices to improve instruction, and the learning teams to improve technology integration in the classroom this year.
- Bottom line – with one less teacher, we have increased student achievement.

Reorganization:

- Challenges: Working with the ELO instructor and getting schedules organized and matched so she could still work with that population of students in a pull out setting. Working the schedule so that the combined class could still have recess, lunch, and at least some specials with their grade alike peers. Having a teacher willing to look at best practices for the “gifted” and change the curriculum and projects to keep it fresh, challenging, rigorous, and motivating for that specific group of students. Attitudes about being in a class with students younger than them has been somewhat of a challenge for the 5th graders and their parents. They all, however made great learning gains, and when asked if they would move back out of that class, said no, they did not want to and in fact made friends of students who they may not have if we would have had a traditional classroom.
- Benefits: The group of students in the combined class were challenged and motivated to learn at higher levels. They made new friends and were able to communicate with peers who also challenged their thinking. Students in the other classrooms also had a chance to shine. We did not pull all students who were in the upper range out of the regular classroom. We still had very challenging classrooms where students were learning at high levels, and in fact may have had to work harder because they had to do more of the thinking.
- Reorganization has worked really well. We have 7 classrooms. We share an art and music teacher with both IPS and MS for one period each, four days a week. We have a PE teacher on staff so that we can have PE every day for all of our students. This gives classroom teachers their prep period, especially on Wednesdays when we have no other specials teachers in our building. This has also allowed us to have one recess per day for students before they eat lunch. We were able to not have the second recess, because they have PE. It has cut down on injuries and reports of bullying and name calling. It also has improved student’s appetite as they are wasting less food after playing outside first.

Instructional Programing:

- Keeping 7 classrooms, means the combined classroom would ‘Loop’ the 4th graders. They would have the same teacher again next year, and new 4th graders would be added to that classroom. One of the pitfalls of a looped classroom is that if a student did not get along with that teacher, they are with them again. We surveyed the students in that class, and when asked how they felt about having the same teacher again next year, 100% said they

would really like it. Another challenge to that combined room would be keeping students challenged after already having them the year before. We have the data that shows the students grew more than expected in this room. We asked the students if they felt like they were more challenged in their academic program this year compared to previous years, and all but one student said yes. The one student who said no, also had the opportunity to express what they would like to see changed next year, and they wrote, "Nothing." Sometimes being in a mixed level classroom, especially the younger students may feel uncomfortable. On the survey, we asked students if they felt uncomfortable in any way with the older students, and 100% said, "No." When asked what they liked about the combined classrooms, students said they made new friends, it was quieter, they were challenged and learning more, they had other students to interact with, liked the homework, and that they simply loved it.

- As we look at next year, our current 4th grade class has 74 students. The current 3rd grade has 84 students. The 3rd grade class also has a large number of students being served in the ELO program this year. We do not think that adding back a teacher at this point would be feasible or helpful to our program. We can still keep classroom numbers to 25 or less. One thing we talked about was doing some departmentalization, but without knowing how the staff in this building will be split after one year, teachers did not see this concept as being beneficial.
- We would like to keep working with the current staffing for at least the one year we have left. It has worked well for us, we are seeing student achievement gains, and students here are responding well to changes we have made in programing. Having a PE teacher full time allows teachers to work on technology integration in the classrooms as well. Teachers in this building teach their own technology, and it requires time to plan and time to set up. When Mrs. Subbert does not have a class, she is working in the classrooms or the media center to help students with technology.

Teaching Staff at WIS:

- Title I Reading Interventionist (Keith Hardy)
- ELL Interventionist (shared K-5) (Miriam Hoeksema)
- ELO Interventionist (shared K-8) (?)
- Three 4th Grade Classrooms (Sonia Kunze, Sue Chelsvig, Angie Montgomery)
- One Combined Classroom (Mark Haufle)
- Three 5th Grade Classrooms (Sue Timmerman, Michelle Cockburn, Matt Swartz)
- SPED Teacher (Chris Deter)
- P.E. Teacher (Karen Subbert)
- Music (shared K-4 and 5-8) (Linnea Wemhoff, Erica Bauserman)
- Art (shared K-4 and 5-8) (Teresa Euken and Curt Adams)

Item 6.2.2 School Calendar Proposals for 2015 – 2016 with Probable Action to Adopt and Schedule a Public Hearing on April 13, 2015 for Public Comment

Background Information: The 2015 – 2016 School Calendar Committee chaired by Human Resources Clerk Deb Drey has faced a huge challenge with new guidelines enforced by the Department of Education in effect removing local decision-making from building a school calendar. As the current law is written, school in 2015 – 2016 could not begin until August 31, 2015. Legislation introduced was intended to provide a compromise with a starting date no earlier than August 24, 2015. At publication time, this issue has not been resolved.

Terry Schmidt asked Deb Drey to have her committee propose two calendars for your review – one that follows the Governor’s mandate of August 31 and one that follows the compromise legislation now considered – August 24. Enclosed are the two calendars for your review and consideration. Please allow Board of Directors representative Bill Drey, with input from committee members present, to review the concepts used by the committee and the input received from district employees.

The need to conduct a public hearing on the school calendar still exists. The Directors may want to receive public comments at the April 13 regular meeting.

Discussion and debate is welcomed for the enclosed calendars developed by the committee.

Suggested Board Action: (to be determined)

2015-2016 School Calendar – September 2 Start

Start –Finish
(September 2 – June 7)

Summary of Calendar
Days/Hours in classroom:
First Semester 90/540
Second Semester 90/540
TOTAL DAYS/HOURS **180/1080**

CALENDAR LEGEND

- Quarter Start
- Quarter End
- Holidays
- Vacation Days

HOLIDAYS:

- Labor Day (9/7)
- Thanksgiving Day (11/26)
- Christmas Day (12/25)
- New Year's Day (1/1)
- Memorial Day (5/30)

August					Student Days/Hours	
M	T	W	Th	F		
03	04	05	06	07		
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		
31						
September						
	01	02	03	04	3	
07	08	09	10	11	4	
14	15	16	17	18	5	
21	22	23	24	25	5	
28	29	30			3	
October						
			01	02	2	
05	06	07	08	09	5	
12	13	14	15	16	5	
19	20	21	22	23	5	
26	27	28	29	30	5	
November						
02	03	04	05	06	5	
09	10	11	12	13	5	
16	17	18	19	20	5	
23	24	25	26	27	3	
30					1	
December						
	01	02	03	04	4	
07	08	09	10	11	5	
14	15	16	17	18	5	
21	22	23	24	25	3	
28	29	30	31			
January						
				01		
04	05	06	07	08	5	
11	12	13	14	15	5	
18	19	20	21	22	4	
25	26	27	28	29	5	
February						
01	02	03	04	05	5	
08	09	10	11	12	5	
15	16	17	18	19	4	
22	23	24	25	26	5	
29					1	
March						
	01	02	03	04	4	
07	08	09	10	11	5	
14	15	16	17	18	5	
21	22	23	24	25		
28	29	30	31		4	
April						
				01	1	
04	05	06	07	08	5	
11	12	13	14	15	5	
18	19	20	21	22	4	
25	26	27	28	29	5	
May						
02	03	04	05	06	5	
09	10	11	12	13	4	
16	17	18	19	20	5	
23	24	25	26	27	5	
30	31				1	
June						
		01	02	03	3	
06	07	08	09	10	2	
13	14	15	16	17		

180 Day Calendar
Date Events

- Aug 26-27 New Staff Days
- Aug 28, 31 Professional Development

- Sept 1 Professional Development
- Sept 2 Begin Q1/S1
- Sept 7 Labor Day (No School)

- Oct 6 & 8 Parent Teacher Conferences
- Oct 9 No School

- Nov 4 End Q1 (45 Days)
- Nov 5 Begin Q2
- Nov 26-27 Thanksgiving Holiday (No School)

- Dec 24-31 Winter Break (No School)

- Jan 1 New Year's Day (No School)
- Jan 18 Prof Dev (No School)
- Jan 20 End Q2/S1 (45/90 Days)
- Jan 21 Begin 2nd Semester

- Feb 15 Snow Make Up Day
- Feb 23 & 25 Parent Teacher Conferences
- Feb 26 No School

- Mar 21-25 Spring Break
- Mar 31 End Q3 (45 days)

- Apr 1 Begin Q4
- Apr 22 Snow Make Up Day

- May 13 Snow Make Up Day
- May 30 Memorial Day (No School)

- June 7 End Q4/S2 (45/90 days)

2015-2016 School Calendar – August 26 Start

Start –Finish
(August 26 – May 27)

Summary of Calendar
Days/Hours in classroom:
First Semester 90
Second Semester 90
TOTAL DAYS/HOURS **180**

CALENDAR LEGEND

- Quarter Start
- Quarter End
- Holidays
- Vacation Days

HOLIDAYS:

- Labor Day (9/7)
- Thanksgiving Day (11/26)
- Christmas Day (12/25)
- New Year's Day (1/1)
- Memorial Day (5/30)

August					Student Days/Hours	
M	T	W	Th	F		
03	04	05	06	07		
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28	3	
31					1	
September						
	01	02	03	04	4	
07	08	09	10	11	4	
14	15	16	17	18	5	
21	22	23	24	25	5	
28	29	30			3	
October						
			01	02	2	
05	06	07	08	09	5	
12	13	14	15	16	5	
19	20	21	22	23	5	
26	27	28	29	30	5	
November						
02	03	04	05	06	5	
09	10	11	12	13	5	
16	17	18	19	20	5	
23	24	25	26	27	3	
30					1	
December						
	01	02	03	04	4	
07	08	09	10	11	5	
14	15	16	17	18	5	
21	22	23	24	25	3	
28	29	30	31			
January						
				01		
04	05	06	07	08	5	
11	12	13	14	15	5	
18	19	20	21	22	4	
25	26	27	28	29	5	
February						
01	02	03	04	05	5	
08	09	10	11	12	5	
15	16	17	18	19	4	
22	23	24	25	26	5	
29					1	
March						
	01	02	03	04	4	
07	08	09	10	11	5	
14	15	16	17	18	5	
21	22	23	24	25		
28	29	30	31		4	
April						
				01	1	
04	05	06	07	08	5	
11	12	13	14	15	5	
18	19	20	21	22	4	
25	26	27	28	29	5	
May						
02	03	04	05	06	5	
09	10	11	12	13	5	
16	17	18	19	20	5	
23	24	25	26	27	5	
30	31					
June						
		01	02	03		
06	07	08	09	10		
13	14	15	16	17		

180 Day Calendar
Date Events

- Aug 19-20 New Staff Days
- Aug 21-25 Professional Development
- Aug 26 Begin Q1/S1

- Sept 7 Labor Day (No School)
- No School Election in Even-numbered Years
- Sept 29 Parent Teacher Conferences

- Oct 1 Parent Teacher Conferences
- Oct 2 No School
- Oct 28 End Q1 (45 Days)
- Oct 29 Begin Q2

- Nov 26-27 Thanksgiving Holiday (No School)

- Dec 24-31 Winter Break (No School)

- Jan 1 New Year's Day (No School)
- Jan 12 End Q2/S1 (45/90 Days)
- Jan 13 Begin 2nd Semester
- Jan 18 Prof Dev (No School)

- Feb 9 & 11 Parent Teacher Conferences
- Feb 12 No School
- Feb 15 Snow Make Up Day

- Mar 17 End Q3 (45 days)
- Mar 18 Begin Q4
- Mar 21-25 Spring Break

- Apr 22 Snow Make Up Day

- May 27 End Q4/S2 (45/90 days)
- May 30 Memorial Day

Item 6.2.3 Technology Program Review and Update on Computer Acquisitions for Students in Grades 6 to 12 and for the Professional Staff

Background Information: This evening Director of Technology Bob Deter is present along with one or more members of the District Technology Committee to provide current and relevant information for technology tools acquisition for the 2015 – 2016 school year and to update the Directors on other matters. No formal proposals were available at publication time. Please allow a few minutes for this update and timeline update to complete the district technology acquisition plan.

Bob and committee members will discuss:

- Replacement of computers for the District's One to One program in grades 6 to 12 – accomplishments, timeline for completion, implementation
- Receipt and implementation of the Learning Pads program in grades K – 3: readiness for use, school wide implementation, required professional development
- Issues and relevancy for the replacement of all teacher computers prior to the close of the academic year – impact on expiring leases and needs for summer use by professional staff
- Technology committee work for the District Technology Plan – progress report and intended timeline to meet the district's goals
- Issues and topics affected by the newly revised E-rate Program (as time permits)

Suggested Board Action: (no formal action is anticipated)

Item 6.2.4 Enrollment Projections for 2015 and 2016 and Effects: Pupil Teacher Ratios in Grades Pre K – 5; Middle Grades, 6 to 8; High School, 9 – 12; Shared Programs for Grades 9 – 12

Background Information: (Due to the early completion deadline because of spring break, this item is not ready at publication time. It will be sent under separate cover not later than Friday, March 20).

Suggested Board Action:

Item 6.2.5 Inman Primary School Principal and Director of Special Education Performance Update - Closed Session Requested by Principal Gayle Allensworth per Section 21.5(1)i of the Iowa Code to evaluate the professional competency of an individual whose appointment, hiring, performance or discharge is being considered when necessary to prevent needless and irreparable injury to that individual's reputation and that individual requests a closed session and per section 21.5(1)(a) of the Iowa Code to review or discuss records which are required or authorized to be kept confidential.

Background Information: Following in a series of discussions with school administrators, the Directors are asked this evening to move to closed session per the request of Inman Primary School Principal Gayle Allensworth. The suggested motion to do this could be as follows:

"I move that we hold a closed session as authorized per Section 21.5(1)i of the Iowa Code to evaluate the professional competency of an individual whose appointment, hiring, performance or discharge is being considered when necessary to prevent needless and irreparable injury to that individual's reputation and that individual requests a closed session and per section 21.5(1)(a) of the Iowa Code to review or discuss records which are required or authorized to be kept confidential."

Suggested Board Action: (given above)

Item 6.2.6 Autism Specialist Ann Gigstad Position Update and with Consideration of Additional Responsibilities - Closed Session Requested by Instructor Ann Gigstad per Section 21.5(1)i of the Iowa Code to evaluate the professional competency of an individual whose appointment, hiring, performance or discharge is being considered when necessary to prevent needless and irreparable injury to that individual's reputation and that individual requests a closed session and per section 21.5(1)(a) of the Iowa Code to review or discuss records which are required or authorized to be kept confidential.

Background Information: This evening Autism Specialist Ann Gigstad has requested a closed session in order to participate in a discussion of her current position and the corresponding performance update completed by Director of Special Education Gayle Allensworth.

The suggested motion to move into closed session could be:

"I move that we hold a closed session as authorized per Section 21.5(1)i of the Iowa Code to evaluate the professional competency of an individual whose appointment, hiring, performance or discharge is being considered when necessary to prevent needless and irreparable injury to that individual's reputation and that individual requests a closed session and per section 21.5(1)(a) of the Iowa Code to review or discuss records which are required or authorized to be kept confidential."

Suggested Board Action: (shown above)

Item 6.2.7 Personnel Considerations: A Review of Placement for Instructors Required for the 2015 – 2016 School Year with Probable Action to Include the Employment of a Behavior Disorders Instructor and a Secondary Mathematics Instructor.

Background Information: Recruitment and interviews have been underway for the past few weeks to fill the very critical positions of Behavior Disorders Instructor and Secondary Mathematics Instructor. At publication time, two candidate interviews were completed during spring break by Principals Allensworth and Perrien, and Supt. Terry Schmidt. Prior to spring break, two math interviews were completed by Principals Spotts and Bower with Math Instructor Darrell Berry and Supt. Terry Schmidt. Additional interviews are planned for the week of March 23-27. Advertising continues for both positions until filled.

The position for Behavior Disorders Instructor may be recommended at this board meeting tonight.

Suggested Board Action: (to be determined and provided as needed)

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

Enclosed for your review is a report from the Maintenance/Operations and Transportation department.

7.2 Future Conferences, Workshops, Seminars

Spring 2015 Workshops: Strategic Board Governance

Effective board leadership has never been more vital. With the demands of a changing society, new state mandates and diverse student learning needs, board teams must act in thoughtful ways to ensure the success of the district. Effective governance occurs when board teams use board meetings to stay laser-focused on priorities, identify information needed to tackle complex issues, make decisions and communicate key messages to the public. This interactive workshop will provide you with a suite of tools to support board operating practices leading to success for all students.

Explore tools and strategies to:

- **Strengthen your meeting agenda** to ensure the most important topics are at the forefront.
- **Invigorate and unify meetings** using your vision, mission and goals.
- **Demonstrate the board's willingness to listen to constituents** while balancing the need for effective and efficient meetings in order to accomplish the board's business.
- **Unify to move forward after a split vote on complex issues** and communicate common messages about key decisions with your public.
- **Navigate through the benefits and pitfalls of social media and technology**, knowing its impact on public perception and confidence in the board.

Villisca, April 29 Registration is \$75 and includes dinner and materials. All meetings are 6 – 8:30 p.m., with dinner served at 5:30 p.m.

Wednesday, March 25 – General Assembly for Red Oak CSD technology programming: Scott McLeod, noted education technology expert. Begins at 2 pm in the High School Auditorium.

7.3 Other Announcements – (to be provided)

Maintenance/Transportation February Monthly Report

Maintenance/Custodial Training:

The training video presented to Maintenance in February was "Back Safety: Proper Lifting Procedures". We had 100 percent attendance; we continue to document and file their continued safety programs.

Inspections:

We received the State Fire Marshal's report and are working diligently to complete the tasks set forth for our department.

Transportation:

Bus Inspections occurred February 17th. We are pleased to report we had no OOS's (out of service). We did have some 30 day minor repairs from normal wear and tear on the buses. We will be looking at putting new tires on two of the 5 year old buses sometime this summer.

Bus accident occurred on February 5th on Hwy 34 east, there were no students on the bus and no injuries happened when the accident occurred. Bus 14 our handicap bus was a total loss. A huge thank you to the board for the purchase of a replacement lift bus.

March 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 HS Musical 2:00 p.m. HS Auditorium	2 BBB 3A Sub-state Tournament GBB State Tournament Music Boosters Meeting 7:00 p.m. HS Band Room	3 GBB State Tournament MS Band Solo Night IPS One Book One School Night	4 2 Hour Early Release Prof Dev GBB State Tournament	5 GBB State Tournament	6 GBB State Tournament	7 GBB State Tournament
8	9 BBB State Tournament School Board Meeting 6:00 p.m.	10 End 3rd Qtr BBB State Tournament 6-12 Bandtasia 7:00 p.m. HS Auditorium SWI/ICDA Elem/MS Honor Choir @ Treynor PTO Meeting 5:15 p.m. IWIS	11 2 Hour Early Release Prof Dev Begin 4 Qtr BBB State Tournament	12 BBB State Tournament Speech Individual Evening with the Stars 6:00 p.m. HS Media Center	13 BBB State Tournament	14 BBB State Tournament Speech Individual State @ Glenwood
15	16 No School-Spring Break Golf/Tennis Practice Begins	17 No School-Spring Break	18 No School-Spring Break Tag A Long Booster Meeting 6:00 p.m. HS MC	19 No School-Spring Break	20 No School-Spring Break	21
22	23 WIS Art Expo School Board Meeting 6:00 p.m. If Needed	24 WIS Art Expo	25 2 Hour Early Release Prof Dev WIS Art Expo	26 WIS Art Expo Jazz Night 7:00 p.m. HS Auditorium	27 WIS Art Expo HS Musical 7:00 p.m. HS Auditorium	28 HS Musical 7:00 p.m. HS Auditorium
29 HS Musical 2:00 p.m. HS Auditorium	30 IHSSA All State Speech Festival Individuals @UNI	31 Tr HS H10 South 4:30 p.m. G@Creston/B@Clarinda				

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April 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 2 Hour Early Release Prof Dev	2	3 No School-Spring Holiday	4 Tr 9/10 Coed @ Glenwood 11:00 a.m.
5	6 No School-Snow Make Up Day Music Boosters Meeting 7:00 p.m. HS Band Room	7 G Tr HS @ Clarinda 4:30 p.m. B Tr HS @ Glenwood 5:00 p.m.	8 2 Hour Early Release Prof Dev	9 Golf @ Griswold 4:30 p.m. G Tr HS Here 5:00 p.m. 2nd Grade Family Music Night 6:00 p.m. IPS Gym	10 B Tr HS @ Clarinda 4:30 p.m.	11 State 2A Music Festival Solos & Ensembles
12	13 Golf @ Southwest Valley 4:30 p.m. Ten Kuemper 4:30 p.m. G(T)/B (H) B Tr HS @ Shen 4:30 p.m. School Board Meeting 6:00 p.m.	14 B Golf @ CBAL Tournament 1:30 p.m. B Tr MS @ Atlantic 4:00 p.m. B Ten @ Audubon 4:30 p.m. G Tr HS @ Griswold 5:00 p.m.	15 2 Hour Early Release Prof Dev Tag A Long Booster Meeting 6:00 p.m. HS MC PTO Meeting 5:15 p.m. IPS	16 B Golf @ Lewis Central 8:30 a.m. G Golf @ Shenandoah Tournament 1:30 p.m. G Tr MS Here 4:00 p.m. Ten Southwest Valley 4:30 p.m. G (H)/B(T) G Tr HS @ Shen 5:00 p.m.	17	18 HS Prom
19	20 Golf/Ten Glenwood G(T)/B(H) 4:30 p.m.	21 Golf Sidney/Southwest Valley 4:00 p.m. G(H)/B@SWV G Tr MS @ Harlan 4:00 p.m. B Tr MS @ Creston 4:00 p.m. Ten Shenandoah 4:30 p.m. G(T)/B (H) G Tr HS @ Treynor 4:30 p.m. B Tr HS Here 5:00 p.m.	22 2 Hour Early Release Prof Dev	23 1st Grade Grandparents Day G Golf @ Lewis Central Tournament 3:30 p.m. Ten Lewis Central 4:30 p.m. G(T)/B (H) G Tr HS @ Bedford 4:30 p.m. 1st Grade Family Music Night 6:00	24 HS Vocal Concert 7:00 p.m. HS Auditorium	25 MS Musical 7:00 p.m. MS Auditorium
26 MS Musical 2:00 p.m. MS Auditorium	27 G Tr HS @ Glenwood 4:30 p.m. School Board Meeting 6:00 p.m.	28 G Tr MS @ Shenandoah 4:00 p.m. Golf Clarinda Here 4:30 p.m. Ten Clarinda 4:30 p.m. G(H)/B(T) B Tr HS @ Mt. Airy 5:00 p.m.	29 2 Hour Early Release Prof Dev H10 Art Show @ Denison	30 B Tr MS Here 4:00 p.m. Golf Atlantic/Shenandoah 4:30 p.m. G@Shenandoah/B(H) Ten Atlantic G(T)/B(H) 4:30 p.m. G Tr HS @ Clarke 5:00 p.m. B Tr JV @ Atlantic 5:00 p.m.		