

Item 6.2.6 Budget Reduction Plan Review and Update

– Presented by Terry Schmidt

Background Information: As the fiscal year 2014 came to a close, many of next year's planned expenditures had not been determined. Most of these were in the area of personnel. Prior to this board meeting only one teaching position was left for consideration – the opening for elementary special education at Inman Primary (see agenda item 6.2.7).

During the discussion time for this agenda item, Terry will present an updated report concerning all budget reduction areas with current numbers (including the newest teacher contract).

Enclosed is the last report viewed by the Directors concerning budget reduction plans. Terry will provide the updated report during this presentation.

Suggested Board Action: No formal action is anticipated.

BUDGET REDUCTION PLAN FOR FY 2015

CONTINUOUS AND ONE TIME SAVINGS

	Categories	Continuous		One Time
		FTE	Savings	Savings
1.0	Administrators/Directors			
	Combine Directors Assignments (Interim Assignment)	1.00	53,804	
	Administrative Assistant Salary	1.00	23,700	
	Total Administrators/Directors	1.00	30,104	
2.0	Instructional Staff			
	High School	3.50	221,160	
	Zero Hour Tech Class	0.13	9,710	
	Middle School	1.50	78,198	
	Washington	1.25	67,440	
	Inman Primary	0.25	17,076	
	Fulltime Substitute Teacher	0.00	10,795	
	Total Instructional	6.63	404,379	
3.0	Paraeducators			
	District wide	3.00	55,500	
	Para Hours Reduction Wednesday Early Out - 2 hours		29,000	
4.0	Food Service	1.50	28,693	
5.0	Secretarial	1.15	34,107	
6.0	Maintenance and Operations	2.50	82,591	
7.0	Transportation	1.00	25,000	
	Total Support	9.15	254,891	
	Total Administrative, Instructional and Support	16.78	689,374	
8.0	Other Programming and Initiatives			
	Summer Maintenance (painting)			10,000
	Summer Work Schedule Changes and Bldg Operations		8,000	
	Curriculum Adoptions Delay			75,000
	Freeze Non-emergency Tech Acquisition			
	Reduction in Extra-curricular Coaches (?)			10,064
	Alternative Transportation for Staff Trips			
	Recycling Contract Ends		12,000	
	Contracted Services - Maintenance & Food Service			
	Total Other Programming and Initiatives	0.00	20,000	0.00
	TOTAL BUDGET REDUCTIONS	16.8	709,374	0.0
				95,064

Item 6.2.7 Consideration of Employment Contract for Elementary Special Education Instructor, Combination Grounds / Transportation Staff Member; and Middle School Volleyball Coach

Background Information: The recruitment and placement of the last teaching personnel spot took place on July 2. Participating in the interviews were Special Education Director Gayle Allensworth, Special Education Instructor Ann Gigstad, and Terry Schmidt. Three interviews were completed with excellent candidates. By consensus, a position was offered to and accepted by Ms. Lisa Gray of Shenandoah. Ms. Gray is a first year instructor graduating from Buena Vista University in May 2014. Her special background with students of learning challenges, knowledge of best practice, and passion for teaching contributed to a quick consensus. Enclosed is the background information for Ms. Gray.

Suggested Board Action: It is recommended the Directors authorize the employment of Ms. Lisa Gray as a special education instructor for Inman Primary School placed on the salary schedule at Level I, Step 0 - \$30,475.

Other Personnel Items:

Middle School Volleyball Coach: Enclosed is a recommendation from Principal Jeff Spotts to employ Mr. Darrell Berry as a middle school volleyball coach for the 2014 season.

Suggested Board Action: It is recommended the Directors authorize a supplemental contract for Darrell Berry to serve as a grade seven volleyball coach in 2014 placed on the supplemental salary schedule at 7.5% - \$2188.12.

Combination Transportation and Maintenance (grounds) Position: Enclosed is a recommendation from Interim Operations Director Carlos Guerra to employ a combination assignment to drive buses and provide mowing services (due to the resignation of seasonal employee Dale Elwood). The need to have a bus driver is critical. The district has suffered with a shortage of drivers creating the need/requirement for Director Guerra to drive in addition to his many other responsibilities.

Carlos Guerra has secured a commitment from retired Red Oak Instructor Kevin Crouch (who has also served as a regular route bus driver) to fill this position. This evening the Directors are asked to approve the position as it is a hybrid not used by the district in the past.

Suggested Board Action: It is recommended the Directors approve the combination position of maintenance/grounds/transportation in order to fill a very critical need.

Lisa Gray

207 S. Center Street

Shenandoah, IA 51601

13 May 2014

To whom it may concern:

I am very excited to be considered for a teaching position, on the elementary level, in your district/building. As a 2014 graduate of Buena Vista University, I have student teaching experience in kindergarten, preschool, and the special education resource room, in both suburban and rural school districts.

I have dreamed of being a teacher for as long as I can remember. I have had several teachers along the way in my education journey that has inspired me to become a teacher. The teacher that stands out the most to me was my high school Spanish teacher, Mrs. McDaniel. She always told me I had a teaching spirit. I feel my life experiences, as well as all my college classes, will help me in being the best teacher I can be. I grew up in a family where I was the first and only one to graduate high school. I did not have the opportunity to attend college right out of high school, but after a year of fighting a battle of cancer, I decided it was time for me to go back to college and make my dream a reality. At the age of 43, I returned to school for the first time in 25 years. Education has always been important to me and I have always strived to learn something new every day. I have not had the pleasure of ever working in a classroom but have done several observations and field experiences. These experiences have helped in solidifying my dream of being a teacher.

It is my goal to combine my student teaching experience with my ability to be a compassionate, enthusiastic, intelligent teacher who will make a positive contribution to your school district. Thank you in advance for your consideration of having me as a new teacher in your building. I can be reached at 712-215-1698 or lannggray2004@yahoo.com. I am very excited for this opportunity!

Sincerely,

Lisa Gray

Lisa A. Gray lanngray2004@yahoo.com

712-215-1698
207 S. Center Street
Shenandoah, Iowa 51601

Education

Buena Vista University August 2011 to Present Council Bluffs, IA

Bachelor of Arts Degree anticipated May 2014

-
- Major: Elementary Education
- Concentration: Language Arts
- Endorsements: Special Education and Preschool

Iowa Western Community College August 2008 to May 2011 Council Bluffs, IA

Associate of Arts Degree

Experience

Northeast Elementary School April-May 2014 Glenwood, IA

Student Teaching - Preschool

Essex Elementary School March-April 2014 Essex, IA

Student Teaching – Special Education

Essex Elementary School January-February 2014 Essex, IA

Student Teaching - Kindergarten

Nishnabotna Elementary School November 2013 Farragut, IA

Supervised Participation and Field Experience

- Observed and assisted the 2nd grade teacher
- Applied instructional strategies to teach reading, language arts, and math lessons to students

Sidney Elementary School October 2013 Sidney, IA

Supervised Participation and Field Experience SPED

- Observed and assisted the Special Education teacher
- Applied instructional strategies to teach reading and math lessons to students with IEP's

- Attended a parent/teacher conference

Lloyd Inc. October 2002-January 2014 Shenandoah, IA
Laboratory Technician

- Testing veterinarian pharmaceutical products for drug content.

Casey's General Store May 2005-December 2006 Shenandoah, IA

- Cashier, stocking and inventory.

Fareway October 2000-May 2002 Shenandoah, IA

- Cashier, stocking, order inventory and courtesy.

Pella Corporation January 1993- October 1999 Shenandoah, IA

- Built windows from beginning to end.

Skills

- Know a limited amount of Sign Language
- Know a limited amount of Spanish
- Good with children and special needs children
- Punctual
- Dependable
- Responsible

Interests

- Family
- Church
- Friends
- Reading
- Photography

Teach Iowa Online Application

Gray, Lisa - AppNo: 9764

Date Submitted: 6/25/2014

Education

Please tell us about your educational background beginning with the most recent.

High School Attended: Labette County High School Altamont, Kansas
Graduation Status: H.S. Diploma
HS Grad/GED/HSED Date: 05/1983

Colleges, Universities and Technical Schools Attended:

Education Continued

Name and location	Dates Attended: From - To	Major area of study and number of semester hours	Minor area of study and number of semester hours	Degree	Date Conferred or Expected	Graduated
IA - Buena Vista University	08/2011 05/2014	Elementary Education Hrs: 42	Language Arts Hrs: 15	Bachelor of Arts	05/2014	
Iowa Western Community College	08/2008 05/2011	Elementary Education Hrs:	Hrs:	Associate of Arts	05/2011	

Certification

Do you hold a National Board for Professional Teaching Standards certification? **No**

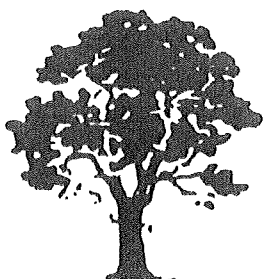
Do you hold or anticipate an Iowa certificate?

Certificate is anticipated

How do you plan to obtain an Iowa certificate?

I am in the process of obtaining my Iowa certification/license through a College/University program.

Type	Date Anticipated	Expiration Date	Status



Red Oak Community School District

2011 N. 8th Street

Red Oak, Iowa 51566

(712) 623-6600

www.redoakschooldistrict.com

RECEIVED
JUN 19 2014

BY: _____

6.19.2014

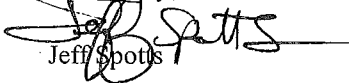
To: Board of Directors

From: Jeff Spotts: Assistant Principal/Activities Director

Subject: Coaching Recommendation

It is recommended that Darrell Berry be hired as 7th grade volleyball coach for the 2014 season. Mr. Berry has in the past been an important part of the volleyball program and his expertise will be appreciated by the current coaching staff. This is another opportunity to give our student athletes positive learning experiences by qualified instructors. Mr. Berry will be an immediate fit into what we need to accomplish for this season.

Sincerely,


Jeff Spotts

Red Oak Community School District
Administrative Center
2011 N 8th Street
Red Oak, IA 51566

July 15, 2014

Mr. Terry Schmidt
Superintendent
Red Oak Community School District

Dear Mr. Schmidt-

We are writing you this letter of proposal as we want to hire Kevin Crouch full-time in this newly created transportation/grounds keeper position. As you are aware we are in desperate need of bus drivers and Kevin Crouch has experience as a bus driver and has all the credentials needed. Kevin is also willing to do the grounds work. We want to hire Kevin as an 8 hour, 40 hours per week, 12 month position at \$10.25 per hour. We are wanting to move forward with this as soon as possible as currently we only have a part-time grounds keeper and we are having to mow on an everyday basis due to high rain volumes which one part-time person cannot keep up with. Thank you for taking the time to read our letter and for considering our proposal.

Thanks,

Carlos Guerra
Director Transportation/Maintenance

Item 6.2.8 Closed Session per Section 21.5(1)i of the Iowa Code – Individual requests a closed session to evaluate the professional competency of the individual whose appointment, hiring, performance or discharge is being considered when necessary to prevent needless and irreparable injury to that individual’s reputation.

Background Information: This evening the Directors will conduct a brief closed session to meet with one or more district administrators/directors concerning their performance contracts. Terry will have the staff members’ written requests for closed session available at the meeting.

Suggested Board Action:

“I move to enter a closed session at _____ p.m. per section 21.5(1)i [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.]”

Item 6.2.9 Consideration of Salary Adjustments for Principals Jeff Spotts, Nate Perrien, Barb Sims, and Gayle Allensworth

Background Information: This evening salary adjustments should be considered for building leadership positions. One or more of the school administrators may request a closed session to discuss aspects of their job performance with the Directors.

At the June 30, 2014 meeting, Terry Schmidt presented to the Directors a memo of recommendations concerning the employment of interim administrators for the 2014 – 2015 school year. That memo is enclosed for your review.

Recommendations previously made to the Directors that need consideration include:

Jeff Spotts, Interim Principal of Red Oak High School:

Recommended salary: \$88,000

Previous salary: \$77,255

Barry Bower, Interim Assistant Principal and Director of Activities at Red Oak High School (previously approved)

Salary approved: \$62,297 with the addition of the benefit package (difference of \$14,400)

Nate Perrien, Red Oak Middle School Principal:

Recommended salary: \$85,000

Previous salary: \$77,255

Gayle Allensworth, Inman Primary School/Webster Early Childhood Center Principal and District Director of Special Education

(to be provided)

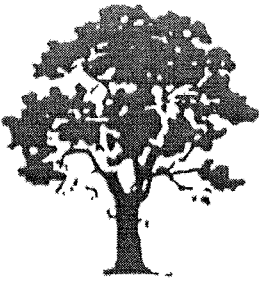
Current salary: \$80,400

Barb Sims, Washington Intermediate Principal and District Curriculum Director

(to be provided)

Current salary: \$85,750

Suggested Board Action: (to be determined)



Red Oak Community School District

2011 North 8th Street

Red Oak, Iowa 51566

(712) 623-6600

www.redoakschooldistrict.com

7.18.2014

To: Board of Directors

From: Terry Schmidt

Subject: Concept Planning Ideas for Administrative Staffing

Directors:

With the resignation of Jedd Sherman, attention turns to leadership for Red Oak High School in the very short term. In five weeks all school offices need to reopen for the 2014 – 2015 school year. Registration takes place on August 5. Recruiting a new principal at this time of the year is not impossible, but very difficult as many experienced administrators who would be interested in the Red Oak position are likely under contract for 2014 – 2015. Most superintendents and board members would be very reluctant to release anyone from a contract.

To permanently fill the high school principalship via internal candidates is also problematic as vacancies must be then filled – creating the same issues as described above. When the next principal is employed for Red Oak High School a careful hiring process will be followed. The high expectations and scrutiny given this very visible position will be strong – as they should be. Red Oak CSD is fortunate to have several capable and effective administrators in place. In fact, this size school district often has emerging leaders and some who have served in past leadership positions.

Assistant Principal and Director of Activities Jeff Spotts has been in the process of a new job search for the past several months. His search has been very limited to an area within driving range of Ida Grove, Iowa. This will not be a year when Mr. Spotts is able to secure a position with those parameters. He is willing and capable to continue in a Red Oak leadership position for the next school year. I would strongly support Jeff Spotts as the Interim Principal for Red Oak High School. A decision will be needed by the middle of December 2014 to the search for a permanent high school principal.

Prior to his assignment in Red Oak, Instructor and Head Football / Track Coach Barry Bower had experience as an athletic director and assistant principal. He is very interested in taking the assignment as Assistant Principal and Director of Activities for the 2014 – 2015 school term. In his initial year of employment in Red Oak, he has demonstrated a desire to grow and develop the activities programs for Red Oak. He has established high behavior expectations for his student athletes. I have observed excellent communication skills with parents of high school students from Mr. Bower. Mr. Bower would be an excellent complement to Jeff Spotts and would fit well into the administrative cabinet for the next school year.

Should Barry Bower be named as the Assistant Principal he would need to reactivate his Iowa administrator license. The contract for Assistant Principal / AD would be negotiated with him to begin as quickly after July 1 as possible.

If Bower vacates his fulltime instructor position, it would necessitate a one year assignment for a new physical education instructor. Fortunately, Red Oak CSD has two quality physical education instructors who completed student teaching in the 2013 – 2014 school term. Both served in paid assistant coaching roles. These two emerging instructors are Nick Crouse and Jeremy Clark. Should Barry Bower be named as Assistant Principal / AD, it would be the administrative team's suggestion to install Nick Crouse in the teaching position.

In addition to his principalship duties Nate Perrien continues to step up either through coaching when needed or assuming responsibility for the supervision of all middle school activities. Throughout the school year Nate takes the responsibility for many high school activities when Jeff Spotts is unable to attend. With Jeff Spotts' responsibilities as Interim Principal and Barry Bower taking significant responsibility for coaching and leadership, Nate Perrien will be asked to continue his involvement and possibly even more. His efforts need to be recognized via a salary bump.

Fiscal Notes Affecting Leadership Changes:

1. Jeff Spotts currently has a base salary of \$77,255 to serve as Assistant Principal and AD. His predecessor had a base salary of \$87,500. Jeff Spotts' recommended salary as Interim Principal would be \$88,000. [Performance reviews for each principal along with recommended salary adjustments will not be made until July 14 at the earliest. It is not expected that Spotts' salary would see any other adjustment – but it could]
2. Barry Bower has a base salary as an instructor of \$57,297. Moving into a leadership role would allow him to collect a sizable bump in the benefit package for one year. It is recommended his base salary be increased by \$5,000 making it \$62,297. The increase in the benefit package would be \$14,400.
3. Nate Perrien's base salary is currently \$77,255. The additional responsibilities expected in this coming year and the recognition of additional assistance provided in the past year can justify a base salary bump to \$85,000. [Performance reviews for each principal along with recommended salary adjustments will not be made until July 14 at the earliest. Thus, Perrien's wage could see another slight adjustment.]
4. Employing first year instructor Nick Crouse would net a potential savings of approximately \$15,000.

Salary Comparisons for 2013-2014 and 2014-2015:

Salary Comparisons for 2013-2014 and 2014-2015		
Position	2013-2014	2014-2015
Principal	\$ 87,500	\$ 88,000
Assistant Principal	\$ 77,255	\$ 62,297
Middle School Principal	\$ 77,255	\$ 85,000
Physical Education Teacher	\$ 57,297	\$ 32,000
TOTALS	\$ 299,307	\$ 267,297

Item 6.2.10 Consideration of Wage Adjustments for Technology Department Staff, District Administrative Center Support Staff, School Nurse, School Interpreter, and Food Service Director

Background Information: Following the closed session with one or more district employees, action will need to be taken for wage adjustments affecting the following:

- Director of Technology Bob Deter
- Network Administrator Henry Devito
- Technology Assistant Kyle Doty (set for FY 15)
- School Business Manager Shirley Maxwell
- Food Service Director Sharon Foote
- Accounting Clerk Jeanice Lester
- Human Resources Deb Drey
- Administrative Assistant Karla Wood
- School RN Heather Hall
- School Interpreter Linda Guerra

Suggested Board Action: A list of recommendations will be forthcoming.

Item 6.2.11 2015 IASB Legislative Platform and Consideration of Priorities by
the Red Oak Board

Background Information: Annually the Directors review legislative priorities for the Iowa Association of School Boards. The legislative priorities then become the focus for the Iowa Assembly in 2015. As time permits this evening, a review should be made and discussion completed for the most important issues affecting Red Oak Schools.

From the Iowa Association of School Boards:

Please spend time at your May, June, July or early August board meetings discussing and voting on your district's legislative priorities for the 2015 legislative session (due August 15). Each board should:

- *Pick no more than five priorities or approve the priorities from the existing 2014 platform, and/or;*
- *Recommend new resolutions and/or suggest amendments to existing resolutions;*
- *Identify resolutions that should be removed from the platform if they are no longer relevant or critical.*

All legislative priorities have been printed and are included this agenda topic.

Suggested Board Action: Priorities should be established as time permits this evening.



2014 IASB Legislative Resolutions Actions

STUDENT ACHIEVEMENT AND STUDENT EQUITY: The Iowa Association of School Boards:	Legislative Action 2014 Session
1. Supports preserving the integrity of the statewide penny sales tax for school infrastructure, including the tax equity provisions of buying down the highest additional levy rates to the state average.	No major action but SF 2230 added language that allows a vote on the revenue purpose statement for school infrastructure funds to occur at the same time as a reorganization vote.
2. Supports full state funding to encourage local initiatives to fully comply with current professional development program requirements.	<ul style="list-style-type: none"> • Student Achievement/Teacher Quality- \$56,791,351 • Iowa Reading Research Center – \$1,000,000 • AEA Support for System for Teacher Leadership -\$1,000,000 • Administrator Mentoring \$1,000,000
2014 IASB Legislative Priority 3. Supports continued progress in the development of rigorous content standards and benchmarks consistent with the Iowa Core focused on improving student achievement, including the following state actions: <ul style="list-style-type: none"> • Provide and fund technical assistance to help school districts fully implement the Iowa Core. • Develop or obtain high-quality summative and formative assessments, aligned to the skills students should know and be able to do to succeed globally and locally. • Include and fund all the components of successful standards systems: assessments aligned to high expectations, improved and aligned instruction and quality professional development. 	<ul style="list-style-type: none"> • Student Achievement/Teacher Quality \$56,791,351 • AEA Support for System for Teacher Leadership -\$1,000,000
4. Supports adequate and on-time funding for English-language learner (ELL) students until the students reach proficiency.	No action
5. Supports a funding mechanism for school districts' transportation costs that does not directly or indirectly impact funding for the educational program.	No action
6. Supports adequate funding to ensure all 4-year-olds have access to a high quality public school preschool program. We should continue to allow 4-year-olds to be included in the enrollment count if those programs can demonstrate meeting the collaboration and quality standards requirements of the statewide voluntary preschool program.	No action
2014 IASB Legislative Priority 7. Supports continuation of sufficient incentives and assistance to encourage sharing, reorganization or regional high schools to expand academic learning opportunities for students and to improve student achievement.	SF 2056 extends whole grade sharing incentives through FY 19 HF 2271 clarifies extension of operational sharing incentives
8. Supports the inclusion of drop-out prevention and funding for at-risk students in the foundation formula and the inclusion of socio-economic status as a factor in determining a student's at-risk status. Supports increased flexibility in the use drop-out prevention and at-risk funding.	No action



2014 IASB Legislative Resolutions Actions

<p>9. Supports revising the foundation formula to equalize per pupil funding regardless of the school district.</p>	<p>No action</p>
<p>10. IASB supports Iowa law giving local school boards authority to establish charter schools. Charter schools should not be established by any entity other than public school boards and, after approval of a charter school by a local school district, charter school plans and waivers must be approved by the State Board of Education and subject to all state accountability and reporting standards.</p>	<p>No action</p>
<p>2014 IASB Legislative Priority</p> <p>11. Supports reform of Iowa's K-12 education system that:</p> <ul style="list-style-type: none"> • Is research-based; • Is focused on student achievement; • Includes comprehensive assessments to measure the full range and rigor of the Iowa Core; • Maintains oversight and control by locally elected boards of directors; • Does not "repurpose" existing education funds; and • Does not impose new mandates unless they are fully funded. 	<ul style="list-style-type: none"> • Student Achievement/Teacher Quality- • \$56,791,351 • Successful Progression for Early Readers (Early Literacy)- \$8,000,000 • Competency Based Education - \$425,000 for development of an assessment
<p>12. Supports returning to three-year school board member terms with less than a majority of the school board elected in any one year.</p>	<p>No action</p>
<p>13. Supports the development of and funding for research on best practices for early literacy strategies. IASB supports funding for professional development and classroom intervention strategies focused on implementing best practices for early literacy in grades PK-3.</p>	<ul style="list-style-type: none"> • Successful Progression for Early Readers (Early Literacy) - \$8,000,000 • Iowa Reading Research Center - \$1,000,000 • \$1.9 million for mandatory kindergarten early literacy assessment out of DE general administration
<p>FINANCE: The Iowa Association of School Boards:</p>	
<p>2014 IASB Legislative Priority</p> <p>14. Supports setting supplemental state aid (replaces the term allowable growth) by the date specified in the Iowa Code at a rate that encourages continuous school improvement and reflects actual cost increases experienced by school districts and AEAs. Our priority is to increase the state cost per pupil and the spending authority associated with it to build a strong base for future education resources.</p>	<p>No action</p>
<p>15. Supports a school foundation formula that adequately, and in a timely manner, funds changes in demographics including socio-economic status, remedial programming, and declining and increasing enrollment challenges.</p>	<p>No action</p>
<p>16. Supports greater flexibility in the use of the management levy for those services required by law including inspections and publication costs and legal and auditing services, including internal auditing services and staff and allowing payment of early retirement benefits for any retiree over the age of 55.</p>	<p>SF 220 allows use of management levy to pay for early retirement benefits for early retirees over age 65</p>
<p>17. Supports greater flexibility in allowing school districts to charge fees for non-curricular related costs.</p>	<p>No action</p>



2014 IASB Legislative Resolutions Actions

<p>18. Supports the continuation of programs currently funded by the early intervention block grant program with flexibility to use those funds for other K-3 literacy programs if approved by the school board.</p>	<p>No action</p>
<p>LOCAL CONTROL The Iowa Association of School Boards:</p>	
<p>19. Supports legislation that provides greater flexibility for school districts to meet changing needs, become more efficient, protect natural resources and save public funds, including support of Home Rule.</p>	<p>SF 2230 added language that allows a vote on the revenue purpose statement for school infrastructure funds to occur at the same time as the reorganization vote. Language was also added that reduces the publication requirement from two publications to one publication for the disposal of property (such as basketball jerseys) that has a resale value of less than \$5,000.</p>
<p>2014 IASB Legislative Priority</p>	
<p>20. Supports the repeal of the mandatory school start date.</p>	<p>No action</p>
<p>21. Supports offering incentives to school districts to provide extended days and/or innovative calendars. School districts receiving these incentives will evaluate and determine the impact on student learning.</p>	<p>No action</p>
<p>22. Supports the use of physical plant and equipment levy (PPEL) funds for the maintenance and repair of transportation equipment that can be purchased or financed with PPEL funds.</p>	<p>No action</p>
<p>TAXES The Iowa Association of School Boards:</p>	
<p>23. Supports legislation allowing school bond issues to be passed by a simple majority vote and to permit the local school board to levy a combination of property taxes and income surtaxes to pay the indebtedness.</p>	<p>No action</p>
<p>24. Supports sufficient state revenues to adequately fund public education as Iowa's number one priority. IASB opposes erosion of the existing tax base. IASB supports a full accounting every two years by state government of the costs of all exemptions, credits or deductions for the income tax, sales tax or property tax.</p>	<p>No big tax cuts that impact us FY 16 Supplemental State Aid wasn't passed but the state did fully fund commitment to TLC for FY 15.</p>
<p>25. Supports Tax Increment Financing (TIF) limitation, reform and regulation. Reforms should limit the duration of all TIF districts, and mandate inclusion of the affected taxing bodies including school districts in discussions prior to the imposition of a TIF. TIFs are to be used for the sole purpose of stimulating development that would otherwise not occur. Expenditures from TIF revenues should not be used to pay for property tax rebates or other direct subsidies to private developers. In addition, IASB opposes residential TIFs that are not directly tied to job creation unless the impacted school districts approve.</p>	<p>No action</p>
<p>26. Opposes a constitutional amendment or statewide voter referendum that would limit taxes, spending or local control impacting education.</p>	<p>No action</p>
<p>27. Supports efforts to minimize property tax disparities that occur between school districts because of the additional levy rate in the school foundation formula.</p>	<p>No action</p>



2014 IASB Legislative Resolutions Actions

28. Opposes property tax restructuring unless it continues to hold school districts harmless.	No action
29. Opposes the imposition of franchise fees on school corporations.	No action
PERSONNEL	
The Iowa Association of School Boards:	
30. Supports giving school districts and AEAs the option to reduce staff to respond to reductions in funding or to comply with an arbitrator's award. School districts and AEAs should not be required to use the teacher contract termination procedures in <i>Iowa Code</i> section 279.13 for such staff reductions.	No action
31. Supports providing school districts with incentives and the flexibility to pay market competitive wages for shortage area positions, especially in the areas required to meet graduation and Iowa Core mandates.	No action
32. Opposes changes to labor and employment laws unless they: <ul style="list-style-type: none"> • Include adequate resources provided by the state without a shift from other education resources or significant burden on property taxpayers. • Balance the rights of the employees with the rights of management with scales tipped in favor of student achievement and student safety. 	No action
33. Support a requirement that arbitrators, prior to any imposition of an award against a school district, AEA or community college, first consider local conditions and ability to pay. After the arbitrator determines the school district, AEA or community college has the ability to pay, the arbitrator should then consider comparability based upon similar size and geographic region.	No action
34. Supports a change in state law that allows school districts to voluntarily enroll their employees in the state's health, dental and life/long-term disability insurance pools.	No action
UNFUNDED MANDATES	
The Iowa Association of School Boards:	
35. Supports predictable and timely state funding to serve students receiving special education services at a level that reflects the actual cost, including educational programming and health care costs.	No action
36. Supports the federal commitment to fund 40 percent of the cost of educating students receiving special education services, and requests that the federal government fulfill that commitment by increasing funding a minimum of 8 percent per year until the 40 percent figure is achieved.	No action
37. Opposes and seeks to repeal unfunded mandates.	Mandates on epi pens, radon mitigation defeated; mandatory radon testing with \$1M appropriated to the testing.
38. Supports legislation requiring any new mandate have corresponding funding sufficient to implement the new mandate.	Mandatory radon testing with \$1M appropriated to the testing which isn't quite enough to fully fund the mandate.

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

Beginning in August of 2014, each district building leader and each department director will provide a one page summary (could be longer at times) of accomplishments and challenges from the prior month. It will also be an opportunity to highlight upcoming events and/or activities. School leaders will have information to share at the first meeting of the month while department directors will provide reports at the second meeting of the month.

Enclosed this month are reports from each returning school leader summarizing the past year: accomplishments, goal attainments, challenges for '14 / '15, etc. Should time run out this evening to give these reports the needed discussion, the reports can be returned to the meeting agenda in August.

7.2 Future Conferences, Workshops, Seminars

IASB Employee Relations Conference

Wednesday, September 17, 2014, 9 a.m.-3:30 p.m.

The Meadows Conference Center, Altoona

How current are your labor and employment skills?

General Sessions include:

- **Advocacy: Teacher Leadership & Compensation System vs. State Supplemental Aid – where's the balance**
- **What's new in labor and collective bargaining?**
- **Licensed Employee Discipline – Anything new on the horizon?**

This year's breakout sessions will include what's new in:

- **Affirmative Action and Diversity – are we in compliance? How do we hire a more diverse staff?**
- **Affordable Care Act – how do we count hours?**
- **Teach Iowa – Year one and done, what's next?**
- **Public Records & Employee Discipline – have things changed? You bet.**
- **GASB rule on Pensions and the impact it will have on your balance sheet – Yikes!**
- **Teacher Leadership & Compensation System – lessons from the field**
- **Hiring & Firing: The Board's Role.**

Cost: \$130 before Sept 8, after rate increases to \$160/person, includes materials and lunch.

Item 7.2 – continued

Hotel Rooms: Mention code "09162014IOW" when booking at Prairie Meadows Hotel and receive a rate of \$55.00 for King. Cutoff date for rooms is 5:00 pm by Sunday, August 17, 2014. www.prairiemeadows.com or Phone: (800) 325-9015

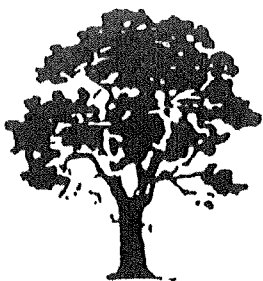
Agenda: Coming Soon.

Registration now open, [click here.](#)

Cancellation Policy: *Cancellations received 2-5 business days before the event will be charged 50% of the registration fee. Cancellations received one business day before the event or those who fail to attend will be charged the full amount of the registration fee.*

Questions can be directed to Mary Gannon mgannon@ia-sb.org or Marte Brightman mbrightman@ia-sb.org Toll-free (800) 795-4272

7.3 Other Announcements (will be provided as needed)



Red Oak Community School District

2011 North 8th Street

Red Oak, Iowa 51566

(712) 623-6600

www.redoakschooldistrict.com

7.18.2014

To: Board of Directors

From: Jeff Spotts: Assistant Principal/Activities Director

Subject: Summative Year-End Report for the Activities Department

Red Oak Tiger Activity Goals for 2013-2014 School Year

1) Represent Red Oak with sportsmanship rankings.

- Overall had good reports about our teams that competed in the Hawkeye 10.
- Next year we will again be taking on this goal and will be using monthly coaches meetings as a way to communicate how we will teach sportsmanship skills to our players and fans.

2) Be competitive in all extra-curricular activities.

○ **SPORTS**

- Football 3-7 - Qualified for Iowa State Playoffs – second year in a row.
- Volleyball 27-7 - 5th in conference and qualified for the State Tournament for the second year in a row.
- XC Boys 7th at H-10 Meet – Josh Sunberg and Logan LeRette qualified for the State Meet
- XC Girls 8th at H-10 Meet
- Boys Basketball 4 – 18
- Girls Basketball 16-8 – third in H-10 Conference – Played in the sub-state game to go to State Tournament
- Wrestling 10 – 13, finished 7th in the H-10 Conference Meet.
- Bowling boys qualified for the state meet after finishing 2nd in the H-10 Tournament. At the state meet the boys took home 2nd place and Hayden Berry won the state title as individual bowler.
- Bowling girls took home 2nd place in the H-10 Conference Tournament.
- Swimming Josh Sunberg qualified for the state meet while representing Red Oak on the Lewis Central Swim Team. He helped the team place 5th at the state meet.
- Boys Track 11th at H-10 Meet – Josh Sunberg won the 3200 for an individual H-10 Champion. Josh qualified for the state meet in the 1600 finishing 13th and the 3200 where he finished 16th.
- Girls Track 11th at H-10 Meet Kate Walker won the 1500 for an Individual H-10 Championship, she also placed 2nd in the 400. Kate also qualified for the

state meet in the 400 finishing 10th and the 1500 finishing 6th. Nikki Graber qualified for the state meet in the 400 finishing 23rd.

- Boys Tennis 8th in conference – The boy's double team of Jordan Nelson and Hayden Berry finished 2nd at the H-10 meet. Jordan Nelson qualified for the individual state meet where he finished 8th.
- Girls Tennis – H-10 Conference Champions 1st in the H-10 conference for the 15th straight year– Girls qualified for the state tournament and finished 2nd in the championship bracket. Kate Walker qualified for state singles tournament and finished in 2nd place. Grace Blomstedt and Erica Sherman qualified for the state doubles tournament and finished in 4th place.
- Baseball 3-22
- Softball 3-29

FINE ARTS

Speech

● Individual

Red Oak had 17 kids competing in 21 events at the Individual State Speech meet in Glenwood. They did absolutely phenomenal in representing Red Oak! We had 18 "one" ratings (11 of those were straight 1s - all three judges gave them a 1) and 3 "two" ratings.

Those receiving straight ones were:

1. Angelica Cerda - Poetry
2. Emily Rose - Poetry
3. Ellen Fellers - After Dinner and Poetry 4. Hannah Shalters - Prose 5. Teanna Pafford - Acting 6. Travis Schon - Acting 7. Laura Butz - Solo Musical 8. Cassie Vrabel - Lit Program 9. Nick Carlson - Improv

Those receiving an overall one rating were:

1. Sean Griffen - Solo Musical
2. Donnie Torbett - Solo Musical
3. Chloe Taylor - Expository
4. Jared Sherman - Improv
5. Maggie Bennett - Lit Program
6. Hannah Shalters - Poetry
7. Angelica Cerda - Storytelling

Those receiving an overall two rating were:

1. Justin Bernard - Prose

Those receiving straight twos were:

1. Christian Horn - Prose
2. Chloe Taylor – Storytelling

The Speech department was proud to announce that Red Oak had two performers nominated to All-State. This meant they performed at UNI on March 31. Leatha Bennett (Lit Program) and Laura Butz (Solo Musical) were the two students that earned the honor of representing Red Oak at this state event!

- Large Group Speech had an excellent year.

Saturday, February 8, the Large Group Speech team performed at the State competition in Ankeny. Red Oak had 23 students performing in 10 events. It was a great day and the kids performed really well. There are three judges at State, so the kids get ratings from all three judges. The results were:

- Seniors Angelica Cerda and Ellen Fellers received straight ones (all three judges gave them a one rating) for their Ensemble Acting "Caution: Librarians Ahead"
- Sophomores Leatha Bennett and Jessa Davis received straight ones for their Ensemble Acting "Bottled Up"
- Senior Laura Butz and Sophomore Natalie Butz received an overall one (two judges gave them a one rating and one judge gave them a two rating) for their Musical Theatre "Side Show"
- Seniors Maggie Bennett and Angelica Cerda, Junior Chloe Taylor and Sophomore Hannah Shalters received an overall one rating for their Choral Reading "Sticks and Stones"
- Senior Nick Black and Junior Logan LeRette received an overall two rating (two judges gave them a two and one judge gave them a one) for their Short Film "What Gets You By?"
- Seniors Maggie Bennett and Ellen Fellers, Junior Jared Sherman, and Sophomore Ethan Hewett received an overall two rating for their Musical Theatre "Into the Woods"
- Seniors Nathan Guffy and Morgan Walford, and Juniors Nick Carlson, Chloe Taylor and Donnie Torbett received an overall two rating for their Short Film "Fearful"
- Freshmen Justin Bernard, Christian Horn, Tristan Piper and Harris Rogerson received straight twos for both their Group Improv and their Ensemble Acting "Realer Than Real"
- Sophomores Ashley Brower and Sydnee Esaias unfortunately were disqualified due to time for their TV News. However, their performance was put together well, their commercials were funny, and they handled the event well.

Vocal/Band

- The Iowa High School Music Association Solo and Ensemble Festival
- Our students did a fantastic job performing. Between band and vocal music students, students worked hard to produce performances that were well-rated and well-received. Not only that, but they did so while helping to run the festival in its setup, management, and cleanup. For the band, we had seven performances receive Division II ratings, and seven performances receive Division I ratings, the highest rating you can earn.
- **Band Performances Receiving a Division II Rating:**
- Vince Breedlove - Bassoon Solo
- Logan LeRette - Violin Solo
- Cody Strange - Bass Clarinet Solo
- Donnie Torbett - Tenor Sax Solo
- Kaylin Carlson - Clarinet Solo
- Ellen Fellers, Emily Rose, Natalie Butz, Gil Cooper, and Jared Sherman - Brass Quintet
- Maggie Bennett, Nick Carlson, Logan LeRette, Ethan Hewett, Sarah Behrens, Sean Griffen, and Harris Rogerson - Percussion Choir
-
- **Band Performances Receiving a Division I Rating:**
- Laura Butz - Clarinet Solo
- Ellen Fellers - Trumpet Solo
- Jared Sherman - Euphonium Solo

- Ethan Hewett - Percussion Solo
- Sean Griffin - Percussion Solo
- Laura Butz, Bree Berkey, Hannah Shalters, Kaylin Carlson, and Cody Strange - Clarinet Quintet
- Bree Berkey, Hannah Shalters, and Brenna Craig - Mixed Woodwind Ensemble

- **Here are some numbers and events that the High School Vocal Music Department was a part of this year.**

- -Red Oak had 130 students involved in vocal music at ROHS, 60 in the JV Choir and 70 in Varsity
- -42 Minnisingers
- -17 students auditioned for the Iowa All State Chorus
- -Red Oak students performed for the Veterans Day Program.
- -Red Oak did a combined dinner concert with the Band in December
- -Minnisingers did 18 Holiday Performances in December
- -We had 3 students selected for the Nebraska Wesleyan Honor Choir (Nick Carlson, Logan LeRette, and Donnie Torbett)
- -Red Oak had 35 students involved in District Solo/Ensemble Music Contests, which we hosted here in Red Oak.
- -Red Oak had 19 entries in Solo/Ensemble Contests, 8 received I- Superior Ratings, 10 received II- Excellent Ratings, and 1 group received a III- Good rating (because we came in under the time limit)
- -Red Oak received straight I-Superior Ratings at the District Large Group Music Contests at Abraham Lincoln High School in Council Bluffs.

- On Saturday, April 5 Red Oak High School hosted the 2A Solo/Ensemble District Music Contests. The Red Oak Vocal Music Department had 35 students sing in 19 events. The students prepare 1-2 selections in a classical style to perform memorized for a judge and then they receive a rating based on their performance. I am proud to say that Red Oak received 8- I superior Ratings, 10- II Excellent Ratings, and 1- III Good rating (due to a time issue). Our students did a wonderful job of representing Red Oak High School. I was also impressed not only with our students who helped out with the contests but with all of the parents who gave of their time to help with the contest and to help it run smoothly. It was a great day, and all of the students who participated are better singers and musicians because of their rigorous preparations and performances.

- Recently, the Vocal Music department has had 2 exciting events that have honored and featured some of ROHS's brightest and best.

- On January 30, 6 ROHS students participated in the Southwest Iowa Choral Directors Association Honor Choir. The event was held at Iowa Western Community College. The choir was made up of top tier singers and musicians from throughout the Southwest Iowa Region. The festival honor choir was under the direction of Dr. Jill Wilson from Morningside College. Red Oak students participating in the choir were: Ellen Fellers- Senior , Morgan Walford- Senior, Johanna Wessel- Junior, Tanner Gilliland-Junior, Travis Schon- Senior, and Jared Sherman-Senior. On February 13-15 Red Oak students participate in the 49th Annual Nebraska Wesleyan University Honors Festival. Students send in auditions in early December and then are selected to be a part of the festival that is held on the Nebraska Wesleyan University Campus in Lincoln, Nebraska. Red Oak had 3 individuals who were selected for the 80 member honor choir under the direction of Giselle Wyers from the University of Washington, those students were: Nick

Carlson, Logan LeRette, and Donnie Torbett. And we also had 2 Red Oak students selected to play in the honor band under the direction of Eugene Corporon from the University of North Texas, those students were: Ethan Hewett and Jared Sherman. The event culminated with a marvelous concert in O'Donnell Auditorium on the Nebraska Wesleyan campus.

We excelled in some sports and qualified several individuals and teams to state tournaments. Boys' football, cross country, swimming, bowling, track and tennis teams or individuals qualified for their respective state playoffs, meets, and tournaments. Girls' volleyball, track and tennis teams or individuals qualified for their respective state playoffs, meets, and tournaments. Girls' tennis captured their amazing 15th consecutive conference title on their way to the state meet and Boy's bowling made it to their 14th consecutive trip to the state tournament. Other programs made positive strides and some programs need to get retooled to be competitive in the future.

Fine Arts had an excellent year at competition and we are all very proud of their accomplishments.

We again will post as a goal to be competitive in all extra-curricular activities. We will be using monthly meetings to discuss coaching strategies, opportunities to attend clinics and performances, professional libraries for coaching and teaching, and the weightlifting program to help us reach this goal.

The use of the study room helped to keep this number to a minimum and gave our students an extra opportunity to help themselves stay eligible.

- Participants will be academically eligible for the year.
 - 4 students were academically ineligible this past school year.
 - Next year we will again have this as a goal and will use the study room as a major component to keeping our students eligible. We will incorporate the Letterman's club as a tool to provide tutors as necessary to help those in the study room. We will also use the monthly coaching meetings to discuss academics and the role coaches and sponsors have in helping keep students academically eligible.
- Use of rSchool to schedule all activities on the Hawkeyeten.org website.
- Raise money for department.
 - DriveOne4URSchool through Ford Motor Company and Red Oak Hawkeye Ford helped us raise \$4,780.00 for the activities budget.
 - Tiger Activity Cards raised roughly \$6,225.00 and will be done again this fall by the Football & Volleyball programs.
 - Midnight Madness MS VB Tournament netted us \$700.00 dollars.
 - Tiger Golf Classic was run by an outside firm, but was well attended and the board that organized the event is using the money to help provide bowling bags, watering of the practice football field etc...

Sincerely,

Jeff Spotts



Red Oak Community Middle School
308 East Corning Street
Red Oak, Iowa 51566
(712) 623-6620

Memorandum

To: ROCSD Board of Directors
Re: ROMS End of Year Summative Report
Date: July 3, 2014

The middle school has again continued to move in a direction of excellence. The following is a summary of major changes that have occurred this past school year. Our goal is to be the school of choice in Southwest Iowa. – Mr. Perrien

1) Technology Changes/Challenges:

With the 1:1 initiative a reality this past school year, we learned a lot about ourselves and our students in relation to learning with the presence of a computer:

- ✓ The adolescent mind has a hard time controlling negative impulses (gaming & chatting while in school) – This is the same battle as last year!
- ✓ Whereas, surveys and observations have shown an increase of in-depth, online collaborative learning, it also suggests a need to improve. Through the help of teacher leaders and our collaborative work on Wednesdays, this improvement will be documented and supported appropriately.
- ✓ Use of online formative assessment tools increased dramatically this past school year. 4 of the 5 major content teams used Schoology or another online assessment tool to assess student learning and provide students and staff with immediate feedback. These are also the same classes that showed the largest gains in summative student achievement.

2) Professional Learning Community - Wednesdays:

The Middle School Building Leadership Team determined in a planning session over the summer of 2012 that we needed to protect the collaborative time of staff on early out Wednesdays. Our typical meeting schedule was based upon the following model:

- ✓ Each Wednesday was a CTP (Content Team Protocol) Day- Protocol to follow is attached to this report.
- ✓ Thanks to the CTP, discussions and processes on effective collaboration is well underway. Staff (as indicated by student achievement on summative & formative assessments) have made tremendous strides in improving their

Students will have an equal opportunity for a quality education without discrimination, regardless of their race, religion, socioeconomic status, color, sex, marital status, national origin, creed, sexual orientation, gender identity or disability. The education program is free of discrimination and provides equal opportunity for the students. The education program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Special emphasis is placed on Asian-Americans, African-Americans, Hispanic-Americans and persons with disabilities. It will also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

instructional approach, while at the same time understanding and unwrapping the Common Core. All team protocols for the 2013-2014 school year are available for your review if requested.

3) Curriculum Mapper:

Curriculum Mapper did not receive as much attention as our other initiatives did this past school year. Our goal of documenting on course was completed and we are awaiting direction as to the expectation for the 2014-15 school year:

4) Update on the Ignition of Major Initiatives from this past school year:

Olweus Bullying & Prevention Program

- ✓ ROMS leadership team met with Deb Zebill the AEA's SWI OBPP trainer on a realistic timeline of implementation of the program. – We determined at the beginning of the '13-14 school year OBPP was to be fully "reignited" in the spring semester of the '14-15 School year.

Positive Behavior Intervention & Supports

- ✓ The lead team spent the majority of the school year completing requirements and obtaining the background data collection necessary to begin full implementation of the PBIS Tier I program during the 14-15 School year.
- ✓ All background work is complete, as well as all documents. This information is attached to this report.

Content Team Protocols → Collaborative Protocols

- ✓ As mentioned last year we required a more prescriptive and documentable approach to our collaborative early out Wednesdays. The new model was proved to be much more effective than our previous years approach. The CTP for is attached for your review (notice how we incorporated technology integration into unit design!)

Character Counts

- ✓ ROMS fully implemented CHARACTER COUNTS! in our building with monthly pillar lessons/review & rewards.
- ✓ Mrs. VanMeter contacted several local business for rewards to provide students with. We are hoping to have partners called "Business's of Character" this next school year.
- ✓ Through our PBIS work this past school year, we found the two will complement one another nicely and are looking forward to implementing PBIS through CHARACTER COUNTS!

5) Student Assistance Team:

- ✓ Mrs. Zarkos lead a team of teachers in the implementation of the building's SAT. The team organized and collected data for multiple students and was the driving force behind assisting four students achieve at higher levels and keep them OUT of special education.

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- ✓ The team also proved as an excellent resource for families new to Red Oak who's students skills had gaps in achievement. Some students did end up transitioning to special education while others' needs were identified and documented earlier than they had been in the past.

6) Iowa Assessment Data:

Here is a quote from last year's ROMS end of year summative report:

"Obviously, our biggest problem is the transitional dip from 5th to 6th grade (this dip is by far the largest in the district). We are beginning to address that through full time Title 1 support services in the 6th grade as well as a transition summer school for incoming 6th grade students who need additional academic supports."

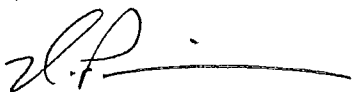
- ✓ Here is how Title 1 services, transition summer school and the new team approach to math helped in transition:

	2010-2011		2012-2013	
	5 th grade NSS Avg.	6 th grade NSS Avg.	5 th grade NSS Avg.	6 th grade NSS Avg.
Reading	216	206 (-10)	208	229 (+21)
Math	224	215 (-9)	217	233 (+26)

- ✓ Virtually all other Iowa Assessment Information was extremely positive. In fact, there are so many positives to report; I simply attached the report from this past January for your review.

Thank you for all your support for ROMS, have a great end to your summer.

If you have any questions please do not hesitate to ask.



Thanks, Mr. Perrien

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ROMS Wednesday Protocol

Team:

Follow Protocol's steps – in order, without getting stuck on steps due to debate or lack of confidence in content.

Norms- Norms represent everything the group identifies as essential for effective team management and should be reviewed at the beginning of each meeting. DO NOT EVER skip this step! If running late, it is probably because one of the norms has already been broken.

Step 1- You must identify the 3-7 most important outcomes of your unit. You must also approximate dates (minimum of three + 1 Technology Integration Goal for your Unit) you will be assessing your students on the selected outcomes. Note- Of the 3-7 outcomes there could be multiple questions or levels to one outcome.

-Begin Cycle 1 (of a minimum of 3) using steps 2-5

Cycle 1-2-3-4

Step 2- After assessing the students you will break them down into three simple categories. Do not over think this section, look at the student score and place them in category, enter the data points (before you meet on Wednesday) and move on to Step 3.

Step 3- Based upon the results of Step 2, analyze your current reality. What needs to happen? Who needs a lot of attention? Who needs enriched?

Step 4- Time to set a goal. Make sure you refer to the previous goal (Was Technology goal attained? Include in STEP 5 reflection). Remember you define what "proficient" is, and make sure the goal is R and A – realistic and attainable!

Step 5- Taking into account results and discussions from Steps 3 and 4 note possible instructional strategies you will use with students throughout the remainder of your unit OR next year when you complete this unit.

Step 6- After your final cycle and round of assessment, record student results (Step 2) and move to the questions of Step 6. DO NOT forget to upload to Curriculum Mapper.

NORMS – *this must be done at the start of every collaborative meeting*

Grade Level ___ Subject Area _____ Date _____

Write or type TEAM NORMS to start each meeting.

1.

2.

3.

4.

5.

6.

7.

Initials of team members present: _____

Content Team meeting Steps and Structure pages 2-6

Step 1 – Identify 3-7 intended outcomes of your upcoming (or current) unit of study.

Grade ____ Subject Area _____ Unit Start Date _____

Anticipated End Date _____

Outcomes	Assessment Measure
<p>Technology Integration Goal – <i>*Do not include using equipment</i></p>	

Approximate Assessment Dates	
Pre Test:	Formative #1:
Formative #2:	Summative/Unit Test:

Step 2 – Collect and Chart Data

Grade: ___ Subject: _____ Date: _____
 Assessment # _____

<u>INDEPENDENT</u>		<u>INSTRUCTIONAL</u>		<u>FRUSTRATION</u>	
Name of students at or above proficiency with assessed outcomes		Name of students needing additional intervention with assessed outcomes		Name of students needing substantial intervention with assessed outcomes	
<i>-students who need more rigorous and challenging material</i>		<i>-students who need varied or additional supports in the classroom</i>		<i>-students who need additional out of class supports</i>	
(___ or more correct out of ___)		(___ - ___ correct out of ___)		(___ or less correct out of ___)	
<i>(Ex: 4 or more correct out of 5 correct)</i>		<i>(Ex: 2-3 correct out of 5)</i>		<i>(Ex. 1 or less correct out of 5)</i>	

(*)-indicates student w/ IEP -- (^-indicates Low SES) -- (#-indicates ELL)

Enter data points.

- Percentage of group proficient _____
- Percentage of group nearly proficient _____
- Percentage of group distant from proficiency _____

Step 3 – Analyze strengths and needs

Examine student assessment and sample work that is proficient and higher. Consider:

- Strengths
- Consistent skills
- Anything that stands out

Examine student assessments and sample work that is not proficient. Consider:

- Weaknesses
- Inconsistent skills
- Trends, patterns of failure to apply certain skills
- Misconceptions about problem-solving processes
- Issues related to certain subgroups, such as ELL, gender, ethnicity
- Students consistently rated not proficient

List findings on T-chart. Examine student work to identify strengths and obstacles.

- List **strengths** of students who were proficient and higher by examining students work.
- List **needs** or reason why students did not achieve proficiency. Where were there errors? Is there a trend? Are there common errors? What is preventing these students from becoming proficient? Are there misconceptions about concepts or skills?

Strengths	Needs

Step 4 – Establish SMART goals: Set, review, revise.

Original or Previous SMART Goal

Percentage of _____ scoring proficient and higher in _____
 will increase from _____% to _____% by _____
 As measured by _____ administered on _____

New SMART Goal

Percentage of _____ scoring proficient and higher in _____
 will increase from _____% to _____% by the end of _____
 as measured by _____ administered on _____

Met goal

YES

NO

Technology Integration Attained?

YES

NO

If measurable goals were not met, record margin short of goal = _____

Questions

- What are the ramifications if the goal is changed to reflect a higher or lower outcome?
- Is the goal still relevant and necessary?
- Is this skill still considered very important?
- Are there other urgent needs to focus on?
- Is it possible to reset the goal higher? If so, is it achievable?
- Is the time frame too short, just right, or too long?
- Which students are consistently not proficient?

Step 5 – Select instructional strategies.

Possible Instructional Strategies

Brainstorm and discuss possible strategies

- Analyze each possible or suggested strategy in terms of impact on student learning.
- Consider what other teachers are implementing to cause a high degree of success; replicate effective practices.
- Only select strategies that teachers are responsible for.
- Avoid considering strategies outside your sphere of influence or immediate accountability, such as “Parent needs to become more involved” or “Students will be enrolled in after-school program.”

Agreement

- Have team members collaborate on choosing one or two strategies that they all agree to implement during the next teaching period. Individual teachers may use different strategies.
- Mark the chosen strategies with an X and give team members copies of those strategies.
- Model *all* strategies that the team has agreed upon. So that the task of modeling does not always fall to the data-team leader, ask other team members to demonstrate a particular strategy. What will the teacher do as he or she uses this strategy?

Step 6 – End of unit analysis of instructional effectiveness.

Strategies selected during this unit that benefited struggling students?

Strategies selected during this unit that were rigorous and challenging to higher achieving students?

Notes to remember before planning unit next year – What MUST we make sure we do again next year? What should we look at doing differently?

Was document uploaded & saved to Curriculum Mapper?

Yes No

Completion Date: _____

Vertical Tool – A

Guidelines for Writing Content, Skills, and Assessments	
Things to Look For	+/-Δ
Content	
Expressed as descriptive nouns or noun phrases	
Written in phrases rather than sentences	
Avoids the use of chapter headings, page numbers, acronyms, and abbreviations	
Contains enough detail to inform others about subject area yet limited to two outline levels	
Comments:	
Skills	
Expressed as seeable and measurable verbs (Bloom's Taxonomy)	
Are precise and exhibit active demonstrations of learning	
Focused on the skills students learn rather than activities	
Written in the language of skills, not a restatement of the standards	
Comments:	
Assessment	
Expressed as defined nouns that clearly describe the assessment tool: product or performance (type of tool, type of question)	
Written in measurable and recordable terms	
Includes the tools used to provide evidence of learning	
Formatted to match skills	
Comments:	

Connecting Planning and Mapping

Vertical Tool – B

Curriculum Mapping: A Definition:

A process for collecting authentic data on a monthly basis about who teaches what and when so that we can make critical decisions about the essential elements of our instruction in order to improve student learning.

This authentic data will be sent to Curriculum Mapper from Instruction Planner at the end of the instruction.

Next Steps

1. What needs to be accomplished before the next session?

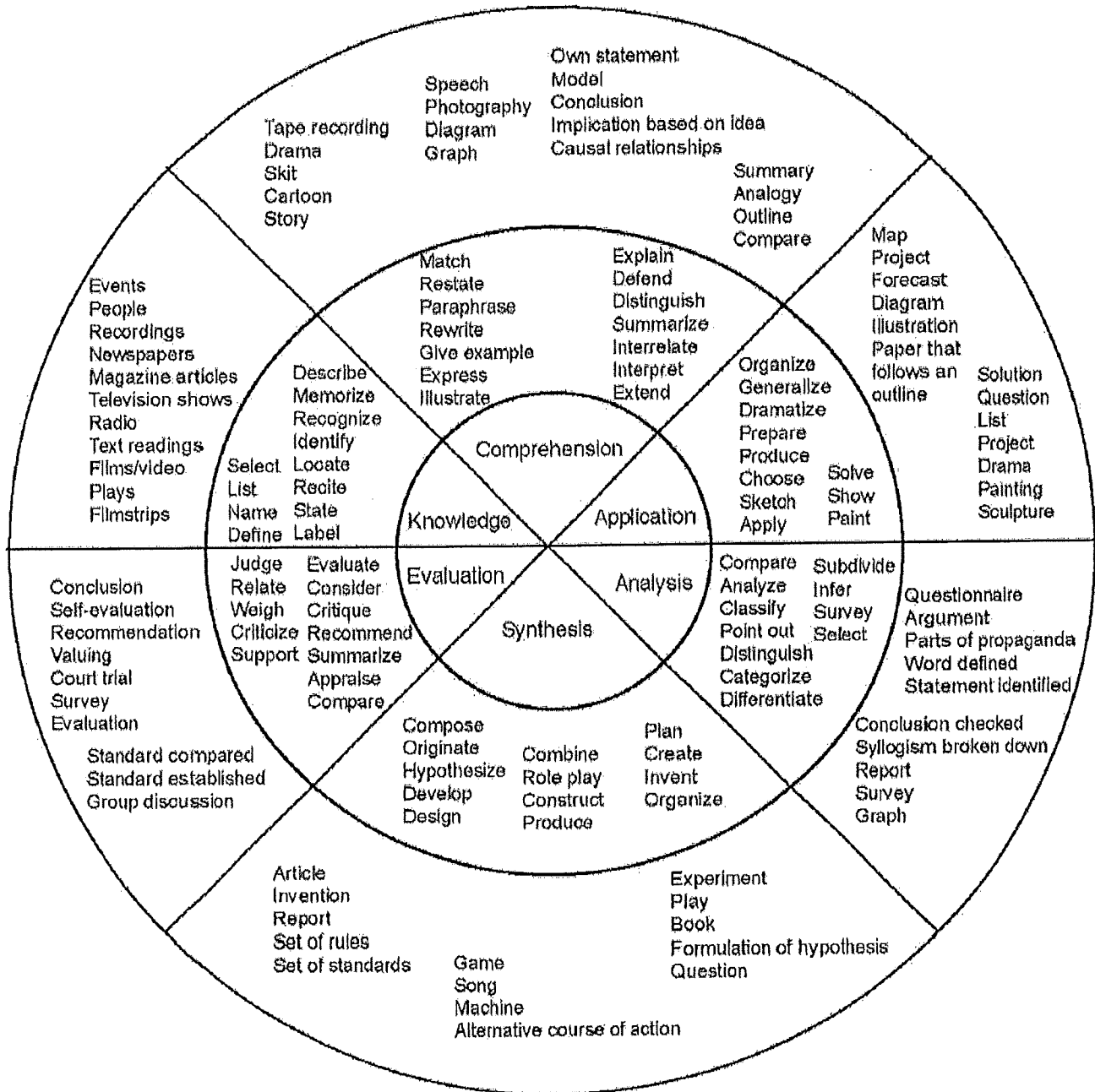
2. How will the above accomplishments be used at the next session to drive my learning?

3. What happens if the above items are not accomplished?

Notes:

Reference Tool - A

Bloom's Taxonomy Verbs and Matching Assessments



Reference Tool – B

Taxonomies of Cognitive Domain

Bloom's Taxonomy	Anderson and Krathwohl's Taxonomy		
1. Knowledge: Remembering or retrieving previously learned material. Examples of verbs that relate to this function:	1. Remembering: Retrieving, recalling, or recognizing knowledge from memory. Remembering is when memory is used to produce.		
know relate	define memorize	record recognize	identify list
recall repeat	name acquire		
2. Comprehension: The ability to grasp or construct meaning from material. Examples of verbs that relate to this function:	2. Understanding: Constructing meaning from different types of functions be they written or graphic messages activities like		
restate report explain	identify describe review	illustrate draw differentiate	locate recognize express
discuss discuss infer	interpret represent conclude		
3. Application: Ability to use learned material, or to implement material in new and concrete situations. Examples of verbs that relate to this function:	3. Applying: Carrying out or using a procedure through executing, or implementing.		
apply develop use	organize restructure demonstrate	practice show dramatize	relate translate operate
employ interpret illustrate	calculate exhibit		
4. Analysis: Ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. Examples:	4. Analyzing: Breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to an overall structure or purpose.		
analyze probe examine categorize	differentiate investigate survey deduce	experiment discover dissect separate	compare inquire contrast distinguish
contrast detect classify	scrutinize inspect discriminate		
5. Synthesis: Ability to put parts together to form a coherent or unique new whole. Examples of verbs:	5. Evaluating: Making judgments based on criteria and standards through checking and critiquing.		
compose produce design assemble create prepare predict modify tell	plan invent formulate collect set up generalize document combine relate	propose develop arrange construct organize originate derive write propose	judge assess compare evaluate conclude measure deduce
argue decide choose rate select estimate	validate consider appraise value criticize infer		
evaluate conclude measure deduce	rate value criticize infer		
6. Evaluation: Ability to judge, check, and even critique the value of material for a given purpose. Examples of verbs that relate to this function:	6. Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.		
judge assess compare evaluate conclude measure deduce	argue decide choose rate select estimate	validate consider appraise value criticize infer	compose produce design assemble create prepare predict modify tell
plan invent formulate collect set up generalize document combine relate	propose develop arrange construct organize originate derive write propose		



Red Oak Middle School

Responsive Strategies to Classroom Behavior

School-wide expectations have been taught

Problem Behavior Occurs



This is a Minor Problem

Or..

This is a MAJOR Problem

Tier I - Common Behavior Management

First Intervention

- Nonverbal Warning
- Use proximity control
- Give friendly reminder of expected behavior to student

Second Intervention

- State rule & redirect student
- Give direct reminder of expected behavior to student
- Privately conference with student

Tier III - Intensive Behavior Management

*Remember ALL Major Behaviors are handled by the office

- 1) Send student to the office
- 2) Send referral form with student to office OR call office immediately & describe behavior of concern
- 3) Complete referral form (if not sent with student)
- 4) Conference with student prior to their return to class, reinforcing the desired behavior

*Office will document and provide feedback to all referrals

Tier II - Directive Behavior Management

*Minor behavior form must be filled out

Final Intervention

- Conference with student - CHARACTER COUNTS!
- Detention/make-up homework time
- Parent phone call
- Re-teach/reinforce desired behavior
- Seating change/removal from peer influence
- Loss of privilege in class

When addressing a problem behavior always remember to provide a minimum 10 seconds of wait time for the student to comply with your request. Repeat your request only once before moving to the next level of intervention.

Student failed to exhibit expected CHARACTER COUNTS! trait after multiple interventions



PBIS Reward Sequence

Red Oak Middle School

Student Responsibility	Action	School Responsibility
<p>1) CHARACTER COUNTS! – Student models expected behavior.</p> <p>2) Student fills out ticket & turns into the office.</p> <p>3) Student must be in attendance at school to receive the prize.</p> <p>4) Student must be in attendance at school to receive the prize.</p> <p>5) Student must be in attendance at school to receive the prize.</p>	<p>Step 1- ← Positive Behavior is Recognized →</p> <p>Step 2- ← Office Records Ticket →</p> <p>Step 3- ← Bi-Weekly Drawing →</p> <p>Step 4- ← Quarterly Drawing →</p> <p>Step 5- ← End of Year CHARACTER COUNTS! & PBIS BONANZA →</p>	<p>1) Staff looks for positive behavior(s) & gives Tiger Ticket to student(s).</p> <p>2) Office records receipt of ticket & provides student with small reward.</p> <p>3) Office randomly draws names for student rewards.</p> <p>4) Assembly to recognize & reward top Tiger Ticket recipients & have overall drawing.</p> <p>5) End of year prize system/ assembly for CHARACTER COUNTS! & PBIS</p>

Rewards/Incentives by Step:

-Draft-

Step 1 – Positive Self Efficacy, strong sense of personal accomplishment.

Step 2 – Students receive small reward for turning in ticket to office (pencil, gum, etc).

Step 3 – Drawings every 2 weeks, recognizing two students for each pillar of character (donated by local businesses – pizza, slushies, ice cream, etc).

Step 4 – Rewards are provided each quarter to those students who reach a certain level of Tiger Tickets and meet minimum behavioral expectations.

Step 5 – Auction

ROMS Discipline Form

Name: _____

Grade: _____

Date: _____

Referring Staff: _____

Period/Time of Incident: _____

Others Involved: No One

Peers

Staff

Substitute

Unknown

Check 1-2 behaviors as applicable. Circle the primary behavior.

Minor Problem Behavior:

- Inappropriate Verbal Language
- Physical Contact
- Defiance/Disrespect/Non-compliance
- Property Misuse
- Disruption
- Dress Code
- Prepared for Class (excludes homework)
- Technology Violation
- Tardy

Major Problem Behavior:

- Abusive/Inappropriate Language
- Controlled Substance
- Bomb Threat/False Alarm
- Harassment/Bullying
- Defiance/Disrespect/
Insubordination/Non-Compliance
- Disruption
- Dress Code Violation
- Fighting/Physical Aggression
- Forgery/Theft
- Lying/Cheating
- Vandalism/Property Damage
- Skip Class/Tuancy
- Tardy
- Weapons

Location:

- Classroom
- Hallway Floor # _____
- Stairs Annex
- Stairs East or West _____
- Annex
- Media Center
- Gym
- Locker Room
- Bathroom Floor # _____
- Cafeteria
- Cage
- Outside – East side
- Outside – West side
- Outside – South side
- Outside – North side

Perceived Motivation:

- Attention from peers
- Attention from adults
- Obtain item/activity
- Avoid peers
- Avoid adults
- Avoid work/activity
- Unknown
- Other: _____

* Please avoid using "unknown" and "other" whenever possible. Thanks. ~PBIS Team

Minor Intervention:

- Pillar Discussion
- Apology
- Conference with student
- Reparations/Detention
- Lunch Detention
- Moving Students
- Choices
- Parent Contact
- Office Referral

Notes: _____

Major Intervention/Office Referral: (completed by office personnel only)

- Student Conference
- Before/After School Detention
- Lunch Detention
- Reparations

Loss of Privilege(s): _____

Individualized Instruction: _____

Parent Contact ISS _____ days OSS _____ days Expulsion Parent Contact (Conference with Intervention)

ROMS Discipline Form

Follow Up Agreement
(Optional)

Name: _____ Date: _____

1. What rule(s) did you break? (Circle)

Trustworthiness Respect Responsibility Fairness Caring Citizenship

2. What will you do differently next time? (Continue on back as needed)

Student Signature: _____ Adult Signature: _____

Percent of Students Proficient – Reading, Math & Science

Note: Like Colors represent cohort data

	Reading		Math		Science	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
8 th Grade	56	70	69	70	79	88
7 th Grade	56	65	72	78	73	89
6 th Grade	46	70	62	77	65	78



Student Quadrants – Reading

Note- FAY DATA

6th Grade

Proficient – No Growth	Proficient - Growth
4%	71%
NOT Proficient – No Growth	NOT Proficient - Growth
14%	11%

- Quadrants represent % break down of Prof and Non-Prof students.
- Pink is **NOT** a good category to be in
- Model is based upon NSS growth.
- Growth model for NCLB/AYP is based upon expected years growth.
- There is approximately +/- 8% of students who did not meet expected growth model in right quadrants (depending on subject and grade level).

7th Grade

Proficient – No Growth	Proficient - Growth
1%	64%
NOT Proficient – No Growth	NOT Proficient – Growth
5%	30%

8th Grade

Proficient – No Growth	Proficient - Growth
4%	71%
NOT Proficient – No Growth	NOT Proficient – Growth
7%	19%



Student Quadrants – Math

Note- FAY DATA

6th Grade

Proficient – No Growth	Proficient - Growth
7%	73%
NOT Proficient – No Growth	NOT Proficient - Growth
8%	12%

- Quadrants represent % break down of Prof and Non-Prof students.
- Pink is **NOT** a good category to be in
- Model is based upon NSS growth.
- Growth model for NCLB/AYP is based upon expected years growth.
- There is approximately +/- 8% of students who did not meet expected growth model in right quadrants (depending on subject and grade level).

7th Grade

Proficient – No Growth	Proficient - Growth
2%	79%
NOT Proficient – No Growth	NOT Proficient – Growth
1%	18%

8th Grade

Proficient – No Growth	Proficient - Growth
9%	66%
NOT Proficient – No Growth	NOT Proficient – Growth
6%	22%

Percent of Students **ADVANCED** – Reading, Math & Science

Note: Like Colors represent cohort data

Advan. Sub	Reading		Math		Science	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
8 th Grade	10	20	11	15	12	7
7 th Grade	6	20	12	30	21	21
6 th Grade	8	26	21	24	7	15



Transitional Data – How has this improved? Cohort Data “FAY’s”

	2010-2011		2012-2013	
	5 th grade NSS Avg.	6 th grade NSS Avg.	5 th grade NSS Avg.	6 th grade NSS Avg.
Reading	216	206 (-10)	208	229 (+21)
Math	224	215 (-9)	217	233 (+26)

What has been effective?

- ✓ Hire (or transfer) of At-Risk Para position to help at-risk students complete their homework – Mrs. Amy Confer
- ✓ Transitional Summer School
- ✓ RTI Math @ Washington Intermediate
- ✓ Title I Reading @ 6th grade level



Improvement Over Time... It does not happen all at once! – “FAY’s”

Class of 2018	Average NSS Growth	
	6 th to 7 th & 7 th to 8 th	
	<u>Reading</u>	<u>Math</u>
Not Proficient 2011	+51	+38
<i>Expected Growth</i>	12-19	15-17
Top 25% in class in 2011	+41	+37
<i>Expected Growth</i>	26-29	27-28

Remember:

- ✓ As you can see, expected growth varies.
- ✓ 7th growth is not shown. However, Reading lost 10% NP, while math dropped 2%.
- ✓ Very encourage to see the to growth of students on top end.
- ✓ Makes our initiatives & collaboration worth every second!



Washington Intermediate Building (Barbara Sims) – End of the year (2013-2014) report to the Board of Directors:

Professional Development and Building Goals:

- **Reading Goal: The reading comprehension scores on Iowa Assessments will show an increase in those proficient at the 5th grade by 5% over last years scores from 4th grade.**
 - We did not meet this goal by the time of testing. The 4th grade had 73% proficient in 2012, and the same class as 5th graders had 71% proficient in reading in 2013 on the Iowa Assessments.
 - Of this class at the end of the year, 47% were on grade level or above on the Spring Gates-MacGinite reading comprehension test and benchmark testing. Of the 81 students in this class, 11% were on an IEP, 19% were receiving Title I services, and 5% were served in ELL.
 - Professional Development was delivered by teachers in PLC during PD time, in which teachers worked on literacy strategies and learning the full potential of our teaching reading resources. Our two seasoned 5th grade teachers were mentors for our two new teachers. As a team, they spent time working on teaching strategies and using our reading program with fidelity. I am certain this contributed to the success in benchmark scores by the end of the school year.

- 2. **Math Goal: : The math total scores on Iowa Assessments will show an increase in those proficient at the 4th grade by 5% over last years scores from 3rd grade.**
 - We did not make this goal. In 3rd grade 2012, 78% of the class was proficient in math. The same class as 4th graders, 78% of the class was proficient in math.
 - We contribute this lack of gain in math scores to an increased number of special needs students entering this class in 4th grade. We are not comparing the same students to the same students. We will change the way we measure our goal next year, so that we can compare the same students to the same students.
 - We attended the Response to Intervention workshop sponsored by Solution Tree in Kansas City. We worked on changing the way we organize and deliver RtI for math – we know it needs to be changed and will reorganize for next school year.

- 3. **21st Century Skills Goal: Using the 21st Century Red Oak Curriculum, students will be prepared for the one-to-one initiative when students reach the Middle School.**
 - This was measured using the Clarity Questionnaire, and although we have more progress to make, we believe we made great gains in the use of technology. The items listed below were all strategies we used this year:
 - The media specialist was in classrooms instructing this year and helping teachers use integrated technology every month.
 - Lesson plans written by teachers had technology integration in core subjects and keyboarding practice noted during specific technology time.

- Twice a month, teachers got together after school to share and learn strategies and programs from the media specialist and each other.
 - Every two students shared a computer this year. The computers were the “convertible” ones which allowed the students to learn more ways to use their computer as a learning tool.
 - Many projects were completed by students using the computers and were on display at our open house nights and one book, one school presentation.
 - Students showed parents the web site we use to practice their typing skills at the parent night. The students can then keep track of their own progress with learning to keyboard and get their speed up.
4. Science Goal: **Students will continue to have an opportunity for hands-on activities that encourages predicting and questioning skills and project based learning that transfers reading skills to science class.**
- We did meet this goal in that we had many opportunities for students to show what they learned through a hands-on assessment, or performance based check list.
 - The overnight trip to Springbrook, the hands-on projects such as making solar cookers, and working with the Montgomery County Conservationist, Deb Karwal have all contributed to this goal and have been documented in lesson plans, walkthroughs, web site postings, and pictures of projects for the year book.
5. Climate/At-Risk Goal: : **Implement the Olweus Program against bullying by training teachers and address issues with areas in our school where bullying occurs.**
- We did meet this goal by having a team of teachers trained before school started. We did make an extra effort to work with and be more aware of the students who bully and dealt with them better this past year. We had a kick off to our anti-bullying campaign with the Washington Wonder night. Many handouts were given to parents about bullying, and students with their parents were provided time to practice and act out the bullying circle that night.
 - The data we did collect was the following:
 - Attendance Rate
 - Changes to supervision – always had two people at recess and lunch recess was changed so that we only had two classes at a time on the playground – better student to adult ratio.
 - Think-Sheet data specific to bullying was kept track of using Infinite Campus.

Personal district level goals:

1. Curriculum: **Work with the lead team of teachers from each building in the use of curriculum mapper software and use the “train the trainer” method to share that knowledge with the rest of the district’s certified staff. Make a Board of Directors presentation to show progress with this program.**

- This goal was completed. Although each building approached it in a little bit different way, I am pleased with their progress, and have received great feedback from the teachers who made the presentation to the Board.
- 2. Curriculum: Meet with vertical teams of teachers to look at and use the investigative protocol to update curriculum in the areas of Fine Arts and Science.**
- This goal was completed, and will continue in the form of sharing the information with staff next year as we work through our science curriculum revisions.
 - The Fine Arts materials were purchased in the Spring and teachers have been learning how to work with their new equipment to best help our students learn and achieve at high levels.
- 3. English Language Learners: Create and implement a district plan for best instruction and use of resources for the ELL program. To compliment this, the use of professional development for all teachers in the SIOP Model is a goal of the ELL team, so we need to get someone trained to train the rest of the teachers in this model.**
- This goal was completed. The data collected was: meeting dates with the ELL team of teachers and minutes of those meetings, IELDA testing data, curriculum purchases for the secondary programs, classroom teachers being trained in using the SIOP protocols, specific needs of each ELL student for the next school year, Miriam and Barb were trained to be trainers in the SIOP Model in the fall of 2013.

2013-2014 Technology Department Summary

Our second year of the 1:1 laptop initiative began in August. Parent meetings were conducted during school registration. Laptops were checked out to students during the first week of classes. This year, 6th grade students were not permitted to take laptops home until they completed training through courses at school.

Convertible Laptops were purchased and installed at Washington Intermediate School. This replaced 2 carts of 25 laptops with 4 carts of 25 making the student to computer ratio 2:1 in that building. These devices were the first Windows 8 devices with touch screens for student use in the district.

For the second year, the zero block technology students were successful in providing tech support for students and teachers at the Middle School and High School every morning before school. We did notice a few more damages in our 2nd year as well as 2 lost laptops.

Technology is constantly changing...Cloud computing is becoming more and more prevalent and some of our services have moved to the Cloud. We have migrated Infinite Campus to the cloud and are in the process of migrating our email and data storage to the cloud. It is likely that this trend will affect us in more areas in the future.

In October, former student, Kyle Doty inquired about the possibility of doing an internship while he was working on a degree in technology. In November, Kyle began working approximately 20 hours a week in the technology department. We are pleased to have him on as a full-time employee.

This was the final year that we will receive reimbursement from Microsoft as part of the Microsoft Settlement with the State of Iowa. Apparently, there will be another round of money available with the emphasis moving from the high school level to the PK-8th grade levels. We will let you know if and when that happens.

With the work Jeanice Lester, our district was able to collect approximately \$81,500 in E-rate money. This assisted the district in paying for Internet, phone, and other communication services.

Evaluating how effective our investment in technology has been is very difficult and subjective. BrightBytes created a tool to help school districts with this task. The State of Iowa invested a great deal in evaluating the use of technology in schools this year by providing all districts access to this tool. Aspiring school administrators, Joe Erickson and Sue Anne Crouse were assigned the task of implementing Clarity in our schools. After conducting the Clarity surveys with all of our students and teachers as well as many parents, we were able to identify some of our strengths and weaknesses. This data is being used to drive some of our professional development for the 2014-2015 school year. The plan is to conduct the survey several times during the school year in order to measure progress.

This year, a number of staff members participated in the Iowa 1:1 conference in Des Moines. In addition, 5 staff members participated in the International Society of Technology in Education (ISTE) that was held in Atlanta this summer.

July 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 <i>SB/BB Creston Home</i> 5:30 p.m. CES 6 6:30-8:30 p.m.	2	3 <i>SB/BB @ Harlan 5:30</i> p.m.	4	5
6	7 <i>BB St. Albert Home</i> 5:30 p.m.	8 <i>SB Regional</i> FTM 6:00-8:00 p.m.	9	10	11 <i>SB Regional</i>	12 <i>BB District</i>
13	14 <i>SB Regional</i> School Board Meeting 6:00 p.m.	15 <i>BB District</i> FTM 6:00-8:00 p.m.	16	17	18 <i>BB District</i>	19
20	21 <i>SB State Tournament</i>	22 <i>SB State Tournament</i>	23 <i>SB State Tournament</i> <i>BB Substate</i>	24 <i>SB State Tournament</i>	25 <i>SB State Tournament</i> <i>BB State Tournament</i>	26 <i>BB State Tournament</i>
27	28 <i>BB State Tournament</i> <i>School Board Meeting</i> 6:00 p.m.	29 <i>BB State Tournament</i>	30 <i>BB State Tournament</i>	31 <i>BB State Tournament</i>		

August 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 <i>HS Marching Band Camp 9:00 a.m. MS Band Rehearsal 10:00 a.m.- 12:00 p.m. MS Band Room MS Band Fund Raiser Begins Music Boosters Meeting 7:00 p.m. HS Band Room</i>	5 <i>HS Marching Band Camp 9:00 a.m. MS Band Rehearsal 10:00 a.m.- 12:00 p.m. MS Band Room Registration 10:00 a.m.- 7:00 p.m.</i>	6 <i>HS Marching Band Camp 9:00 a.m.</i>	7 <i>New Staff Day HS Marching Band Camp 9:00 a.m.</i>	8 <i>New Staff Day HS Marching Band Camp 9:00 a.m.</i>	9
10	11 <i>All Teachers Day HS Fall Sports Practices Begin WIS Unpack Your Backpack 5:00- 6:30 p.m. School Board Meeting 6:00 p.m.</i>	12 <i>All Staff Day All Staff Luncheon 11:45 a.m. IPS Unpack Your Backpack 5:30-7:00 p.m.</i>	13 <i>2 Hour Early Release Prof Dev First Day of School Begin 1st Qtr/1st Sem MS Fall Sports Practices Begin</i>	14	15	16
17	18 <i>6th Grade Band Instrument Display Night 6:00 p.m.</i>	19	20 <i>2 Hour Early Release Prof Dev Tag A Long Booster Meeting 6:00 p.m. HS MC</i>	21	22	23
24	25 <i>School Board Meeting 6:00 p.m.</i>	26	27 <i>2 Hour Early Release Prof Dev</i>	28	29 <i>FB JVV @ Glenwood 4:45 p.m./7:30 p.m.</i>	30 <i>CC MS/HS @ Glenwood 8:30 a.m. VB V @ Harlan Tourna- ment 9:00 a.m.</i>
31						

September 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 <i>No School-Labor Day</i>	2 <i>FB JV Clarinda Here 6:00 p.m.</i>	3 <i>2 Hour Early Release Prof Dev</i>	4 <i>VB HS Kuemper Here 5:45/7:30 p.m.</i>	5 <i>FB V Riverside Here 7:00 p.m.</i>	6 <i>VB JV @ Shenandoah Tournament 8:30 a.m. CC @ Abe Lincoln 9:00 a.m.</i>
7	8 <i>FB JV Lewis Central Here 4:30 p.m. School Board Meeting 6:00 p.m. Music Boosters Meeting 7:00 p.m. HS Band Room</i>	9 <i>VB MS Clarinda Here 4:00 p.m. CC MS/HS @ Clarinda 4:30 p.m. VB @ Glenwood 5:45/7:30 p.m. PTO Meeting 5:15 p.m. IPS</i>	10 <i>2 Hour Early Release Prof Dev PTO Trash Bag Sales Begin</i>	11 <i>WIS 5th Grade Springbrook Field Trip VB MS Southwest Valley 7th here/8th there 4:00 p.m. VB JV @ Atlantic Tournament 5:00 p.m.</i>	12 <i>WIS 5th Grade Springbrook Field Trip FB V @ Shenandoah 7:00 p.m.</i>	13 <i>VB 9th @ Clarinda Tourna- ment 8:30 a.m. VB V @ Griswold Tourna- ment 9:00 a.m. Pre All State Choir Camp</i>
14	15 <i>CC MS/HS Here 4:30/5:00 p.m. FB JV Shenandoah here 6:00 p.m.</i>	16 <i>MS VB @ Clarinda 4:00 p.m. VB @ Lewis Central 5:45/7:30 p.m.</i>	17 <i>2 Hour Early Release Prof Dev Tag A Long Booster Meeting 6:00 p.m. HS MC</i>	18 <i>FB MS Creston 7th There/8th Here 4:00 p.m. CC MS/HS @ Southwest Valley 4:00/5:00 p.m.</i>	19 <i>PTO Trash Bag Sales End FB V West Central Valley Here 7:00 p.m.</i>	20 <i>VB V Red Oak Tour- nament 9:00 a.m.</i>
21	22 <i>VB MS Glenwood Here 4:00 p.m. FB JV @ Clarinda Acade- my 6:00 p.m. School Board Meeting 6:00 p.m.</i>	23 <i>2 Hour Early Release for P/T Conferences 4:00-8:00 p.m. CC MS/HS @ Creston 4:30 p.m.</i>	24	25 <i>2 Hour Early Release for P/T Conferences 4:00-8:00 p.m. VB 9 @ Harlan Tournament 4:30 p.m. FB MS Clarinda Here 4:00/5:30 p.m.</i>	26 <i>No School FB V @ Kuemper 7:00 p.m.</i>	27 <i>VB 9/JV @ Creston Tour- nament 8:30 a.m. CC MS/HS @ Harlan 9:30 a.m.</i>
28	29 <i>FB JV @ Southwest Valley 6:00 p.m.</i>	30 <i>VB HS @ Harlan 5:45/7:30 p.m.</i>				