



Red Oak Community School District

1901 N. Broadway Street, Suite A

Red Oak, Iowa 51566

712.623.6600

www.redoakschooldistrict.com

Regular Board of Directors Meeting

Meeting Location: Red Oak Inman Primary
Red Oak Inman Primary School Campus

Monday, February 11, 2019 – 7:00 pm

- Amended Agenda -

- 1.0 Call to Order – Board of Directors President Mark Johnson
- 2.0 Roll Call – Board of Directors Secretary Deb Drey
- 3.0 Approval of the Agenda – President Mark Johnson
- 4.0 Public Presenters/Guest and Visitors Addressing the Board
- 5.0 Communications
 - 5.1 Good News from Red Oak Schools
 - 5.1.1 Good news from State Large Group Speech that was held on February 2, 2019 *pg 1*
 - 5.1.2 Good news from 2019 Nebraska Wesleyan Honors Festival that was held on February 9, 2019 *pg 2*
 - 5.1.3 Good News from Red Oak Wrestling on Sectionals held on February 2, 2019 *pg 3*
 - 5.2 Visitors and Presentations
 - 5.2.1 Presentation and Exchange of Interest Items with the Red Oak Support Staff Association – ROSSA President Frank Hildalgo, Board President Mark Johnson
 - 5.2.2 Presentation and Exchange of Interest Items with the Red Oak Education Association – ROEA Representative Deb Blomstedt Board President Mark Johnson *pg 4-7*
 - 5.3 Affirmations and Commendations
 - 5.4 Correspondence
 - 5.5 Public Comments
- 6.0 Consent Agenda
 - 6.1 Review and Approval of Minutes from January 28, 2019 *pg 8-9*
 - 6.2 Review and Approval of Monthly Business Reports *pg 10-18*
 - 6.3 Open Enrollment Requests Consideration
- 7.0 General Business for the Board of Directors
 - 7.1 Old Business
 - 7.1.1 Discussion/Approval of Alternate 8 and 9 from High School project and budget up to \$50,000.00 in paving repairs as required at Inman *pg 19*

7.2 New Business

- 7.2.1 Discussion/Approval of Course Description Handbook for 2019-2020 school year. pg 20-74
- 7.2.2 Discussion/Approval to discontinue weighted grades pg 75
- 7.2.3 Discussion/Approval of Attendance Policy-Nate Perrien pg 76-78
- 7.2.4 Discussion/Approval of the first reading of the 800 and 900 series. pg 79-149
- 7.2.5 Discussion/Approval of rotation of board policies
- 7.2.6 Discussion/Approval of 6th grade reading to attend a field trip at the Rose Theater to see "The Doll Maker's Gift" on March 6th, 2019 pg 150

Personnel Considerations

- 7.2.7 Discussion/Approval of the resignation of Para-Professional Sherry Powers effective at the end of the current contract year pg 151
- 7.2.8 Discussion/Approval of the hiring of Doug Moore as bus driver for the 2018-2019 school year pg 152
- 7.2.9 Discussion/Approval of hiring Seth Esaias as volunteer High School Wrestling coach for the 2018-2019 school year. pg 153

8.0 Reports

- 8.1 Administrative
- 8.2 Future Conferences, Workshops, Seminars
- 8.3 Other Announcements

9.0 Next Board of Directors Meeting: Monday, February 25, 2019 – 7:00 pm
Red Oak Inman Primary
Red Oak CSD Inman Primary Campus

10.0 Adjournment

Good News

Tammi VanMeter

From: Laura Horn
Sent: Saturday, February 2, 2019 6:12 PM
To: AllStaff; Tom Messinger; KCSI FM; news@kmaland.com; Peggy Boeye
Subject: ROHS Large Group State Speech results

Final results from Large Group State Speech at West Des Moines Valley High School:

Straight 1s (all three judges gave them a 1) • Abby Pendleton and Libby Mensen - Group Improv

Mixed 1s (two of the three judges gave them a 1) • Brittney Clemons and Brianna Clemons - Ensemble Acting

Mixed 2s (two of the three judges gave them a 2) • Jenna Klyn, Mya Southwell, and Alissa Rice - Musical Theatre • Araina Brummett, Cami Porter, Mya Southwell, and Alexa McCunn - Group Improv

Straight 2s (all three judges gave them a 2) • Lindsey Porter and Grayson Hewett - Group Improv • Alexa McCunn, Araina Brummett, and Cami Porter - Group Mime

Ms. Mangold and I are super proud of all of these kids! They are young and for half our team, this was their first trip to Large Group State. We saw a lot of positive things we can grow and learn from for next year (and Individual Speech).

Laura Horn
Red Oak Speech Coach

ROHS Students Selected for the 2019 Nebraska Wesleyan Honors Festival

High school music students from across the region will gather on the Nebraska Wesleyan campus on February 7-9 for a three-day festival featuring band, orchestra and choir. Students will work with clinicians and perform a final concert on Saturday, February 9 in the O'Donnell Auditorium at 2:30 PM.

ROHS had four students selected for the 80-voice honor choir. Those students selected for the honor choir were: Caitie Butz, daughter of Bill and Christie Butz, Madison Bruce, daughter of Scott and Danelle Bruce, Aidan Eubank, son of Brett and Reagan Eubank, and Connor Koppa, son of Terry Koppa.

ROHS also had four students selected for the 91-member honor band. Those students selected for the honor band were: Avery Graham, son of Travis and Nikki Graham, Trinity Lamar, daughter of Amy Clark, Erica Walker, daughter of Charles and Gena Walker, and Alex Wingert, son of Dale and Diane Wingert.

Clinicians for the festival are LCDR Dr. John Pastin from Pittsburgh PA for the Honor Band and Dr. James Rodde who is the Director of Choral Activities at Iowa State University in Ames, IA for the Honor Choir.

The Red Oak music students are under the direction and leadership of teachers Tim Marsden, Vocal Music, and Taylor Matuszeski, Instrumental Music.

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Tammi VanMeter

From: Tieggen Podliska
Sent: Thursday, February 7, 2019 12:24 PM
To: Tammi VanMeter
Subject: Red Oak District Qualifier Breakdown

113- Junior Johnathon Erp qualified for his 3rd District Tournament by going 2-0 with 2 falls and winning a Sectional Title.
138- Senior Cam Vanderhoof qualified for his 4th District Tournament by going 2-0 with 2 falls and winning a Sectional Title. This was a very exciting result as it was his first tournament since being injured 1.5 months ago and not knowing if he would be able to wrestle again.
160- Junior Justin McCunn qualified for his 2nd District Tournament by going 2-0 with 2 falls and winning a Sectional Title.
170- Junior Carter Maynes qualified for his 3rd District Tournament by going 1-1 with 1 fall and a loss by decision in the finals and being a Sectional Runner-Up.
195- Senior Thomas Bentley qualified for his 4th District Tournament by going 2-0 with 1 fall and a win by decision to win a Sectional Title.
220- Senior Colton Kinnison qualified for his 2nd District Tournament by going 2-0 with 2 decisions to win a Sectional Title.

They will all look to place top 2 at the District Tournament Saturday in Harlan to qualify for the Iowa High School State Wrestling Tournament.

Tieggen Podliska

Middle School Administrative Manager
Head High School Wrestling Coach (@ROTigerWrestlin)
Head Middle School Football Coach

“The Only Thing You Deserve, Is What You Earn” – Tom Brands



Tammi VanMeter

From: Frank Hidalgo
Sent: Wednesday, February 6, 2019 3:34 PM
To: Tom Messinger; Mark Johnson; Tammi VanMeter
Cc: Dressel, Sara [IA]

This is to notify you that the Red Oak Support Staff Association intends to bargain for the Master Contract effective for school year 2019 -2020. Please contact us with the board meeting date at which we can present our initial proposal.

Sincerely,

Frank Hidalgo, President

Red Oak Support Staff Association

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TEACHER NOTIFICATION LETTER

February 6, 2019

Mark Johnson, President Board of Education
Red Oak Community School District
Red Oak, Iowa 51566

RE: INITIATION OF BARGAINING TOWARD THE 2019-2020 MASTER CONTRACT:

Dear Mark Johnson:

The Red Oak Education Association is notifying you of its intent to bargain. We recognize that we are in the first year of a two-year contract and money is the topic open for discussion.

Sincerely,

The Red Oak Education Association

Debra Blomstedt, President

cc Superintendent
Tammi Van Meter, Secretary to the Board
Red Oak Community School District



Red Oak Community School District

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Red Oak, Iowa 51566

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February 11, 2019

To: The Red Oak Support Staff Association

From: Mark Johnson, President
Red Oak CSD Board of Directors

Subject: District Interests

Article VI-Wages

The Red Oak CSD Board of Directors have an interest in continuing to provide a competitive salary structure within the parameters of allowable growth which ensures the ability of the district to attract and retain high quality employees for all areas of support service.

Respectfully,

Mark Johnson, President
Red Oak CSD Board of Directors

February 11, 2019



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February 11, 2019

To: The Red Oak Education Association

From: Mark Johnson, President
Red Oak CSD Board of Directors

Subject: District Interests

The Board of Directors has an interest in competitive pay for teacher's salary and extra-duty payment within the limits of allowable growth that maintains the traditions of the school district while ensuring the ability of the district to attract and retain high quality teachers

Respectfully,

Mark Johnson, President
Red Oak CSD Board of Directors

February 11, 2019

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Red Oak Community School District
Meeting of the Board of Directors
Meeting Location: Red Oak Inman Primary Media Center
Red Oak Inman Primary Campus
January 28, 2019

The regular meeting of the Board of Directors of the Red Oak Community School District was called to order by President Mark Johnson at 7:00 p.m. at the Red Oak Inman Primary Media Center.

Present

Directors: Bret Blackman, Roger Carlson, Bryce Johnson, Mark Johnson, Kathy Walker
Superintendent Tom Messinger, Business Manager Deb Drey

Approval of Agenda

Motion by Director Bryce Johnson, second by Director Walker to approve the agenda with the order of agenda items at the discretion of the meeting chair and removal of Item 7.2.2. Motion carried unanimously.

Public Presentations

Mindy Riibe from Taher presented regarding Board Bites, a monthly food service report. Ms. Riibe will be attending one board meeting a month to present current information regarding food service.

Good News from Red Oak Schools

High School Large Group Speech had nine groups participate in contests on January 19, 2019. Six of the nine groups received a 1 Rating and will advance to state competition. Middle School ROAR Lego Robotic Team competed in the state competition on January 19, 2019 and placed second.

Consent Agenda

Motion by Director Carlson, second by Director Bryce Johnson to approve the consent agenda consisting of meeting minutes, business reports, and open enrollment requests. Motion carried unanimously.

2019-2020 Staffing Model

Public comments were entertained regarding this agenda item. Several board members addressed the issue of how they came to their decision. Superintendent Tom Messinger answered Board questions.

Motion by Director Blackman, second by Director Bryce Johnson to approve the 2019-2020 staffing model as presented. Motion carried unanimously.

2019-2020 At Risk/Drop Out Prevention Application

Motion by Director Carlson, second by Director Walker to approve the 2019-2020 At Risk/Drop Out Prevention Application in the amount of \$341,744.00. Motion carried unanimously.

Washington Architectural Services

This item will be added to the next meeting agenda.

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Continuation of January 28, 2019 Meeting Minutes-Page 2

Personnel Considerations

Motion by Director Blackman, second by Director Walker to approve Joshua Kippley as a Volunteer High School Baseball Coach for the 2018-2019 school year. Motion carried unanimously.

Motion by Director Carlson, second by Director Walker to approve the Early Retirement Applications of Curtis Grim and Teresa Euken. Motion carried unanimously.

Motion by Director Carlson, second by Bryce Johnson to approve the resignation of Kelli Schram effective at the end of the 2018-2019 school year. Motion carried unanimously.

Motion by Director Walker, second by Director Carlson to approve the resignation of Ian Stabbe effective at the end of the 2018-2019 school year. Motion carried unanimously.

Adjournment

Motion by Director Carlson, second by Director Bryce Johnson to adjourn the meeting at 9:05 p.m. Motion carried unanimously.

Next Board of Directors Meeting

Monday, February 11, 2019 – 7:00 p.m.
Red Oak Inman Primary Media Center
Red Oak CSD Inman Primary Campus

Mark Johnson, President

Deb Drey, Board Secretary

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RED OAK BOARD REPORT

Account Number	Invoice Number	Detail Description	Amount	Amount
Checking Account ID 1	Fund Number 10	OPERATING FUND		
BATTEN SANITATION SERVICE	13119BS		3,740.00	
10 0010 2600 000 0000 421	District-wide Sanitation Services			3,740.00
Vendor Name BATTEN SANITATION SERVICE				<u>3,740.00</u>
BELL, TYLER	20619PREREFT		60.00	
	B			60.00
10 0010 1920 860 9317	Pre-School Overpayment			<u>60.00</u>
Vendor Name BELL, TYLER				60.00
BOWLING, MADISON	20619PREREFM		180.00	
	B			180.00
10 0010 1920 860 9317	Pre-School Overpayment			<u>180.00</u>
Vendor Name BOWLING, MADISON				180.00
CAPITAL SANITARY SUPPLY CO.	33968		112.50	
10 0010 2600 000 0000 618	Urinal Screens Districtwide			112.50
CAPITAL SANITARY SUPPLY CO.	34006		931.00	
10 0010 2600 000 0000 618	Ice Melt for District			<u>931.00</u>
Vendor Name CAPITAL SANITARY SUPPLY CO.				1,043.50
CENGAGE LEARNING	65840696		10,635.00	
10 0010 1000 100 8017 641	Business Curriculum Books/Workbooks			10,635.00
Vendor Name CENGAGE LEARNING				<u>10,635.00</u>
CENTURY LINK	012519CL		522.13	
10 0010 2410 000 0000 532	Districtwide Long Distance Svcs			522.13
Vendor Name CENTURY LINK				<u>522.13</u>
CITY OF RED OAK	020119CORO		1,234.06	
10 0010 2600 000 0000 411	Districtwide Water/Sewer Svcs			1,234.06
Vendor Name CITY OF RED OAK				<u>1,234.06</u>
COUNCIL BLUFFS COMM SCHOOLS	020519CBCSD		11,273.82	
10 0010 1200 217 3303 320	1st Sem Sped X 1 - Level 3			1,591.94
10 0010 1200 211 3301 320	1st Sem Sped X 1 - Level 1			9,681.88
COUNCIL BLUFFS COMM SCHOOLS	2019111		12,237.56	
10 0010 1200 217 3303 320	November Sped Svcs x 2			12,237.56
COUNCIL BLUFFS COMM SCHOOLS	2019117		3,422.35	
10 0010 1000 130 3116 567	TLC - 1st Semester 2018-2019			312.48
10 0010 1000 100 0000 567	OE - 1st Semester 2018-2019			3,109.87
COUNCIL BLUFFS COMM SCHOOLS	OE-2-5463		312.16	
10 0010 1000 130 3116 567	TLC - 2nd Semester 2017-2018			<u>312.16</u>
Vendor Name COUNCIL BLUFFS COMM SCHOOLS				27,245.89
CPI	IUS0131581		150.00	
10 0109 1200 219 0000 612	CPI ANNUAL MEMBERSHIP FEE			37.50
10 0209 1200 219 0000 612	CPI ANNUAL MEMBERSHIP FEE			37.50
10 0445 1200 219 0000 612	CPI ANNUAL MEMBERSHIP FEE			37.50
10 0418 1200 219 0000 612	CPI ANNUAL MEMBERSHIP FEE			<u>37.50</u>
Vendor Name CPI				150.00

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RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount	
Account Number	Detail Description		Amount
DES MOINES PUBLIC SCHOOLS	AR067647	449.04	
10 0010 1000 420 1119 561	1st Semester PMIC Billing 18-19		449.04
Vendor Name	DES MOINES PUBLIC SCHOOLS		<u>449.04</u>
DHS CASHIER 1ST FLOOR	10120575	6,837.35	
10 0010 4634 219 4634	1/2019 Medicaid Providers Share		6,837.35
Vendor Name	DHS CASHIER 1ST FLOOR		<u>6,837.35</u>
EVANS, ANTHONY	20619PREREFA	180.00	
10 0010 1920 860 9317	E Pre-School Overpayment		180.00
Vendor Name	EVANS, ANTHONY		<u>180.00</u>
FAREWAY FOOD STORES	56091	24.71	
10 0109 1300 310 0000 612	Chicken Wings for Class Dissection		24.71
Vendor Name	FAREWAY FOOD STORES		<u>24.71</u>
FARMERS MUTUAL TELEPHONE	020119fmtc	750.00	
10 0010 2236 000 0000 536	Admin Office Internet for 2/2019		750.00
Vendor Name	FARMERS MUTUAL TELEPHONE		<u>750.00</u>
FBG SERVICE CORPORATION	841772	31,867.25	
10 0010 2600 000 0000 340	January 2019 Janitorial Svcs		31,867.25
Vendor Name	FBG SERVICE CORPORATION		<u>31,867.25</u>
FOLLETT LIBRARY RESOURCES	396362	163.53	
10 0209 2222 000 0000 643	VARIOUS BOOKS FOR THE MIDDLE SCHOOL MEDI		163.53
Vendor Name	FOLLETT LIBRARY RESOURCES		<u>163.53</u>
FREMONT MILLS COMMUNITY SCHOOL DISTRICT	65	3,493.63	
10 0010 1000 130 3116 567	TLC - 1st Semester 18-19		161.63
10 0010 1000 100 0000 567	OE - 1st Semester 18-19		3,332.00
Vendor Name	FREMONT MILLS COMMUNITY SCHOOL DISTRICT		<u>3,493.63</u>
GLENWOOD COMMUNITY SCHOOLS	012819GCSD	4,840.88	
10 0010 1200 217 3303 320	Sped x 1 - 1st Semester 18-19		4,840.88
GLENWOOD COMMUNITY SCHOOLS	020119GCSD	4,360.06	
10 0010 1200 217 3303 320	Apex for January 2019 x 2		4,360.06
Vendor Name	GLENWOOD COMMUNITY SCHOOLS		<u>9,200.94</u>
GREEN TREE COMPANY, THE	6233	2,500.00	
10 0010 2600 000 0000 424	Snow Removal - 1/23/19		2,500.00
GREEN TREE COMPANY, THE	6255	1,000.00	
10 0010 2600 000 0000 422	Salt/Sand - 1/28/19		1,000.00
Vendor Name	GREEN TREE COMPANY, THE		<u>3,500.00</u>
HALL, HEATHER	13119HH	15.26	

RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
10 0010 2134 000 0000 580	January 2019 Mileage Reimbursement	15.26
Vendor Name HALL, HEATHER		<u>15.26</u>
iBOSS	961504-93796	1,965.48
10 0010 2235 000 0000 652	iBoss Core Features - K12	1,965.48
Vendor Name iBOSS		<u>1,965.48</u>
INSTURCTIONAL COACHING GROUP	4107	1,900.00
10 0010 1000 100 3342 320	Leadership Coaching Institute	1,900.00
Vendor Name INSTURCTIONAL COACHING GROUP		<u>1,900.00</u>
IOWA ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN	9737	446.14
10 0010 1000 460 3117 320	TEACH Iowa	446.14
Vendor Name IOWA ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN		<u>446.14</u>
IOWA COMMUNICATIONS NETWORK	538099	6.00
10 0010 2236 000 0000 536	ICN Charges for July 2018	6.00
IOWA COMMUNICATIONS NETWORK	550904	6.06
10 0010 2236 000 0000 536	January 2019 ICN Charges	6.06
Vendor Name IOWA COMMUNICATIONS NETWORK		<u>12.06</u>
IOWA HIGH SCHOOL MUSIC ASSOC	729	25.00
10 0109 1000 110 0000 810	Organization Dues	25.00
Vendor Name IOWA HIGH SCHOOL MUSIC ASSOC		<u>25.00</u>
KCSI FM/KOAK AM	786190137979	240.00
10 0010 2572 000 0000 540	Employment Ads for January 2019	240.00
Vendor Name KCSI FM/KOAK AM		<u>240.00</u>
MAIL FINANCE	N7537872	440.77
10 0010 2410 000 0000 531	Postage Lease	440.77
Vendor Name MAIL FINANCE		<u>440.77</u>
MERCER HEALTH & BENEFITS ADMIN LLC	013019M	3,916.31
10 0010 1000 100 8018 270	3/2019 Retiree Health Premium	3,916.31
Vendor Name MERCER HEALTH & BENEFITS ADMIN LLC		<u>3,916.31</u>
MITTAG, TESSA	013119TM	73.58
10 0209 1000 100 0000 580	1/2019 Mileage Reimbursement	73.58
Vendor Name MITTAG, TESSA		<u>73.58</u>
NEOPOST	012719N	1,024.18
10 0010 2410 000 0000 531	Postage Refill	1,024.18
Vendor Name NEOPOST		<u>1,024.18</u>
ONESOURCE THE BACKGROUND CHECK COMPANY	IASB3330-20190131	10.00
10 0010 2110 490 8027 320	January 2019 Background Check	10.00

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RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Vendor Name	ONESOURCE THE BACKGROUND CHECK COMPANY	10.00
PERRIEN, NATE	013119NP	62.66
10 0209 2410 000 0000 580	ESSA Training Mileage	31.33
10 0109 2410 000 0000 580	ESSA Training Mileage	31.33
Vendor Name	PERRIEN, NATE	62.66
PSAT/NMSQT	381919059A	112.00
10 0010 2240 116 4648 320	Fall 2018 PSAT Testing	112.00
Vendor Name	PSAT/NMSQT	112.00
RAY MARTIN COMPANY	7731	932.32
10 0010 2600 000 0000 432	Boiler Relief Valve Repair at HS	932.32
RAY MARTIN COMPANY	7743	2,387.70
10 0010 2600 000 0000 432	Coupler Replacement for MS	2,387.70
Vendor Name	RAY MARTIN COMPANY	3,320.02
RED OAK CHRYSLER, INC.	012519ROC	36.95
10 0010 2700 217 3303 434	Sped #19 Oil Change w/Filter	36.95
Vendor Name	RED OAK CHRYSLER, INC.	36.95
RED OAK FABRICATION INC.	23466	77.80
10 0010 2600 000 0000 432	IPS Door Repair	38.90
10 0020 2700 000 0000 434	Bus Step Guard Repair	38.90
Vendor Name	RED OAK FABRICATION INC.	77.80
RED OAK GRAND THEATER	413	286.00
10 0445 1000 100 8002 618	Movie Tickets	286.00
Vendor Name	RED OAK GRAND THEATER	286.00
RED OAK HARDWARE HANK	013119ROHH	56.65
10 0010 2600 000 0000 618	Rodent Control for HS	3.59
10 0010 2600 000 0000 618	WIS Clock for Room	31.48
10 0010 2600 000 0000 618	MS Kitchen Drain Opener	17.99
10 0010 2600 000 0000 618	MS Gym Repair	3.59
Vendor Name	RED OAK HARDWARE HANK	56.65
RICK ENGEL, ATTY.	JAN2019	500.00
10 0010 2310 000 0000 320	1/2019 Districtwide Legal Svcs	500.00
Vendor Name	RICK ENGEL, ATTY.	500.00
RIEMAN MUSIC, INC.	2867196	60.00
10 0109 2600 910 6220 433	Clarinet Repair	60.00
RIEMAN MUSIC, INC.	2867202	84.80
10 0109 2600 910 6220 433	Clarinet Repair	84.80
Vendor Name	RIEMAN MUSIC, INC.	144.80
SCHMITT MUSIC	2451820	72.00
10 0109 2600 910 6220 433	Horn Repair	72.00
SCHMITT MUSIC	2452026	38.00
10 0109 2600 910 6220 433	Tenor Sax Repair	38.00

RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Vendor Name SCHMITT MUSIC		110.00
SCHOOL BUS SALES	77341	178.98
10 0020 2700 000 0000 618	Motor Heater w/Blower	178.98
Vendor Name SCHOOL BUS SALES		178.98
SELLERS PEST CONTROL-ART SELLERS	26651	110.00
10 0010 2600 000 0000 425	January 2019 Districtwide Pest Control	110.00
Vendor Name SELLERS PEST CONTROL-ART SELLERS		110.00
SOCS/FES	10141	405.00
10 0010 2236 000 0000 536	January 2019 Web Hosting	405.00
Vendor Name SOCS/FES		405.00
SUPPLY WORKS	474197084	572.00
10 0010 2600 000 0000 618	District Trash Bags	572.00
Vendor Name SUPPLY WORKS		572.00
TIMBERLINE BILLING SERVICE LLC	15937	818.08
10 0010 2510 217 3303 350	January 2019 Medicaid	818.08
Vendor Name TIMBERLINE BILLING SERVICE LLC		818.08
UNITED PARCEL SERVICE	537022049	13.13
10 0109 2410 000 0000 531	Weight Program Return	13.13
Vendor Name UNITED PARCEL SERVICE		13.13
VANNAUSDLE, MIRANDA	20619PREREFM V	60.00
10 0010 1920 860 9317	Pre-School Overpayment	60.00
Vendor Name VANNAUSDLE, MIRANDA		60.00
WARD'S SCIENCE	8084977659	140.25
10 0109 1300 310 0000 612	Pregnant Cow Uterus	140.25
Vendor Name WARD'S SCIENCE		140.25
WEEKS, EMILY	20619PREREFD V	90.00
10 0010 1920 860 9317	Pre-School Overpayment	90.00
Vendor Name WEEKS, EMILY		90.00
WESTLAKE ACE HARDWARE	012219WH	213.36
10 0010 2235 000 0000 618	Coupler for Computer Repair	7.59
10 0010 2600 000 0000 618	WIS Batteries for Soap Dispensers	15.99
10 0010 2600 000 0000 618	Parts for Snowblower	25.58
10 0010 2600 000 0000 618	Tool Supplies	8.59
10 0010 2600 000 0000 618	IPS Coat Hook Parts	30.85
10 0010 2600 000 0000 618	HS Roof Leak Parts	33.98
10 0010 2600 000 0000 618	IPS Batteries for Dispenser	12.99
10 0010 2600 000 0000 618	Parts for Gator Repair	0.94
10 0010 2600 000 0000 618	HS Restroom Repair Parts	12.99
10 0010 2600 000 0000 618	MS Shower Part Return	(5.77)
10 0010 2600 000 0000 618	MS Shower Parts	23.66

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RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
10 0010 2600 000 0000 618	HS Roof Leak Parts	25.98
10 0010 2600 000 0000 618	HS Roof Leak Parts	19.99
Vendor Name WESTLAKE ACE HARDWARE		<u>213.36</u>
WILSON PERFORMING ARTS CENTER	157	18.63
10 0109 1000 100 0000 359	HS Printing Services	18.63
Vendor Name WILSON PERFORMING ARTS CENTER		<u>18.63</u>
Fund Number 10		<u>118,672.12</u>
Checking Account ID 1	Fund Number 33	CAPITAL PROJECTS - LOST
WILSON PERFORMING ARTS CENTER	020119WPAC	2,500.00
33 0010 4700 000 0000 450	February 2019 Rent	2,500.00
Vendor Name WILSON PERFORMING ARTS CENTER		<u>2,500.00</u>
YMCA-MONTGOMERY COUNTY	020119YMCA	1,500.00
33 0010 4700 000 0000 450	February 2019 Rent	1,500.00
Vendor Name YMCA-MONTGOMERY COUNTY		<u>1,500.00</u>
Fund Number 33		<u>4,000.00</u>
Checking Account ID 1	Fund Number 36	PHYSICAL PLANT & EQUIPMENT
ANDERSON, MICKEY	02012019MA	1,200.00
36 0010 2600 000 0000 441	February 2019 Rent - Admin Office	1,200.00
Vendor Name ANDERSON, MICKEY		<u>1,200.00</u>
COUNCIL BLUFFS COMM SCHOOLS	2019111	1,601.64
36 0010 2600 000 0000 441	November Sped Rental Svcs	1,601.64
Vendor Name COUNCIL BLUFFS COMM SCHOOLS		<u>1,601.64</u>
Fund Number 36		<u>2,801.64</u>
Checking Account ID 1		<u>125,473.76</u>
Checking Account ID 2	Fund Number 61	SCHOOL NUTRITION FUND
WEEKS, DILLON	12319DW	54.50
61 483 000 0000 000	Refund for Prior Student	54.50
Vendor Name WEEKS, DILLON		<u>54.50</u>
Fund Number 61		<u>54.50</u>
Checking Account ID 2		<u>54.50</u>
Checking Account ID 3	Fund Number 21	STUDENT ACTIVITY FUND
ATLANTIC COMMUNITY SCHOOLS	020519	100.00
21 0010 1400 920 6790 320	WR ENTRY FEE	100.00
Vendor Name ATLANTIC COMMUNITY SCHOOLS		<u>100.00</u>
BPA	0000630	225.00
21 0109 1400 950 7406 618	Conference Registration	225.00
Vendor Name BPA		<u>225.00</u>
BUNTROCK, MISSY	01302019	90.00
21 0010 1400 920 6810 320	MS BB OFFICIAL	90.00
Vendor Name BUNTROCK, MISSY		<u>90.00</u>
BUSINESS PROFESSIONALS AMERICA -	S194245	183.00

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RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount	
Account Number	Detail Description		Amount
NATIONAL CENTER			
21 0109 1400 950 7406 618	BPEI Dues Nat/State		183.00
Vendor Name BUSINESS PROFESSIONALS AMERICA			183.00
- NATIONAL CENTER			
CHEER ZONE	SI-111438	510.36	
21 0109 1400 950 7461 618	WR. CHEER SHOES		510.36
Vendor Name CHEER ZONE			510.36
CLUB'S CHOICE	043516	13.20	
21 0209 1400 910 6220 618	FUNDRAISER SALES FOR THE MIDDLE SCHOOL B		13.20
CLUB'S CHOICE	045753	79.86	
21 0209 1400 910 6220 618	FUNDRAISER SALES FOR THE MIDDLE SCHOOL B		79.86
Vendor Name CLUB'S CHOICE			93.06
COLE, JON	012819	125.00	
21 0010 1400 920 6710 320	VAR BB OFFICIAL		125.00
Vendor Name COLE, JON			125.00
EBLEN, ANTHONY	013019	125.00	
21 0010 1400 920 6810 320	VAR. BB OFFICIAL		125.00
Vendor Name EBLEN, ANTHONY			125.00
FOX, ERIN	02052019	125.00	
21 0010 1400 920 6810 320	VAR BB OFFICIAL		125.00
Vendor Name FOX, ERIN			125.00
FRENCH, DALE	01312019	60.00	
21 0010 1400 920 6710 320	FR BB OFFICIAL		60.00
FRENCH, DALE	020519	60.00	
21 0010 1400 920 6810 320	9TH BB OFFICIAL		60.00
Vendor Name FRENCH, DALE			120.00
GRAPHIC EDGE, THE	20119GE	39.10	
21 0010 1400 920 6840 618	MEET SWEATS		19.55
21 0010 1400 920 6740 618	MEET SWEATS		19.55
Vendor Name GRAPHIC EDGE, THE			39.10
GREBERT, RON	01312019	125.00	
21 0010 1400 920 6710 320	VAR BB OFFICIAL		125.00
Vendor Name GREBERT, RON			125.00
GRISWOLD COMMUNITY SCHOOLS	013019	80.00	
21 0010 1400 920 6740 320	ENTRY FEE		80.00
Vendor Name GRISWOLD COMMUNITY SCHOOLS			80.00
HOLT, JASON	013019	125.00	
21 0010 1400 920 6810 320	VAR. BB OFFICIAL		125.00
Vendor Name HOLT, JASON			125.00
IA HIGH SCHOOL SPEECH ASSOC.	blackne219	223.00	
21 0109 1400 910 6110 618	LARGE GROUP ENTRY FEE -		223.00

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RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Vendor Name	IA HIGH SCHOOL SPEECH ASSOC.	<u>223.00</u>
IOWA WESTERN COMMUNITY COLLEGE	RedOakHS	80.00
21 0010 1790 950 7454	Honor Band Registration	80.00
IOWA WESTERN COMMUNITY COLLEGE	RedOakMS	120.00
21 0209 1400 910 6220 618	REGISTRATION FEE MS HONOR BAND FESTIVAL	120.00
Vendor Name	IOWA WESTERN COMMUNITY COLLEGE	<u>200.00</u>
IRVIN, MICHAEL	012519	125.00
21 0010 1400 920 6790 320	VAR WR OFFICIAL	125.00
Vendor Name	IRVIN, MICHAEL	<u>125.00</u>
JOHNSON, BOB	01302019bj	125.00
21 0010 1400 920 6810 320	VAR. BB OFFICIAL	125.00
Vendor Name	JOHNSON, BOB	<u>125.00</u>
JOHNSON, CHRIS	013019cj	90.00
21 0010 1400 920 6810 320	MS BB OFFICIAL	90.00
Vendor Name	JOHNSON, CHRIS	<u>90.00</u>
LEWIS CENTRAL ACTIVITIES	013019lcfg	80.00
21 0010 1400 920 6660 320	ENTRY FEE	80.00
Vendor Name	LEWIS CENTRAL ACTIVITIES	<u>80.00</u>
MARTINEZ, DANIEL	013119dm	60.00
21 0010 1400 920 6710 320	FR BB OFFICIAL	60.00
MARTINEZ, DANIEL	020519dm	60.00
21 0010 1400 920 6810 320	9TH BB OFFICIAL	60.00
Vendor Name	MARTINEZ, DANIEL	<u>120.00</u>
MCCONE FOODS, INC	3639	2,160.00
21 0109 1400 950 7407 618	Supplies for FFA Fundraiser	2,160.00
Vendor Name	MCCONE FOODS, INC	<u>2,160.00</u>
NAHNSEN, JOHN	013019jn	125.00
21 0010 1400 920 6810 320	VAR BB OFFICIAL	125.00
Vendor Name	NAHNSEN, JOHN	<u>125.00</u>
NATIONAL FFA ORGANIZATION	1446609-0	1,984.50
21 0109 1400 950 7407 618	FFA Jackets	1,984.50
NATIONAL FFA ORGANIZATION	1446695	102.00
21 0109 1400 950 7407 618	FFA Jackets	102.00
Vendor Name	NATIONAL FFA ORGANIZATION	<u>2,086.50</u>
RECHER, JOHN	020519jr	125.00
21 0010 1400 920 6810 320	VAR BB OFFICIAL	125.00
Vendor Name	RECHER, JOHN	<u>125.00</u>
RED OAK LANES	12019ROL	1,250.00
21 0010 1400 920 6845 618	LANE RENTAL	1,250.00
Vendor Name	RED OAK LANES	<u>1,250.00</u>

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
SONDAG, MARGARET	020519ms	20.52
21 0209 1400 910 6110 618	REIMBURSEMENT FOR FALL PLAY SUPPLIES	20.52
Vendor Name	SONDAG, MARGARET	<u>20.52</u>
SPOMER, KURT	013019ks	125.00
21 0010 1400 920 6810 320	VAR. BB OFFICIAL	125.00
Vendor Name	SPOMER, KURT	<u>125.00</u>
STRUCK, SHAWN	020519	125.00
21 0010 1400 920 6810 320	VAR BB OFFICIAL	125.00
Vendor Name	STRUCK, SHAWN	<u>125.00</u>
SUPLES LTD.	6BOWSNDU	1,032.00
21 0010 1400 920 6790 618	MED. DUMMY	295.00
21 0010 1400 920 6790 618	SMALL DUMMY	275.00
21 0010 1400 920 6790 618	MEDIUM BAG	149.00
21 0010 1400 920 6790 320	MEDIUM BAG	154.00
21 0010 1400 920 6790 320	MEDIUM BAG	159.00
Vendor Name	SUPLES LTD.	<u>1,032.00</u>
UNITED PARCEL SERVICE	537022049	18.48
21 0109 1400 950 7408 618	FCCLA Fundraiser Return	18.48
Vendor Name	UNITED PARCEL SERVICE	<u>18.48</u>
WIEGEL, SHANE	13019sw	125.00
21 0010 1400 920 6810 320	VAR. BB OFFICIAL	125.00
Vendor Name	WIEGEL, SHANE	<u>125.00</u>
WILLIAMS, AARON	013119aw	125.00
21 0010 1400 920 6710 320	VAR BB OFFICIAL	125.00
Vendor Name	WILLIAMS, AARON	<u>125.00</u>
Fund Number	21	<u>10,346.02</u>
Checking Account ID	3	<u>10,346.02</u>

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APPROVAL OF ALTERNATES

Available to Apply to Projects	\$ 1,090,698.00
Bid Day Alternate 8 - Re-pave East Loop Drive	\$ 116,416.00
Bid Day Alternate 9 - Re-pave and Expand NE Parking Lot	\$ 249,450.00
Potential Paving Repairs at Inman	\$ 50,000.00
Remaining Project Budget	\$ 674,832.00



RED OAK COMMUNITY HIGH SCHOOL

**COURSE DESCRIPTION
HANDBOOK**

2019-2020

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

GRADUATION REQUIREMENTS

Students of Red Oak High School are required to have 52 credits to graduate. These include:

Language Arts Science	8 credits, including Language Arts 9 & 10 6 credits, including Biology, Physical Science, and Earth & Space Science
Social Studies Mathematics Fine Arts CTE	6 credits, including US History I & II and Government 6 credits, including Algebra I and Geometry 1 credit (Music, Band, & Art) 2 credits, including Personal Finance (CTE areas include: Business, Ag, Industrial Tech, Health Occupations, Family & Consumer Science)
Physical Education	4 credits (required every semester with 1 credit per year being given to grades 9-12 unless parent requests exemption for one semester due to activity involvement, health restrictions, or other academic course conflict)
CPR	CPR class provided by the school

COURSE REQUIREMENTS

The following courses are required and should be taken at the level indicated.

9th

Language Arts 9
Biology
US History I
Algebra I or Pre-algebra**
Physical Education
Personal Finance***

11th

Language Arts Elective
Earth & Space Science
Government*
Social Studies Elective*
Geometry or Math Elective
Physical Education
Personal Finance***

10th

Language Arts 10
Physical Science
US History II
Algebra I or Geometry**
Physical Education
Personal Finance***

12th

Language Arts Elective
Government*
Social Studies Elective*
Physical Education
Personal Finance***

*Required as a junior or senior.

**Students will follow a course path including: Algebra I, Geometry, Algebra II. Students placed in Pre-algebra will then take Algebra I and Geometry.

***Required, but can take at any time in grades 9-12.

Additionally, 2 years of foreign language are recommended for college bound students.

Making up courses that have been failed: Whenever a student fails a required course, the course must be made up or retaken as soon as possible. Whenever a student fails an elective

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course, the particular course failed need not be made up or retaken; however, the student must be sure he or she will have enough credits to graduate. No credit is given for courses failed.

Duplicating Courses: In most cases when a course is successfully completed it may not be retaken for credit. There are exceptions and you should review each course description. The teacher's written permission to duplicate any course is required and it should be a part of the student's 4-year plan.

MINIMUM SCHOOL DAY FOR HIGH SCHOOL STUDENTS

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

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

Seniors are allowed to schedule and leave campus for MOC (Multi-occupational Careers) or work experience (documentation required from workplace).

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GRADING SYSTEM

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

Any exception to this grading system will be reviewed with students by their respective instructor.

WEIGHTED CLASSES

“**Weighted Classes**” are any AP courses or congruent college courses above the K-12 academic core. The weighted classes' mathematical values are represented in the table:

<u>Letter Grade</u>	<u>Percentage</u>	<u>Regular, Non-weighted Course</u>	<u>Weighted Course</u>
A	100 – 93	4.000	5.000
A-	92 – 90	3.667	4.667
B+	89 – 87	3.333	4.333
B	86 – 83	3.000	4.000
B-	82 – 80	2.667	3.667
C+	79 – 77	2.333	3.333
C	76 – 73	2.000	3.000
C-	72 – 70	1.667	2.667
D+	69 – 67	1.333	2.333
D	66 – 63	1.000	2.000
D-	62 – 60	.667	1.667
F	59 and below	0.0	0.0
P	Pass		
I	Incomplete		
W	Withdrawal		
M	Student didn't complete course for medical reasons		

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SCHEDULING PARAMETERS

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

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

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

SCHEDULE CHANGES

Students needing to change their high school class schedules must sign up in the guidance office or call the counselor during the two weeks prior to the start of school in the fall and during the last week of first semester for the spring semester. Schedule changes will be done within the first 2 days of class each semester.

Schedule changes must have counselor and parent approval. It is the student's responsibility to contact his or her parents for approval.

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

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

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

INDEPENDENT STUDY

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

Plan for Independent Study:

1. Student contacts teacher or teachers under which independent study project class will be conducted.
2. Counselor reviews the proposal, ascertains parental consent, signs the request, and sends the form to the principal for approval.

Guidelines for Participation:

1. Independent study courses are recommended only for grades 11 and 12.
2. The student and teacher advisor must have mutually agreeable free time for consultation and planning.
3. Students must complete all work on courses for credit at least one week prior to the close of the semester in which the work will be recorded.
4. All requests must be approved by the student's parent or guardian.

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5. Students must complete all necessary regularly offered courses in a particular area before approval will be given for an independent study course unless this is to resolve a schedule conflict.

SENIOR YEAR PLUS PROGRAM

The Senior Year Plus (SYP) Program serves as an umbrella for a variety of programs designed to provide high school students access to courses that have the potential to generate college credit. The program was enacted to promote rigorous academic pursuits and to provide a wider variety of options to all high school students. It enables eleventh and twelfth grade students to enroll part-time in nonsectarian courses in eligible post-secondary institutions of higher learning in Iowa. A ninth or tenth grade student who is identified as a gifted and talented student according to the Red Oak Community School District's criteria and procedures is eligible to enroll under this Act.

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

CREDIT RECOVERY

Students have the opportunity to recover credit from a failed required course due to work completion, failed assessments, or attendance. This course will be offered by the Red Oak Alternative Program. Credit recovery will be available during the school year and in the summer.

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LANGUAGE ARTS

COURSE	LENGTH
Language Arts 9	All Year
Language Arts 10	All Year
Literature Explorations	All Year
Communication in the Real World	All Year
Debate	Semester
21st Century Communication	Semester
Creative Writing	Semester
Young Adult Literature	Semester

Language Arts 9 & 10

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

All Year

Language Arts 9

Grade 9

Required

Credit: 2

An emphasis will be given to the Iowa Core reading literature strand, research standards, and informational writing standard. Students will engage in the writing process on a continual basis and produce pieces of writing that will exemplify individual writing abilities and progress.

All Year

Language Arts 10

Grade 10

Required

Credit: 2

Prerequisite: Successful completion of Language Arts 9

An emphasis will be given to the Iowa Core reading informational text strand, research standards, and argumentative writing standard. Students will engage in the writing process on a continual basis and produce pieces of writing that will exemplify individual writing abilities and progress.

All Year

Literature Explorations

Grade: 10-12

Elective

Credit: 2

Prerequisite: Successful completion of Language Arts 9

This course offers a variety of texts and builds strategies for comprehension, interpretation, and analysis through the study of American literature, English literature, and World Literature. Students will experience independent and small group work, project work, and large group discussion.

All Year

Communication in the Real World

Grade: 11-12

Elective

Credit: 2

Prerequisite: Successful completion of Language Arts 10

In this course students will study the communication strategies that are used after high school, whether in college or at work. Students will speak, write, read, and work as individuals and in

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groups. Career and college readiness skills are emphasized, as students learn writing techniques, decision-making skills, and develop leadership skills needed in the real world.

Debate

Semester

Grade 10-12

Elective

Credit: 1

Prerequisite: Successful completion of Language Arts 9

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

21st Century Communication

Semester

Grade 10-12

Elective

Credit: 1

Prerequisite: Successful completion of Language Arts 9

Social media is a large part of our world today and will be a major platform that is used in this class to improve Core communication skills. Students will learn how to use social media as a means to share a story. This course will emphasize the skills and knowledge required to produce stories through digital photography, layout, and design. Students will learn how to conduct interviews, write in journalistic forms such as writing for the web and broadcast journalism, and learn the importance of visual literacy.

Creative Writing

Semester

Grade 9-12

Elective

Credit: 1

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

Young Adult Literature

Semester

Grade 9-12

Elective

Credit: 1

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

MATHEMATICS

COURSE	LENGTH
Pre-algebra	All Year
Algebra I	All Year
Geometry	All Year
Algebra II	All Year
Trigonometry/Precalculus	All Year
Discrete Math	All Year

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All Year

Pre-algebra

Grade 9

Elective

Credit: 2

Prerequisite: Placement in Pre-algebra will be based on the student's math standing at the end of 8th grade.

This course is designed for those that have been previously identified as students that may struggle with Algebra. It will use problems and explorations to help improve mathematical thinking. Students will focus on number sense, operational sense, equation structure, and the coordinate plane.

All Year

Algebra I

Grade 9 & 10

Required

Credit: 2

This course is a study of equations, functions, coordinate systems, and applications of each in problem solving. Algebra I is the first math class expected to meet graduation requirements.

All Year

Geometry

Grade 9, 10 & 11

Required

Credit: 2

Prerequisite: Successful completion of Algebra I

A standard study of Euclidean plane (flat) geometry with a strong emphasis on the solving of geometric proofs. Included are brief studies of logic, trigonometric functions and coordinate geometry.

All Year

Algebra II

Grade 10 - 12

Elective

Credit: 2

Prerequisite: Successful completion of Geometry

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

All Year

Trigonometry/Precalculus

Grade 11-12

Elective

Credit: 2

Prerequisites: Successful completion of Geometry and Algebra II

An introduction to calculus with functions, graphs, limits, area under a curve, and rates of change. A focus on algebra is woven throughout the course. This course is highly recommended for those going to college in an area where calculus will be required.

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All Year

Discrete Math

Grade 11-12

Elective

Credit: 2

Prerequisites: Successful completion of Geometry and Algebra II

A contemporary math class with real-world connections and ample collaboration. Students will examine structures with patterns, predict outcomes, and explain how the structures cause consistent results. Topics include: the theory of two-player games, graph theory, iteration and recursion (standard elements in algorithms), sequences and series, combinatorics, and cryptography. Discrete Math is as much about *why* things are true as about *what* is true. This course is recommended for students interested in pursuing a degree in computer sciences.

SCIENCE

COURSE	LENGTH
Biology	All Year
Physical Science	All Year
Earth & Space Science	All Year
Chemistry	All Year
Physics	All Year

All Year

Biology
Grade 9-10
Required
Credit: 2

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

All Year

Physical Science
Grade 9-10
Required
Credit: 2

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

All Year

Earth & Space Science
Grade 11
Required
Credit: 2

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

All Year

Chemistry
Grade 11-12
Elective
Credit: 2

Prerequisite: Algebra I and Physical Science

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

All Year

Physics
Grade 12
Elective
Credit: 2

Prerequisite: Successful completion of Algebra I and Physical Science

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

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SOCIAL STUDIES

COURSE	LENGTH
US History I	All Year
US History II	All Year
World History	All Year
Human Studies	Semester
Geography	Semester
Government	Semester
Economics	Semester

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

US History I

All Year

Grade: 9

Required

Credit: 2

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

US History II

All Year

Grade: 10

Required

Credit: 2

Prerequisite: Successful completion of US History I

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

World History

All Year

Grade: 9-12

Elective

Credit: 2

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

Human Studies

Semester

Grade 9-12

Elective

Credit: 1

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

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Semester

Geography
Grade 9-12
Elective
Credit: 1

This course focuses on the physical and cultural features of local, national, and global regions. Students will create geographical representations and will demonstrate understanding of the interrelationships between geographical features and human population & movement patterns.

Semester

Government
Grade 11-12
Required
Credit: 1

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

Semester

Economics
Grade: 11-12
Elective
Credit: 1

Economics is a one-semester class. It covers introductory economic concepts including: U.S. economy, supply and demand, stock market, taxes, U.S. government policies, unemployment, and business in the United States. Various consumer topics are covered. This course meets the requirement for the Economics strand of the Iowa Core Curriculum. Numerous activities and guest speakers are utilized.

AGRICULTURE

COURSE	LENGTH
Intro to Agriculture	All Year
Plant Science	All Year
Ag Business/Leadership	All Year
Veterinary Science I	Semester
Veterinary Science II	Semester
Ag Engineering I	Semester
Ag Engineering II	Semester
Animal and Plant Biotechnology I	Semester
Animal and Plant Biotechnology II	Semester
Natural Resources and Ecology I	Semester
Natural Resources and Ecology II	Semester

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All Year

Intro to Agriculture

Grades 9 (Other grades by permission of instructor)

Elective

Credit: 2

This course is designed for 9th grade students. The course will include the following leadership topics: the FFA, Supervised Agricultural Experience, and parliamentary procedure. In addition, the course will focus on agriscience research concepts and general agricultural information.

All Year

Plant Science

Grades 10 (Other grades by permission of instructor)

Elective

Credit: 2

Prerequisite: Ag Ed I

This course is designed for 10th grade students. The course will include the following topics: soil evaluation, basic plant science concepts, natural resources, and agriscience research. The leadership aspects of the FFA and Supervised Agricultural Experience will also be included.

All Year

Ag Business/Leadership

Grades 11-12 (Other grades by permission of instructor)

Elective

Credit: 2

Prerequisite: Ag Ed I or instructor approval

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

Semester

Veterinary Science I

Grades 11-12 (Other grades by permission of instructor)

Elective

Credit: 1

Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, or industry personnel face in their respective careers. This course must be taken before taking Vet Science II.

Veterinary Science II

Semester

Grades 11-12 (Other grades by permission of instructor)

Elective

Credit: 1

Prerequisite: Veterinary Science I

Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, or industry personnel face in their respective careers. This course can be taken any Spring semester during high school after completing Vet Science I. The coursework builds upon the concepts from Vet Science I.

Ag Engineering I

Semester

Grades 10-12 (Other grades by permission of instructor)

Elective

Credit: 1

Students will explore projects and problems similar to those that a mechanic, technician or engineer may face in their respective careers. In addition, students will understand specific connections between science, math, and technical skills applied to Supervised Agricultural Experiences and FFA components that play an important role developing an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

Ag Engineering II

Semester

Grades 10-12 (Other grades by permission of instructor)

Elective:

Credit: 1

Prerequisite: Ag Engineering I

Students will explore projects and problems similar to those that a mechanic, technician or engineer may face in their respective careers. In addition, students will understand specific connections between science, math, and technical skills applied to Supervised Agricultural Experiences and FFA components that play an important role developing an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

Animal and Plant Biotechnology I

Semester

Grades 11-12 (Other grades by permission of instructor)

Elective

Credit: 1

Students will be provided with experiences in industry appropriate applications of biotechnology related to plant and animal agriculture. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of biotechnology. Students are expected to become proficient at biotechnological skills involving micropipetting, bacterial cultures and transformations, electrophoresis, and polymerase chain reaction.

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Animal and Plant Biotechnology II
Grades 11-12 (Other grades by permission of instructor)
Elective
Credit: 1

Semester

Prerequisite: Animal and Plant Biotechnology I

Students will be provided with experiences in industry appropriate applications of biotechnology related to plant and animal agriculture. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of biotechnology. Students are expected to become proficient at biotechnological skills involving micropipetting, bacterial cultures and transformations, electrophoresis, and polymerase chain reaction.

Natural Resources and Ecology I
Grades 10-12 (Other grades by permission of instructor)
Elective
Credit: 1

Semester

Students will be provided with a variety of experiences that in the fields of natural resources and ecology. Students will explore hands-on projects and activities while studying topics such as land use, water quality, stewardship, and environmental agencies. Study of the natural world including biomes, land, air, water, energy, use and care as well as a focus on issues surrounding man's interaction with the Earth will be addressed in this course.

Natural Resources and Ecology II
Grades 10-12 (Other grades by permission of instructor)
Elective
Credit: 1

Semester

Prerequisite: Natural Resources and Ecology I

Students will be provided with a variety of experiences that in the fields of natural resources and ecology. Students will explore hands-on projects and activities while studying topics such as land use, water quality, stewardship, and environmental agencies. Study of the natural world including biomes, land, air, water, energy, use and care as well as a focus on issues surrounding man's interaction with the Earth will be addressed in this course.

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BUSINESS EDUCATION

COURSE	LENGTH
Careers	Semester
Accounting	All Year
Intro to Business	Semester
Marketing	Semester
Principles of Management	Semester
Personal Finance	Semester

Semester

Careers

Grade 9-12

Elective

Credit: 1

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

All Year

Accounting

Grade 9-12

Elective

Credit: 2

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

Semester

Intro to Business

Grade 9-12

Elective

Credit: 1

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

Semester

Marketing

Grade 9-12

Elective

Credit: 1

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

Semester

Principles of Management

Grade 9-12

Elective

Credit: 1

Prerequisite: Successful completion of Intro to Business

This course is designed to be an overview of the major functions of management. Emphasis is on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management.

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Semester

Personal Finance

Grade 9-12

Required

Credit: 1

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

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FAMILY AND CONSUMER SCIENCES

COURSE	LENGTH
FACS for You	Semester
Parenting	Semester
Early Childhood Development	Semester
Food & Nutrition	Semester
ProStart I	All Year
Senior Culinary	Semester

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FACS for You
Grades: 9-11
Elective
Credit: 1

Semester

An introductory course designed to help students explore all the areas of family and consumer sciences and the student organization FCCLA, Family Career and Community Leaders of America. Areas of study include: personal development, communication skills, interior design, child development, families, clothing care, nutrition, and food preparation. Students will work individually and cooperatively in groups.

Parenting
Grades 10-12
Elective
Credit: 1

Semester

Parenting is an introductory course in childcare and child development. The course will focus upon three areas of parenting: caring for children, nurturing children, and guiding children. Students will be given an opportunity to use the Real Care Baby infant simulator.

Early Childhood Development
Grades 10-12
Elective
Credit: 1

Semester

This course will help prepare students for a career in childcare or early childhood education. Students will develop a portfolio of activities for the toddler and preschool child. Opportunities will be given for student to plan activities for children in the preschool and primary classes.

Food & Nutrition
Grade: 9-12
Elective
Credit: 1

Semester

In this course, students will explore basic nutritional guidelines in relation to wellness across a lifespan. Particular emphasis will be placed on nutritional value of foods and accurately reading food labels. Students will learn how to manage and use foods to meet nutritional needs. Basic entry technique labs will be included. They will also explore safety and sanitation procedures using ServSafe, a food safety program from the National Restaurant Association. **This course is a prerequisite for entry into ProStart I.**

ProStart I
Grade: 10-11
Elective
Credit: 2

All Year

Prerequisite: Successful completion of Food Choices

ProStart I is the first in a 2-course program created by the National Restaurant Association Educational Foundation. In this course, students learn the management and culinary skills needed for a career in the foodservice industry. Within the course, students will learn aspects of

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safety and sanitation, communication, management, and customer service as well as basic culinary skills. Lab experiences will include soups, sauces, fruits, vegetables, and grains. This course is a prerequisite for ProStart II, which will be offered next year. **Maximum class size 15.**

Senior Culinary

Semester

Grade: 12

Elective

Credit: 1

Prerequisite: Successful completion of Food Choices

This course is offered for seniors only as all other students will have the opportunity to complete the ProStart program. This course will focus on techniques used in the food industry. Students will learn basic culinary skills including knife and garnishing skills, advanced baking skills, sandwiches, soups, and sauces. Students will design their own restaurant including menu. **Maximum class size 15.**

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FINE ARTS

COURSE	LENGTH
Studio Art	Semester
Drawing & Printmaking	Semester
Ceramics	Semester
Advanced Studio Art	Semester
Yearbook	All Year
Digital Media Arts	Semester
Virtual Reality	Semester
Junior Varsity Choir	All Year
Varsity Choir	All Year
Band	All Year
Music Theory	All Year

Semester

Studio Art
Grade 9-12
Elective
Credit: 1

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

Semester

Drawing & Printmaking
Grade 10-12
Elective
Credit: 1

Prerequisite: Successful completion of Studio Art

This is a one semester course in which the student has the opportunity to work with and explore different drawing media and printmaking media. Pencil, charcoal, pen & ink, pastel, and printmaking will be explored. Students will learn traditional and contemporary problems of representation, composition, art history and movements.

Semester

Ceramics
Grade 10-12
Elective
Credit: 1

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

Semester

Advanced Studio Art
Grade 11-12
Elective
Credit: 1

Prerequisite: Successful completion of Studio Art and two other studio-based art classes as well as teacher approval

Advanced Art is a course for the serious art student. Students will select one or several artistic areas to explore in depth during the semester, with the goal to develop pieces for a portfolio. Students may elect to pursue advanced studies in sculpture, pottery, painting, drawing, digital media, and in other areas. Students will learn the basics of taking and preparing digital images of their completed work and develop a resume to submit when applying to art schools, scholarships, and art shows. Students may be required to purchase their own materials. May be repeated once for credit.

Yearbook
Grade 10-12
Elective
Credit: 2

All Year

Application and interviews required

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

Digital Media Arts
Grade 9-12
Elective
Credit: 1

Semester

Digital Media Arts is intended for high school level students to gain an understanding of digital print and online media. Students will do digital photography and use graphic design software to demonstrate creative thinking, construct knowledge, and to develop innovative products and processes. Students will visually communicate information and ideas effectively through these media.

Virtual Reality
Grades 9-12
Elective
Credit: 1

Semester

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

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Junior Varsity Choir

All Year

Grade 9-12

Elective

Credit: 2

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

Varsity Choir

All Year

Grade 9-12

Elective

Credit: 2

Enrollment by instructor approval

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

Band

All Year

Grade 9-12

Elective

Credit: 2

Permission of instructor

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

Music Theory

All Year

Grade 10-12

Elective

Credit: 1 if taken as a semester class, 2 if taken all year

Prerequisite: Theory students will be enrolled in chorus or band for the year, enrollment by instructor permission only.

This course is offered for **10th through 12th grade students who are serious about music**, especially those with goals of a major or minor in music at the college level. Teacher approval required. The course will include the study of basic theory fundamentals.

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FOREIGN LANGUAGE

COURSE	LENGTH
Spanish I	All Year
Spanish II	All Year
Spanish III	All Year
Spanish IV	All Year

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All Year

Spanish I
Grade 9-12
Elective
Credit: 2

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

All Year

Spanish II
Grade 10-12
Elective
Credit: 2

Prerequisite: Successful completion of Spanish I

As a continuation of Spanish I, students again expand and focus on their vocabulary and grammar skills. Emphasis continues to be on communication skills as well as the understanding and appreciation of Hispanic culture.

All Year

Spanish III & IV
Grade 11-12
Elective
Credit: 2

Prerequisite: Successful completion of Spanish II and III

Students begin an in-depth look at the Spanish language. Conversation and reading skills are reviewed and practiced and grammar structures are analyzed. Emphasis continues to be placed on communication and the everyday life of persons in Spanish-speaking countries.

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INDUSTRIAL TECH

COURSE	LENGTH
Intro to Engineering Design	Semester
Engineering Design Technology	Semester
Intro to Manufacturing	Semester
Electricity	Semester
Material Processing Tech	All Year
Advanced Manufacturing	Semester

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Intro to Engineering Design
Grades 9-12
Elective
Credit: 1

Semester

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

Engineering Design Technology
Grade 10-12
Elective
Credit: 1

Semester

Prerequisite: Successful completion of Intro to Engineering Design

EDT is the last course in the Engineering Design series. This is an advanced course for more in depth study of mechanical and working drawings. Concepts include: tolerance keyways, gears and cams, weld assemblies, piping components, assembly drawings and animation of components. Some manual along with computer drawing techniques will be used in this course. **Maximum class size 10.**

Intro to Manufacturing
Grade 9-12
Elective
Credit: 1

Semester

Manufacturing provides the study of materials and processes used in industry. Areas of study will include sheet, metal, oxyacetylene and arc welding, machining, foundry, forging and heat treating and tempering. Laboratory experiences will enhance classroom activities through hands-on projects. A fee for some materials will be assessed to the student. **Maximum class size 15.**

Electricity
Grade 10-12
Elective
Credit: 1

Semester

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

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Material Processing Tech

All Year

Grades 10-12

Elective

Credit: 2

Prerequisite: Intro to Engineering Design

The material processing tech course is a yearlong course where students will study the following areas.

1. Basic shop and safety practices (personal safety equipment, general safety and equipment practices, maintaining a safe work environment, and maintaining equipment).
2. Design and Problem Solving (Utilizing design processes and problem solving strategies, working with and editing working drawings, material estimating).
3. Development Skill Competencies (the use of rubric skill sheets are used to develop the following layout work, tool and technique selection, assembly and finishing techniques and materials).
4. Careers and Society (exploration of woodworking careers and industry, lumbers impact on the environment)

Small project work is incorporated into the course to reinforce curriculum.

Advanced Manufacturing

Semester

Grades 10-12

Elective

Credit: 1

Prerequisite: Successful completion of Intro to Manufacturing

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

Maximum class size 12.

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PHYSICAL EDUCATION & HEALTH

COURSE	LENGTH
Physical Education	Semester
Athletic Strength and Conditioning	Semester
Health I	Semester (fall)
Health II	Semester (spring)

Physical Education

Semester

Grade 9-12
Required
Credit: 1

Every student is required to enroll in physical education every semester per year unless he or she presents a written excuse from a doctor. Student's limitations and disabilities will be considered individually. If necessary, an adaptive program will be set up to meet those needs.

Athletic Strength & Conditioning

Semester

Grade 9-12
Elective and can fulfill PE requirement
Credit: 1
Prerequisites: Instructor approval

Throughout this course, students will follow the guidelines in place for the Red Oak Community School District Strength & Conditioning program, focusing on long term athletic development and life-long fitness components. Students will follow a strategically designed program that emphasizes proper movement patterns, running/sprinting mechanics, ability to change direction and progresses the students based on the student's specific needs. Students enrolled in this course will be involved in a program that is designed to focus on the progress of the student over their four-year high school career.

Health I

Fall semester

Grade 9 -12
Elective
Credit: 1

This semester course will provide students with knowledge, skills and resources to help a healthy lifestyle. Topics covered will include health skills for the healthy consumer, physical activity, nutrition, personal care of the body and body systems, injury prevention and environmental health.

Health II

Spring semester

Grade 9 -12
Elective
Credit: 1

This elective semester course focuses on the health issues facing today's adolescent. Areas of study include mental health, promoting safe and healthy relationships, human growth and development, and disease prevention including STI's and HIV/AIDS.

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IOWA JOBS FOR AMERICA'S GRADUATES (IJAG)

COURSE

LENGTH

IJAG

Semester

LDD

IJAG

Grade 11-12

Elective

Credit: 1

Semester

Intended to take through senior year

Introduction to IJAG, a career exploration and preparation program, provides an educational, hands-on approach to exploring personal strengths and weaknesses. Students will work to build strengths in academic areas, time management; learn about personality and temperament, understand communication models for personal and career use, identify values and understand the relationship between personal actions and consequences that follow. Students will make connections to their career interests, abilities and aptitudes by determining their education and career goals. Students will be able to demonstrate core competency attainment.

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MULTI-OCCUPATIONAL CAREERS (MOC)

COURSE

LENGTH

MOC

Semester

62

MOC

Semester

Grade 12

Elective

Credit: 1

Application required

The MOC course is designed for students looking for real life job experience at a local business. The students are matched to a job that matches their interests and/or qualifications. The student meets with the MOC coordinator once a week for progress reports and information. The student is evaluated bi-weekly by their supervisor.

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SWCC Concurrent Courses

PREREQUISITES FOR ALL SWCC COURSES:

- Student in grade 11 or 12 or identified TAG/ELO student
- Proficient in reading, math, and science on the latest statewide assessment
- Online application for admission to SWCC as a high school student
- ACT composite score of 19 or higher or Accuplacer test scores on file at SWCC
- Completion of SWCC Registration Form with parent, student, and school official signatures
 - Completion of registration form does not guarantee enrollment in the courses selected. Roster availability, pre-requisites, and placement scores will be evaluated before enrollment is confirmed.

COURSE	LENGTH
Calculus I	1 st Semester only
College Algebra	1 st Semester only
Introductory Biology with Lab	1 st Semester only
Calculus II	2 nd Semester only
Statistics	2 nd Semester only

American Experience in Vietnam	Semester
Art Appreciation	Semester
Business Communications	Semester
Composition I	Semester
Composition II	Semester
Developmental Psychology	Semester
Essentials of Anatomy & Physiology	Semester
Fundamentals of Oral Communication	Semester
History of Rock and Roll	Semester
Human Relations	Semester
Introduction to Business	Semester
Introduction to Computers	Semester
Introduction to Early Childhood Education	Semester

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Introduction to Education	Semester
Introduction to Literature	Semester
Introduction to Psychology	Semester
Introduction to Sociology	Semester
Medical Terminology	Semester
Music Appreciation	Semester
Mythological & Biblical Literature	Semester
Nutrition	Semester
Sports and Society	Semester
U.S. History to 1877	Semester
Western Civilization: Ancient to Early	Semester
Western Civilization: Early to Present	Semester
World Regional Geography	Semester

SWCC Career Academy

General Industry Safety	2 nd Semester
Health Occupations I	1 st Semester
Introduction to Fabrication	1 st Semester
Introduction to Oxyacetylene Welding, Cutting & Brazing	2 nd Semester
Introduction to Shielded Metal Arc Welding	2 nd Semester
Medical Terminology	2 nd Semester
Nurse Aide	2 nd Semester
Pharmacology Basics (only offered if at least 6 students enroll)	2 nd Semester
Welding Blueprint Reading	1 st Semester

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Calculus I

Semester

Grade: 11 – 12

Elective

HS Credit: 1

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

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

College Algebra

Semester

Grade 11-12

Elective

HS Credit: 1

Prerequisite: Recommended ACCUPLACER score or MAT 101 Intermediate Algebra.

Topics to include: the real and complex number systems and Cartesian coordinate system. Additional concepts include polynomial, exponential, and logarithmic functions as well as matrix algebra, systems of equations, conic sections and sequences and series.

Introductory Biology

Semester

Grade 11-12

Elective

HS Credit: 1

This course is an introduction to basic biological principles with emphasis on topics and issues of current interest and applications of biology related to the medical, ethical, and social dilemmas of humans integrating with the biosphere. The required laboratory will stress the process of science and exposure to living organisms. Topics to be considered are structure, function, and metabolism of cells, genetics, impact of molecular biology and genetic engineering, plants, animals, diversity, and evolution. Three lecture hours, two lab hours.

Calculus II

Semester

Grade: 11-12

Elective

HS Credit: 1

Prerequisite: MAT 210 Calculus I.

This course studies transcendental functions, techniques of integration, infinite series, conic sections, parameterized curves, and polar coordinates.

Statistics

Grade 11-12

Elective

HS Credit: 1

Prerequisite: Recommended ACCUPLACER score or MAT 101 Intermediate Algebra.

Statistics is a non-calculus based course designed to lay a foundation which will enable students to understand statistical thinking and apply basic statistical techniques. The qualitative and quantitative study in statistics will be useful for students pursuing majors in a wide variety of disciplines: psychology, sociology, business, economics, physical science, biological science, education, engineering, journalism, and career and technical programs.

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American Experience in Vietnam
Grade 11-12
Elective
HS Credit: 1

Semester

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

Art Appreciation
Grade 11-12
Elective
HS Credit: 1

Semester

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

Business Communications
Grade 11-12
Elective
HS Credit: 1

Semester

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

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

College English Composition I
Grade 11-12
Elective
HS Credit: 1

Semester

Prerequisite: Recommended ACCUPLACER score

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

College English Composition II
Grade 11-12
Elective
HS Credit: 1

Semester

Prerequisite: ENG 105 Composition I

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

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Developmental Psychology

Semester

Grade 11-12

Elective

HS Credit: 1

Prerequisite: PSY 111 Introduction to Psychology or instructor approval.

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

Essentials of Anatomy & Physiology

Semester

Grade 11-12

Elective

HS Credit: 1

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

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

Fundamentals of Oral Communication

Semester

Grade 11-12

Elective

HS Credit: 1

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

History of Rock and Roll

Semester

Grade 11-12

Elective

HS Credit: 1

A study of Rock and Roll from the mid 1950s to the present. Designed to create critical listeners of popular culture music through analysis of song forms, rock band instrumentation, and the political, cultural, and social significance of song lyrics.

Human Relations

Semester

Grade 11-12

Elective

HS Credit: 1

This is a course designed to improve students' ability to function in the workplace. This course will work on increasing students' self-awareness and improving their ability to get along with customers, coworkers, and supervisors. The course will build communications and human relations skills.

Introduction to Business

Semester

Grade 11-12

Elective

HS Credit: 1

68

An introduction to the functions and practices of modern business and the economic institutions that facilitate the operation of individual business units. The interrelations existing in the various phases of business activity: organization, finance, production, and marketing.

Introduction to Computers

Semester

Grade 11-12

Elective

HS Credit: 1

Prerequisite: Keyboarding skills.

This is an introductory course that surveys a variety of topics to include history, hardware, software, terminology, communications, computer ethics, and societal impact of computers. In addition to computer literacy, students will complete hands-on modules for Microsoft Office programs.

Introduction to Early Childhood Education

Semester

Grade 11-12

Elective

HS Credit: 1

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

Introduction to Education

Semester

Grade 11-12

Elective

HS Credit: 1

Prerequisite: ENG 105 Composition I is highly encouraged.

This introductory course in education will provide opportunities for the student to gain a fundamental understanding of what is involved in a teaching career. Topics include, but are not limited to, current issues in education, school law, and ethics. Also, it is designed to familiarize students who may not enter the teaching profession with some basic educational principles which will enable them to contribute more adequately to the total educational system. Students will be required to complete 15 hours of observation in a K-12 classroom as part of this course.

Introduction to Literature

Semester

Grade 11-12

Elective

HS Credit: 1

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

Introduction to Psychology

Semester

Grade 11-12

Elective

HS Credit: 1

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

Introduction to Sociology

Semester

69

Grade 11-12
Elective
HS Credit: 1

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

Medical Terminology

Semester

Grade 11-12
Elective
HS Credit: 1

Prerequisite: Health Occupations I

Designed to help logically understand medical terms. Basic prefixes, suffixes, and root words are emphasized as a method of acquiring and retaining knowledge. Exercises stressing the spelling, pronunciation, and usage of medical terms are included.

Music Appreciation

Semester

Grade 11-12
Elective
HS Credit: 1

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

Mythological and Biblical Literature

Semester

Grade 11-12
Elective
HS Credit: 1

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

Nutrition

Semester

Grade 11-12
Elective
HS Credit: 1

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

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

Sports and Society

Semester

Grade 11-12
Elective
HS Credit: 1

70

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

U.S. History Since 1877

Semester

Grade 11-12
Elective
HS Credit: 1

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

Western Civilization: Ancient to Early Modern

Semester

Grade 11-12
Elective
HS Credit: 1

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

Western Civilization: Early Modern to Present

Semester

Grade 11-12
Elective
HS Credit: 1

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

World Regional Geography

Semester

Grade 11-12
Elective
HS Credit: 1

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

General Industry Safety

Semester

Grade 11-12
Elective
HS Credit: 1

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

Health Occupations I

Semester

Grade 11-12
Elective
HS Credit: 1

11

This class is designed for students to learn the skills and characteristics expected for professional preparation and employability in various health careers. Provides an overview of the health industry, current trends, and issues. Study the work environment as it related to health and safety regulations. The student could be eligible for CPR certification.

Introduction to Fabrication

Semester

Grade 11-12
Elective
HS Credit: 1

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

Introduction to Oxyacetylene Welding, Cutting and Brazing

Semester

Grade 11-12
Elective
HS Credit: 1

This course provides a thorough technical understanding of metallurgy, oxyacetylene welding, flame cutting and brazing fundamentals, and develops skills necessary to produce high quality fillet and square groove welds in 3/16" plate. Students will develop understanding of weld hazards and safety procedures throughout the course.

Introduction to Shielded Metal Arc Welding (SMAW)

Semester

Grade 11-12
Elective
HS Credit: 1

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

Nurse Aide (CNA)

Semester

Grade 11-12
Elective
HS Credit: 1

Prerequisites: HSC 110 Introduction to Health Occupations and criminal background check.

This course builds upon the topics in HSC 110 Introduction to Health Occupations. Students will complete the 75 Hour Nurse Aide training and will be eligible for certification testing. **There is a fee to take the CNA test that the student will have to pay.**

Pharmacology Basics

Semester

Grade 11-12
Elective
HS Credit: 1

Prerequisite: Health Occupations I

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

Welding Blueprint Reading

Semester

Grade 11-12
Elective

12

Credit: 1

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

NCAA Eligibility Center

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

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

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

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

Below is information regarding area schools and their choices regarding the use of weighted grades. Also included is information from some universities and how they view weighted grades for students applying to their school.

School	Use Weighted Grades	General Information
Clarinda	No	
Creston	No	
East Mills	No	
Essex	No	
Stanton	No	
Atlantic	Yes	College and AP courses taught in the building are weighted. All other college or honors courses are NOT weighted.
Fremont Mills	Yes	5.0 scale weight for college courses only
Glenwood	Yes	They weight AP courses whether taken in the building or online. They do NOT weight college courses as they feel that AP and Calculus are more rigorous than college courses.
Kuemper	Yes	They run on a 4.33 grade scale rather than 4.0. They then assign a weight of 1.2 to AP, college, and honors level courses.
Lewis Central	Yes	They weight AP, PLTW, and IWCC courses.
South Page	Yes	4.25 scale
Iowa State		Weighted grades can give students an edge over others with scholarships.
MWMSU		They have no preference because every high school does things differently.
University of Iowa		Weighted grades can help with scholarships. They believe it indicates students have taken more rigorous courses.
UNO		They have no preference. It does not disadvantage students regarding acceptance.

Legal Obligation Regarding Attendance Regulation

The school believes the responsibility for attendance rests with the parents and the students. We encourage those responsible to make sound educational decisions about school attendance, keeping in mind that attendance at school results in greater success. If that responsibility is not assumed by the student and parents, the school will enforce the state of Iowa mandatory attendance laws and the excessive absence regulation. Our state legislators have created a very important law (code) that addresses student attendance in schools. Iowa Code 299.1 reads as follows:

The parent, guardian, or legal or actual custodian of a child who is of compulsory attendance age, shall cause the child to attend school during a school year. The board of directors of a public school district shall set the number of days of required attendance for the schools under its control.

The board of directors of a public school may, by resolution, require attendance for the entire time when the schools are in session in any school year and adopt a policy or rules relating to the reasons considered to be valid or acceptable excuses for absence from school.

To support this law, the directors of the Red Oak Board of Education have adopted a number of policies within the 500 Series (Policies Impacting Students) of the Red Oak Board Policy Manual. These policies, along with the rules found in this student handbook, serve to support Iowa Code 299.1. Please take the time to familiarize yourself with the rules found in this handbook. We, the administration and board of directors, have designed these rules so that all students may receive an excellent education.

It is our legal obligation to work with the County Attorney to uphold Iowa Chapter 299. Therefore, students of compulsory attendance age who exhibit attendance deficiencies will be required to attend a mandatory mediation session with our local county attorney.

Attendance Definitions – A student's absence will be recorded using a combination of the four following codes:

- 1) **Excused Absence** - The chart below identifies excused absences according to our secondary school attendance policy. However, other additional circumstances may warrant an absence to be excused.
- 2) **Parentally Excused Absence** – Any absence that is verified by the parent or guardian, but is not listed in the excused category below would be considered a parentally excused absence.
- 3) **Truancy** - Any absence that occurs without notification from the student's parent/guardian will be classified as truant. Schools must be notified on or before the day of the absence in order for the absence not to be classified as truancy. Students will be marked truant if more than 20 minutes of class has been missed.
- 4) **Tardy** – Not being in your assigned classroom when class begins or up to 20 minutes late to class.

Excused	Parentally Excused
Funeral (notification required from parent before the absence occurs)	Parent call in for illness
Medical (notification from parent and documentation required from doctor's office signed by a physician within <u>2</u> days)	Family Vacation
Religious Observance (notification required from parent before the absence occurs)	Cosmetic appointments
College Visit (juniors get 1; seniors get 3)	Car problems
Field Trips/Sports/Activities	Non-school related activities
Legal (notification required from parent before the absence occurs)	Graduations
Other circumstances (administrative approval required)	Other

Poor Attendance Consequences & Disciplinary Procedures

Academic Make-up Time Definition

- Academic Make-up Time (AMT) will be required for students to meet the minimum attendance requirement for class.
- AMT will be made up during professional development Mondays and/or Saturday School.
- If AMT is done by the end of the semester, one may be able to retain their grade. If AMT is not done by the end of the semester, the student will be required to retake the course or attend summer school for pass/fail to obtain credit.
- If AMT is skipped during the school year and/or summer school, it will count as another class missed.

Tardy Discipline

All tardy students will need to report to the office to obtain a pass to class.

- Once a student has 2 tardies, the student is on the watch list for the quarter.
- Weekly Consequences
 - 1st = Conversation with the School Administrative Manager (SAM) on consequences of further tardies, and parent contact
 - 2nd-3rd = Student will serve thirty minute detention, conversation with SAM on consequences of further tardies, and parent contact
 - 4th = Half Day In-School Suspension
 - 5th or greater = Full Day In-School Suspension

Truant Discipline

- A thirty minute detention (forty-five minute detention if on block schedule) will be served for each class period a student is truant.
- If a student is truant for a full day, the student will be scheduled for AMT equal to half of the school day.
 - o If AMT is skipped, AMT will double and continue to be required for course credit.

Parentally Excused Coursework Consequences

- Student/Parent Contract will be issued after 6 parentally excused absence class sessions missed.
- Student will be expected to continue attending course.
- 8th parentally excused absence will result in letter home detailing attendance records and attendance procedures.
- 10th parentally excused absence will result in letter home detailing attendance records and attendance procedures. Student and parent/guardian will meet with principal, school administrative manager, guidance counselor, and/or student support coordinator.
- 12 or more parentally excused classes missed will guarantee loss of credit until AMT is served.

OBJECTIVES OF BUILDINGS AND SITES

This series of the board policy manual sets forth the board objectives and goals for the school district's buildings and sites. It is the goal of the board to provide sufficient school district buildings and sites for the education program. The board will strive to provide an environment which will encourage and support learning.

In providing this environment the school district buildings and sites will accommodate the organizational and instructional patterns that support the education program. The board has final authority to determine what is necessary to meet the needs of the education program.

It is the responsibility of the superintendent to oversee the day-to-day operations of the school buildings and sites and to notify the board of areas in need of improvement.

Approved January 16, 2014

Reviewed February 11, 2019

Revised

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BUILDINGS AND SITES LONG RANGE PLANNING

As part of the board's long range plan for the school district's education program, the board will include the buildings and sites needs for the education program. The long-term needs for building will be discussed and determined by the board.

It is the responsibility of the superintendent to provide information including, but not limited to, enrollment projections and education program requirements to the board.

Approved January 16, 2014

Reviewed February 11, 2019

Revised

80

BUILDINGS AND SITES SURVEYS

The board may engage the services of consultants or other personnel to study the needs of the school district's buildings and sites in providing the education program. The results of these services will be considered in planning the education program and in making decisions about the improvement and acquisition of additional buildings and sites.

It is the responsibility of the superintendent to make a recommendation to the board regarding the need for such services and who should perform such services for the board.

Approved January 16, 2014

Reviewed February 11, 2019

Revised

81

EDUCATIONAL SPECIFICATIONS FOR BUILDINGS AND SITES

Buildings and sites considered for purchase or construction by the board or currently owned by the school district and used for the education program must meet, or upon improvement be able to meet, the specifications set by the board. The board will make this determination.

Prior to construction or renovation of buildings and sites, when required by law, the specifications must be endorsed by the State of Iowa. The board may set standards in addition to the requirements of the State of Iowa for school district buildings and sites.

Prior to remodeling or other construction of buildings and sites, the board may appoint a committee of consultants, employees, citizens, or others to assist the board in developing the specifications for the new or improved buildings and sites. The education specifications will include, but not be limited to, the financial resources available for the project, the definition and character of classrooms, the functional use to be made of the rooms, description of specialized needs, and other pertinent information as the board deems necessary. These specifications will be consistent with the education program, will support the teaching and learning that will take place in the building, and will provide the architect with the information necessary to determine what is expected from the facility. It is within the discretion of the board to determine whether a committee is appointed.

It is the responsibility of the superintendent to make a recommendation to the board regarding the specifications of buildings and sites.

Approved January 16, 2014

Reviewed February 11, 2019

Revised



SITE ACQUISITION

Sites acquired by the board will meet or upon improvement be able to meet the specifications set out by the board prior to using the site for the education program. The board may meet in closed session to discuss potential purchases of sites.

It is the responsibility of the superintendent to assist the board and to make recommendations concerning the acquisition of sites.

Approved January 16, 2014

Reviewed February 11, 2019

Revised

BIDS AND AWARDS FOR CONSTRUCTION CONTRACTS

The board supports economic development in Iowa, particularly in the school district community. Construction contracts will be made in the school district community or in Iowa from Iowa-based companies if the bids submitted meet the required specifications and are comparable in quality and can be received without additional cost in comparison to those submitted by other bidders. The board will have the authority to approve or retain construction contracts.

Public, competitive sealed bids are required for public improvement construction projects, including renovation and repair, with a cost exceeding the statutory minimums required by law. The public, competitive sealed bid requirement is waived in the case of emergency repairs when the repairs are necessary to prevent the closing of a school. The AEA administrator will certify that the emergency repairs are necessary to prevent the closing of a school. The superintendent will comply with the competitive quote process for those projects subject to the competitive quote law. The superintendent will determine the process for obtaining quotes for projects below the competitive quote limit.

The award of construction contracts will, generally, be made to the lowest responsible bidder. The board, in its discretion, after considering factors relating to the construction, including, but not limited to, the cost of the construction, availability of service and/or repair, completion date, and any other factors deemed relevant by the board, may choose a bid other than the lowest bid. The board will have the right to reject any or all bids, or any part thereof, and to enter into the contract or contracts deemed to be in the best interests of the school district.

It is the responsibility of the superintendent to make a recommendation and the reason for it to the board for construction contract bids. The board secretary shall recommend to the board which bid to accept.

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Reviewed February 11, 2019

Revised

MAINTENANCE SCHEDULE

The school district buildings and sites, including the grounds, buildings and equipment, will be kept clean and in good repair. Employees should notify the building principal when something is in need of repair or removal, including graffiti.

It is the responsibility of the superintendent to maintain the school district buildings and sites. As part of this responsibility, a maintenance schedule for the general care and housekeeping of all buildings, equipment, and grounds is created and adhered to in compliance with this policy. This schedule shall include provisions establishing the proper lines of authority in administering such schedule.

Approved January 16, 2014

Reviewed February 11, 2019

Revised

85

REQUESTS FOR IMPROVEMENTS

Generally, except for emergency situations, requests for improvements or repairs are made to the superintendent by building principals and the head custodian. Requirements for requests outlined in the maintenance schedule will be followed.

Minor improvements, not exceeding a cost of \$5,000, may be approved by the superintendent. Improvements exceeding \$5,000 must be approved by the board. Routine maintenance and repairs outlined in the maintenance schedule will be followed.

Approved January 16, 2014

Reviewed February 11, 2019

Revised

810

EMERGENCY REPAIRS

When an emergency arises in the maintenance or operation of any district property that directly affects the learning environment and/or safety and welfare of personnel and students, the following actions shall be taken:

1. Insure the safety and welfare of the students.
2. Insure the safety and welfare of personnel.
3. Report such emergency condition to the appropriate administrator and/or maintenance staff for correction or to outside authorities.

In the event an emergency requiring repairs in excess of the statutory minimums required by law to a school district facility is necessary to correct or control the situation and to prevent the closing of school, the provisions relating to bidding will not apply. It is the responsibility of the superintendent to obtain certification from the area education agency administrator stating such repairs in excess of the statutory minimums required by law were necessary to prevent the closing of school.

It is the responsibility of the superintendent to notify the board as soon as possible considering the circumstances of the emergency.

Approved January 16, 2014

Reviewed February 11, 2019

Revised

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CAPITAL ASSETS

The school district will establish and maintain a capital assets management system for reporting capitalized assets owned or under the jurisdiction of the school district in its financial reports in accordance with generally accepted accounting principles (GAAP) as required or modified by law; to improve the school district's oversight of capital assets by assigning and recording them to specific facilities and programs and to provide for proof of loss of capital assets for insurance purposes.

Capital assets, including tangible and intangible assets, are reported in the government-wide financial statements (i.e. governmental activities and business type activities) and the proprietary fund financial statements. Capital assets reported include school district buildings and sites, construction in progress, improvements other than buildings and sites, land and machinery and equipment. Capital assets reported in the financial reports will include individual capital assets with an historical cost equal to or greater than \$2,500. The Federal regulations governing school lunch programs require capital assets attributable to the school lunch program with a historical cost of equal to or greater than \$500 be capitalized. Additionally, capital assets are depreciated over the useful life of each capital asset.

All intangible assets with a purchase price equal to or greater than \$2,500 with useful life of two or more years, are included in the intangible asset inventory for capitalization purposes. Such assets are recorded at actual historical cost and amortized over the designated useful lifetime applying a straight-line method of depreciation. If there are no legal, contractual, regulatory, technological or other factors that limit the useful life of the asset, then the intangible asset needs to be considered to have an indefinite useful life and no amortization should be recorded.

Phase III districts, as determined under GASB 34, will not retroactively report intangible assets. If actual historical cost cannot be determined for intangible assets due to lack of sufficient records, estimated historical cost will be used.

This policy applies to all intangible assets. If an intangible asset that meets the threshold criteria is fully amortized, the asset must be reported at the historical cost and the applicable accumulated amortization must also be reported. It is not appropriate to "net" the capital asset and amortization to avoid reporting. For internally generated intangible assets, outlays incurred by the government's personnel, or by a third-party contractor on behalf of the government, and for development of internally generated intangible assets should be capitalized.

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CAPITAL ASSETS

The capital assets management system must be updated monthly to account for the addition/acquisition, disposal, relocation/transfer of capital assets. It is the responsibility of the superintendent to count and reconcile the capital assets with capital assets management system on June 30 each year.

It is the responsibility of the superintendent to develop administrative regulations implementing this policy. It will also be the responsibility of the superintendent to educate employees about this policy and its supporting administrative regulations.

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CAPITAL ASSETS REGULATION

A. Capital Assets Management System

The superintendent, and/or other designated staff, shall:

- 1) Conduct the fixed assets physical count;
- 2) Develop the fixed assets listing;
- 3) Tag fixed assets included in the fixed assets management system with a bar code identification number;
- 4) Make a recommendation of a computer software program for managing the fixed assets management system;
- 5) Enter the necessary data into the fixed capital assets management system and compile the appropriate reports;
- 6) Develop forms and procedures for maintaining the integrity of the fixed capital assets management system; and,
- 7) Maintain responsibility for an accurate fixed capital assets management system.

B. Determining historical cost

1. The historical cost of a capital asset is based on the actual costs expended in making the capital assets serviceable.
2. Gifts of capital assets are valued at the estimated fair market value at the addition/acquisition date.
3. Fixed assets purchased under a capital lease are valued at historical cost of their net present value of the minimum lease payments on the addition/acquisition date.
4. The historical cost of capital assets must include capitalized interest.

C. Annual capital assets listing reconciliation

1. The superintendent, and/or other designated staff, in conjunction with the capital assets management team, will conduct an annual capital assets physical count to develop the annual capital assets listing in a manner similar to the initial capital assets listing process in B above. At least every three years, someone other than the person in custody of the capital assets in the building/department/room will perform the capital assets physical count for the building/department/room.
2. Upon completion of the annual capital assets listing, the capital assets listing is reconciled to the capital assets management system data base.

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3. Capital assets found to have been excluded from the data base are added to the capital assets management system. The capital assets management system process should be reviewed to prevent future incidents of excluding a capital asset.
4. Capital assets unaccounted for are reported to the superintendent who contacts the supervisor of and the individual in charge/control/custody of the capital asset. The individual in charge/control/custody of the capital asset has thirty days to account for the capital asset.
5. Capital assets unaccounted for after thirty days are reported to the superintendent for appropriate action and documentation. "Appropriate action" may include discipline, up to and including discharge, and may require the employee/person in charge/control/custody of the capital asset to replace the asset.
6. The superintendent is responsible for documenting the reasons each asset was not reconciled to the capital assets management system.

D. Addition/acquisition of capital assets.

1. The school district's purchasing policy and administrative regulations must be followed when acquiring capital assets. The school district's policy and administrative regulations must be followed for receiving a gift of capital assets.
2. The capital assets addition/acquisition documentation must be completed for each additional capital assets with an addition/acquisition cost of equal to or greater than (*\$ capitalization threshold*). The following information should be collected, if applicable:
 - a. Name of location-building/department/room;
 - b. Location-building/department/room code;
 - c. Balance sheet accounting/class code;
 - d. Government or BTA program;
 - e. Addition/acquisition date;
 - f. Check/purchase order number or gift;
 - g. Bar code identification number assigned to and placed on the capital asset;
 - h. Serial/model number;
 - i. Cost-historical;
 - j. Fair market value on acquisition date (donated assets only);
 - k. Estimated useful life;
 - l. Vendor;
 - m. Purchasing fund and function;
 - n. Description of capital asset;
 - o. Department/person charged with custody,
 - p. Method of addition/acquisition-purchase, trade, gift etc.,

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- q. Quantity;
- r. Replacement cost;
- s. Addition/acquisition authorization; and,
- t. Function for depreciation.

3. Capital assets acquired in a month must be entered into the capital assets management system in the same month.
4. The actual costs of construction in progress, other than infrastructure, is entered into the capital assets management system in the month in which costs are incurred until the total cost of addition/acquisition is entered. Upon completion of construction, the total costs accumulated over the period of construction are reclassified to buildings.
5. Capital assets acquired in a month must be entered into the capital assets management system in the same month.

E. Relocation/transfer of machinery and equipment capital assets.

1. A capital assets relocation/transfer documentation must be completed prior to removing machinery and equipment capital assets from their current location. The following information must be collected:
 - a. Relocation/transfer date;
 - b. Quantity;
 - c. Bar code identification number;
 - d. Current location-building/department/room code;
 - e. Name of current location-building/department/room;
 - f. New location-building/department/room code;
 - g. Name of new location-building/department/room;
 - h. Date placed at new location-building/department/room;
 - i. Department/person charged with custody; and
 - j. Relocation/transfer authorization.
2. Capital assets relocated/transferred in a month must be entered into the capital assets management system in the same month.

F. Disposal of capital assets

1. A Capital Assets disposal documentation must be completed prior to disposing of real property. The following information must be collected:
 - a. Disposal date;
 - b. Quantity;
 - c. Bar code tag identification number;
 - d. Legal description,

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- e. Location/Address;
 - f. Purchaser;
 - g. Disposal methods for real property trade, sale, stolen, etc.; and,
 - h. Disposal authorization.
2. Capital assets disposed of in a month must be entered into the capital assets management system in the same month.
 3. When assets are sold or disposed of, it is necessary to calculate and report a gain or loss in the statement of activities. The gain/loss is calculated by subtracting the net book value (historical cost less any accumulated amortization) from the net amount realized on the sale or disposal.
- G. Lost, damaged or stolen capital assets.
1. A Lost, Damaged or Stolen Capital Assets Report must be completed when a capital asset has been lost, damaged or stolen. The following information must be collected:
 - a. Date of loss, damage or theft;
 - b. Employee/person discovering;
 - c. Quantity;
 - d. Description of capital asset;
 - e. Bar code tag identification number;
 - f. Location-building/department/room;
 - g. Description of loss, damage, etc.;
 - h. Filing of police report-yes or no;
 - i. Filing of insurance report-yes or no;
 - j. Sent for repair-yes or no;
 - k. Date returned from repair;
 - l. Date returned to location-building/department/room;
 - m. Department/person charged with custody; and,
 - n. Authorization.
 2. Capital assets damaged, lost or stolen in a month must be entered into the capital assets management system in the same month.
- H. Capital assets reports
1. Annual reports for June 30 each year.
 - a. Capital assets listing including the following items:
 - 1) Balance sheet accounting/class code;
 - 2) Purchasing fund, function and depreciation function;
 - 3) Bar code tag identification number;

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- 4) Description of the capital asset;
 - 5) Historical cost or other;
 - 6) Location;
 - 7) Current year depreciation/expense; and,
 - 8) Accumulated depreciation/amortization.
- b. Capital assets listing by location/building;
 - c. Capital assets listing by department/employee/person charged with custody; and,
 - d. Capital assets listing by replacement cost.

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CAPITAL ASSETS MANAGEMENT SYSTEM DEFINITIONS

Back trending/standard costing - an estimate of the historical original cost using a known average installed cost for like units as of the estimated addition/ acquisition date. This cost is only applied to the capital assets initially counted upon implementation of the capital assets management system when the historical original cost cannot be determined. It is inappropriate to apply the back trending/standard costing method to any capital assets acquired after the assets management system implementation date.

Balance sheet accounting/class codes - the codes set out for assets in the Iowa Department of Education Uniform Accounting Manual. They are: 200-capital assets; 211- land and land improvements; 221-site improvements; 222-accumulated depreciation on site improvements; 231-buildings and building improvements; 232-accumulated depreciation on buildings and building improvements; 241-machinery and equipment; 242-accumulated depreciation on machinery and equipment, 251-works of art and historical treasures; 252-accumulated depreciation on works of art and historical treasures, 261-infrastructure, 262-accumulated depreciation on infrastructure, and 271-construction in progress.

Book value - the value of capital assets on the records of the school district, which can be the cost or, the cost less the appropriate allowances, such as depreciation.

Buildings and building improvements - a capital assets account reflecting the addition/acquisition cost of permanent structures owned or held by a government and the improvements thereon.

Business-type activities – one of two classes of activities reported in the government-wide financial statements. Business-type activities are financed in the whole or in part by fees charged to external parties for goods or services. These activities are usually reported in enterprise funds.

Capital expenditures/expenses - expenditures/expenses resulting in the addition/acquisition of or addition/acquisition to the school district's capital assets.

Capital assets - Capital assets with a value of equal to or greater than (*\$ capitalization threshold*) based on the historical cost include: long-lived assets obtained or controlled as a result of past transactions, events or circumstances. Capital assets include buildings, construction in progress, improvements other than facilities, land, machinery and equipment, and intangible assets.

Capitalization policy - the criteria used by the school district to determine which capital assets will be reported as capital assets on the school district's financial statements and records

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Capitalization threshold - The dollar value at which a government elects to capitalize tangible or intangible assets that are used in operations and that have initial useful lives extending beyond a single reporting period.

Capitalized interest - interest accrued and reported as part of the cost of the capital assets during the construction phase of a capital project. The construction phase extends from the initiation of pre-construction activities until the time the asset is placed in service.

Construction in progress - buildings in the process of being constructed other than infrastructure.

Cost - the amount of money or other consideration exchanged for goods or services.

Depreciation/Amortization - expiration in the service life of capital assets, other than wasting assets, attributable to wear and tear, deterioration, action of the physical elements, inadequacy and obsolescence. In accounting for depreciation/amortization, the cost of a capital asset, less any salvage value, is prorated over the estimated service life of such an asset, and each period is charged with a portion of such cost.

Fixtures - attachments to buildings that are not intended to be removed and cannot be removed without damage to the buildings. Those fixtures with a useful life presumed to be as long as that of the building itself are considered a part of the building. Other fixtures are classified as machinery and equipment.

General capital assets - capital assets that are not capital assets of any fund, but of the governmental unit as a whole. Most often these capital assets arise from the expenditure of the financial resources of governmental funds.

General capital assets account group (GFAAG) - a self-balancing group of accounts established to account for capital assets of the school district, not accounted for through specific proprietary funds.

Government activities – activities generally financed through taxes, intergovernmental revenues, and other non-exchange revenues. These activities are usually reported in governmental funds and internal service funds.

Government-wide financial statements – Financial statements that incorporate all of a government's governmental and business-type activities, as well as its nonfiduciary component units. There are two basic government-wide financial statements the statement of net assets and the statement of activities. Both basic government-wide financial statements are presented using the economic resources measurement focus and the accrual basis of accounting.

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Historical (acquisition) cost - the actual costs expended to place a capital asset into service. For land and buildings, costs such as legal fees, recording fees, surveying fees, architect fees and similar fees are included in the historical cost. For machinery and equipment, costs such as freight and installation fees and similar fees are included in the historical cost.

Improvements – In addition made to, or change made in, a capital asset, other than maintenance, to prolong its life or to increase the efficiency or capacity. The cost of the addition or change is added to the book value of the asset.

Improvements other than buildings - attachments or annexation to land that are intended to remain so attached or annexed, such as sidewalks, trees, drives, tunnels, drains and sewers. Sidewalks, curbing, sewers and highways are sometimes referred to as “betterments,” but the term “improvements” is preferred.

Infrastructure – long-lived capital assets that normally are stationary in nature and normally can be preserved for a significantly greater number of years than most capital assets. Examples of infrastructure assets include; roads, bridges, tunnels, drainage systems, water and sewer systems, dams, and lighting systems.

Investment in general capital assets - an account in the GFAAG representing the school district’s investment in general capital assets. The balance in this account generally is subdivided according to the source of the monies that finance the capital assets addition/acquisition, such as general fund revenues and special assessments.

Land and buildings - real property owned by the school district.

Machinery and equipment - capital assets which maintain their identity when removed from their location and are not changed materially or consumed immediately (e.g., within one year) by use. Machinery and equipment are often divided into specific categories such as: transportation machinery and equipment which includes school buses and school district owned automobiles, trucks and vans; other motor machinery and equipment which includes lawn maintenance machinery and equipment, tractors, motorized carts, maintenance machinery and equipment, etc.; other machinery and equipment which includes furniture and machinery and equipment contained in the buildings whose original cost is equal to or greater than (\$ *capitalization threshold*), and capital assets under capital leases and capital assets being acquired under a lease/purchase agreement.

Proprietary funds – Funds that focus on the determination of operating income, changes in net assets (or cost recovery), financial position, and cash flows. There are two different types of proprietary funds: enterprise funds and internal service funds.

Replacement cost - the amount of cash or other consideration required today to obtain the same capital assets or its equivalent.

FIXED ASSETS MANAGEMENT SYSTEM
MACHINERY AND EQUIPMENT FIXED ASSETS ADDITIONS/ACQUISITIONS FORM

Addition/Acquisition Date: _____ PO/Check Number: _____ Class Code: _____

Purchasing Fund: _____ Gift: Yes ___ No ___ Bar Code No: _____

GFAAG _____ Proprietary Fund _____

Description: _____

Quantity: _____ Useful life (proprietary funds only): _____

Serial No./Model No.: _____

Cost: \$ _____ Replacement cost: \$ _____

Vendor: _____

Building: _____

Building Code: _____ Department/Room: _____

Controlling Person: _____ Completed by: _____
(Initials) (date)

Authorization:
Entered into the Fixed Assets Management System Record by: _____
(Initials) (date)

The upper portion of this form is to be completed in accordance with the Fixed Assets Management System Administrative Regulations. The lower portion of this form is to be completed by the superintendent.

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FIXED ASSETS MANAGEMENT SYSTEM
REAL PROPERTY FIXED ASSETS ADDITIONS/ACQUISITIONS FORM

Addition/Acquisition Date: _____ PO/Check Number: _____ Class Code: _____

Purchasing Fund: _____ Gift: Yes ___ No ___ Bar Code No: _____

GFAAG _____ Proprietary Fund _____

Legal Description: _____

Address: _____

Cost: \$ _____ Actual _____ Estimate _____

If estimated cost, describe method _____

Useful life of building (proprietary funds only): _____

Seller: _____

Controlling Person: _____ Completed by: _____ (Initials) (date)

Authorization:
Entered into the Fixed Assets Management System Record by: _____ (Initials) (date)

The upper portion of this form is to be completed in accordance with the Fixed Assets Management System Administrative Regulations. The lower portion of this form is to be completed by the superintendent.

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FIXED ASSETS MANAGEMENT SYSTEM
FIXED ASSETS RELOCATION/TRANSFER FORM

Transfer Date: _____ Bar Code Number: _____

Description: _____

Quantity: _____ Serial/Model Number: _____

Transfer From:

Building: _____

Building Code: _____ Department/Room: _____

Controlling Person: _____ Completed by: _____
(Initials) (date)

Transfer To:

Building: _____

Building Code: _____ Department/Room: _____

Reason for the Transfer: _____

Controlling Person: _____ Completed by: _____
(Initials) (date)

Authorization:
Entered into the Fixed Assets Management System Record by: _____
(Initials) (date)

The upper portion of this form is to be completed in accordance with the Fixed Assets Management System Administrative Regulations. The lower portion of this form is to be completed by the superintendent

Instructions: This form is used only when a fixed assets is relocated/ transferred to another location for continued use. The upper portion of this form is to be completed in accordance with the Fixed Assets Management System Administrative Regulations. The lower portion of this form is to be completed by the superintendent. The information on this form should be entered into the fixed assets management system on the same day the relocation/transfer is completed and no later than in the month in which the relocation/transfer occurred.

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FIXED ASSETS MANAGEMENT SYSTEM
MACHINERY AND EQUIPMENT FIXED ASSETS DISPOSAL FORM

Disposal Date: _____ Bar Code Number: _____

Completed by: _____

Description: _____

Quantity: _____ Serial/Model No.: _____

Disposal Method: Trade-in _____ Junk _____ Sale _____ Trade _____ Other _____

Condition of Item: _____

Reason for Disposal: _____

Cost: \$ _____ Actual _____ Estimate _____

Controlling Person: _____ Completed by: _____ (Initials) (date)

Authorization:
Entered into the Fixed Assets Management System Record by: _____ (Initials) (date)

The upper portion of this form is to be completed in accordance with the Fixed Assets Management System Administrative Regulations. The lower portion of this form is to be completed by the superintendent.

Instructions: This form is used to remove a fixed asset that is of no further service/use to the school district. The upper portion of this form is to be completed in accordance with the Fixed Assets Management System Administrative Regulations. The lower portion of this form is to be completed by the superintendent. The information on this form should be entered into the fixed assets management system on the same day the relocation/transfer is completed and no later than in the month in which the relocation/transfer occurred.

FIXED ASSETS MANAGEMENT SYSTEM
REAL PROPERTY FIXED ASSETS DISPOSAL FORM

Disposal Date: _____ Bar Code Number: _____

Completed by: _____

Legal Description: _____

Address: _____

Cost: \$ _____ Purchaser: _____

Disposal Method: Sale _____ Trade _____ Other _____

Condition of Asset: _____

Reason for Disposal: _____

Controlling Person: _____ Completed by: _____
(Initials) (date)

Authorization:
Entered into the Fixed Assets Management System Record by: _____
(Initials) (date)

The upper portion of this form is to be completed in accordance with the Fixed Assets Management System Administrative Regulations. The lower portion of this form is to be completed by the superintendent.

FIXED ASSETS MANAGEMENT SYSTEM
LOST, DAMAGED OR STOLEN FIXED ASSETS REPORT

Discovery Date: _____ Bar Code Number: _____ Quantity: _____

Person Discovering the Loss: _____

Description: _____

Building: _____ Building Code: _____

Department/Room: _____ Controlling Person: _____

Reported as: ___ Arson ___ Theft ___ Unexplained Loss
 ___ Burglary ___ Vandalism ___ Failure to Return

Explain Circumstances Surrounding Loss: _____

Estimated Loss: \$ _____

Sent for Repair: ___ Yes ___ No Date Submitted for Repair: _____ Returned from Repair: _____

Police Report Filed: ___ Yes ___ No Police Report Date: _____ Police Report No. _____

Insurance Report Filed: ___ Yes ___ No Insurance Report Date: _____

Completed by: _____
(Initials) (date)

Authorization:
Entered into the Fixed Assets Management System Record by: _____
(Initials) (date)

The upper portion of this form is to be completed in accordance with the Fixed Assets Management System Administrative Regulations. The lower portion of this form is to be completed by the superintendent.

Approved January 16, 2014 Reviewed February 11, 2019 Revised

112

BUILDINGS AND SITES ADAPTATION FOR PERSONS WITH DISABILITIES

The board recognizes the need for access to its buildings and sites by persons with disabilities. School district buildings and sites currently in use will be altered to be accessible to persons with disabilities unless the alteration would cause an undue hardship for the school district. Renovated and new buildings and sites will be accessible to persons with disabilities.

It is the responsibility of the superintendent, upon board approval, to take the necessary action to ensure school district buildings and sites are accessible to persons with disabilities.

Approved January 16, 2014

Reviewed February 11, 2019

Revised

113

VANDALISM

The board believes everyone should treat school district buildings and sites and property with respect for the benefit of the education program. Users of school district property will treat it with care. Employees discovering vandalism should report it to the building principal as soon as possible.

Persons suspected, found or proven to have destroyed or otherwise harmed school district property may be subject to discipline by the school district, if the person is under the jurisdiction of the school district, and may be reported to local law enforcement officials. Persons who are not under the jurisdiction of the school district and who are suspected, found or proven to have destroyed or otherwise harmed school district property will be reported to the local law enforcement authorities.

Approved January 16, 2014

Reviewed February 11, 2019

Revised

114

ENERGY CONSERVATION

In concert with the board's goal to utilize public funds in an effective and efficient manner, employees and students will practice energy conservation methods when utilizing the school district's buildings and sites. These methods include, but are not limited to, turning off lights and equipment when not in use, adjusting the temperature of the facility, particularly when it is not in use, and keeping windows and doors properly closed or open, depending upon the weather.

It is the responsibility of the superintendent and maintenance director to develop energy conservation guidelines for employees and students. Employees and students will abide by these guidelines.

Approved January 16, 2014

Reviewed February 11, 2019

Revised

115

DISPOSITION OF OBSOLETE EQUIPMENT

School property, such as equipment, furnishings, supplies, or any other property that is not real property (hereafter equipment), will be disposed of when it is determined to be of no further use to the school district. It is the objective of the school district in disposing of the equipment to achieve the best available price or most economical disposal.

Whenever any equipment having a value less than \$5,000 has been declared obsolete by the administration, the superintendent or the superintendent's designee will dispose of such equipment at the best price possible and in the manner that makes the most sense economically.

Whenever any obsolete equipment having a value less than \$5,000 is to be disposed of by sale, the sale of the equipment shall be published in a newspaper of general circulation. The publication of the sale shall be published with at least one insertion each week for two consecutive weeks.

Whenever any equipment having a value greater than \$5,000 has been declared obsolete by the administration, the superintendent or the superintendent's designee will direct the disposal of these items by sale consistent with Iowa law.

It is the responsibility of the superintendent to make a recommendation to the board regarding the method for disposing of equipment of no further use to the school district.

Approved January 16, 2014 Reviewed February 11, 2019

Revised

116

LEASE, SALE OR DISPOSAL OF SCHOOL DISTRICT BUILDINGS AND SITES

Decisions regarding the lease, sale, or disposal of school district real property are made by the board. In making its decision the board will consider the needs of the education program and the efficient use of public funds.

The board may lease, sell, or otherwise dispose of property, other than real property, with a value of less than \$5,000 in whatever manner the board determines appropriate and consistent with Iowa law. The board may lease for longer than a year, sell, or otherwise dispose of any real property and/or any property with a value of \$5,000 or more in a manner consistent with Iowa law. Prior to the board's final decision regarding said property with a value of \$5,000 or more, a public hearing will be held. The board will act consistent with Iowa law regarding the public hearing and the disposal of the property.

If the real property contains less than two acres, is located outside of a city, is not adjacent to a city and was previously used as a schoolhouse site, the property may revert to the owner of the tract from whom the property was taken following the procedures set forth in Iowa law.

In the case of the demolition of a school district facility or structure, the board will follow all applicable laws regarding competitive bidding for the demolition project.

The superintendent is responsible for coordinating the action necessary for the board to accomplish the lease, sale, or disposal of school district real property, including student-constructed buildings. It will also be the responsibility of the superintendent to make a recommendation to the board regarding the use of school district real property not being utilized for the education program.

Approved January 16, 2014

Reviewed February 11, 2019 Revised

FACILITIES INSPECTIONS

A program for annual inspection, in addition to those conducted by authorized agencies, of the equipment, facilities, and grounds will be conducted as part of the maintenance schedule for school district buildings and sites. The results of this inspection will be reported to the board at its annual meeting. Further, the board may conduct its own inspection of the school district buildings and sites annually.

Approved January 16, 2014

Reviewed February 11, 2019

Revised

118

WARNING SYSTEM AND EMERGENCY PLANS

The school district will maintain a warning system designed to inform students, employees, and visitors in the facilities of an emergency. This system is maintained on a regular basis under the maintenance plan for school district buildings and sites.

Students are informed of this system according to board policy. Each classroom and office will have a plan for helping those in need of assistance to safety during an emergency. This will include, but not be limited to, students and employees with disabilities.

Licensed employees are responsible for instructing students on the proper techniques to be followed during an emergency. Administration is responsible for instructing staff on the proper techniques to be followed during an emergency and to provide drills for students and staff.

Approved January 16, 2014

Reviewed February 11, 2019

Revised

119

BOMB THREATS

As soon as a bomb threat is reported to the administration, the school district facility should be cleared immediately once emergency personnel give directive. A thorough search will be made by the appropriate school district or law enforcement officials. Employees and students will remain outside the school district facility until it is determined that danger no longer exists.

It is the responsibility of the superintendent to file a report or keep a report of each incident for the school district records. All bomb threats will be reported to the Red Oak Fire Department.

NEED TO TALK TO JOHN BRUCE AND JUSTIN RHAMY PER TOM

Approved January 16, 2014

Reviewed February 11, 2019

Revised

120

ASBESTOS CONTAINING MATERIAL

The board shall implement the rules of the Asbestos Hazard Emergency Response Act (AHERA) and will provide the necessary funding to implement the response actions as required. The board shall appoint a designated person as required in the rules as well as provide required training for maintenance and custodial workers. Each school building will maintain a copy of the district's asbestos management plan.

Friable and non-friable asbestos containing materials will be maintained in good condition and appropriate precautions will be followed when the material is disturbed. If there is a need to replace asbestos it will be replaced with non-asbestos containing materials. Each school building will maintain a copy of the asbestos management plan.

Approved January 16, 2014

Reviewed December 16, 2013 Revised

121

HAZARDOUS CHEMICAL RISKS RIGHT TO KNOW

The board shall develop and implement a program to comply with the Emergency Planning and Community Right to Know Act (EPCRA). The program shall be administered by a designated administrator who shall develop a Hazardous Chemical Communications Program consistent with federal and state law. The program will consist of material safety data sheets, container labeling, chemical inventories, and employee training and transmittal of the program to applicable employees, the community, and Emergency Response personnel.

Approved February 11, 2019 Reviewed February 11, 2019

Revised

122

PRINCIPLES AND OBJECTIVES FOR COMMUNITY RELATIONS

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

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

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

Approved February 12, 2014 Reviewed February 11, 2019 Revised

PUBLIC EXAMINATION OF SCHOOL DISTRICT RECORDS

Public records of the school district may be viewed by the public during the regular business hours of the administration offices of the school district. These hours are 8:00 a.m. to 4:00 p.m. Monday through Friday, except for holidays and recesses.

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

Persons may request copies of public records by submitting a request for said records in writing, including electronically.

Persons requesting records may be assessed a fee for the records, which may include a per page copy fee of \$0.10 per printed side, a fee for the actual expenses incurred for a school district employee to locate and compile the requested records, and a fee for the actual expenses incurred for a school district employee or other individual, including but not limited to an attorney, to review and, if necessary, redact the requested records. Printing of materials for the public at the expense of the school district will only occur when the event is sponsored by the school district. The school district may require pre-payment of the costs prior to providing the requested records.

Records defined by law as confidential records will be made available in accordance with the law.

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

Approved February 12, 2014

Reviewed January 28, 2014

Revised

124



Red Oak Community School District
1901 N. Broadway Street, Suite A
Red Oak, Iowa 51566
712.623.6600
www.redoakschooldistrict.com

**FOIA (FREEDOM OF INFORMATION ACT)
REQUEST TO INSPECT RECORDS FORM**

Requests to review public records or receive copies of District information may be made by phone to the Administrative Center Office at (712) 623-6600 or electronically at dreyd@roschools.org

I REQUEST THE OPPORTUNITY TO
(CIRCLE ONE)

Inspect or **Photocopy**
the following record (s). Please describe records precisely.

Please be aware of the following charges. Requests will be completed as quickly as possible but may take up to two (2) weeks for processing.

Clerical Costs: \$25.00 actual expenses incurred
Photocopies: \$ 0.10 per side

Requestor Information:

Name _____

Address _____

City _____ State _____ ZIP _____

Phone: _____ Email _____

The following information will be used by the Information Services Office to track requests.

Date of Request _____ Time Needed To Fulfill Request _____ Completed _____

Administrative Center
Red Oak Community School District
1901. Broadway St. Ste A
Red Oak, Iowa 51566
712-623-6600
dreyd@roschools.org
Board Policy 901 Public Examinations of School District Records

125

NEWS MEDIA RELATIONS

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

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

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

Approved February 12, 2014

Reviewed January 28, 2014

Revised

NEWS CONFERENCES AND INTERVIEWS

The superintendent, on behalf of the board and the school district, may hold a news conference or respond to a request for an interview with the news media. It is the responsibility of the superintendent to keep the board apprised of news conferences and interviews.

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

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

School district personnel shall refer interview requests and information requests from the news media to the superintendent. School district personnel may be interviewed or provide information about school district matters only after receiving permission from the superintendent or the superintendent's designee. It shall be within the discretion of the superintendent to allow news media to interview and to receive information from school district personnel.

Approved February 12, 2014 Reviewed January 28, 2014 Revised

125

NEWS RELEASES

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

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

Approved February 12, 2014

Reviewed February 11, 2019

Revised

128

LIVE BROADCAST OR RECORDING

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

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

Recording of student and/or classroom activities will be allowed only at the discretion of the superintendent. Parents will be notified prior to recording of classroom activities.

Approved February 12, 2014

Reviewed January 28, 2014

Revised

129

SCHOOL - COMMUNITY GROUPS

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

Parent-teacher organizations may be established for each attendance unit in the school district. The building administrator for each attendance unit shall serve as the liaison officer representing the school system.

Membership and rules governing school-community groups/organizations shall be determined by each individual organization and/or organization at each attendance unit. Activities of individual organizations and/or units, when related to school purposes, shall be evaluated by the administrator assigned to that attendance unit.

Funds raised by these organizations for the school district may be kept as part of the accounts of the school district or may be separately maintained by the organization, as mutually agreed upon by the organization and the superintendent acting on behalf of the school district.

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

Approved February 12, 2014

Reviewed January 28, 2014

Revised

130

COMMUNITY VOLUNTEERS

The board recognizes the valuable resource it has in the members of the school district community. When possible and in concert with the education program, members of the school district community may be asked to make presentations to the students or to assist employees in duties other than teaching when the volunteering would be appropriate considering the needs of the educational program.

Whether an individual will be permitted to volunteer for the school district will be the sole discretion of the superintendent. The volunteer may be asked to agree to a criminal background check at the discretion of the Superintendent.

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

Approved February 12, 2014

Reviewed January 28, 2014

Revised

131

VISITORS TO SCHOOL DISTRICT BUILDINGS & SITES

The board welcomes the interest of parents and other members of the school district community and invites them to visit the school buildings and sites. Visitors, which include persons other than employees or students, must notify the principal of their presence in the facility upon arrival. Visitors who do not notify the principal of their presence may be considered trespassers.

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

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

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

Approved February 12, 2014

Reviewed January 28, 2014

Revised

132

CONDUCT ON SCHOOL PREMISES

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

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

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

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

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

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

CONDUCT ON SCHOOL PREMISES

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

Approved February 12, 2014

Reviewed January 28, 2014

Revised

134

TOBACCO/NICOTINE-FREE ENVIRONMENT

The use of tobacco and nicotine products; including, but not limited to, cigarettes, nicotine chew, snus, dissolvables, electronic cigarettes and/or other nicotine products that are not approved by the Federal Drug Administration for tobacco cessation; on school district property; including in school district buildings, on school district grounds, in school district transportation vehicles, or at any school district activity; is prohibited.

This policy extends to all students, employees, volunteers and visitors. This policy applies at all times, including during school-sponsored events and during non-school-sponsored events.

Persons violating this policy shall be asked to cease using the tobacco and/or nicotine product, properly dispose of the tobacco and/or nicotine product and refrain from using tobacco and/or nicotine products in the future. Persons failing to abide by this request shall be required to leave the school district premises immediately.

It shall be the responsibility of all school district personnel, and specifically school district administrators, to enforce this policy.

Approved February 12, 2014

Reviewed January 28, 2014

Revised

135

DISTRIBUTION OF MATERIALS

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

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DISTRIBUTION OF MATERIALS REGULATION

I. Guidelines.

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

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

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

II. Procedures.

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

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

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DISTRIBUTION OF MATERIALS REGULATION

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

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

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

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

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

III. Time, Place, and Manner of Distribution.

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

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DISTRIBUTION OF MATERIALS REGULATION

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

IV. Definitions.

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

1. "Obscene to minors" is defined as:
 - (a) The average person, applying contemporary community standards, would find that the written material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 - (b) The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and
 - (c) The material, taken as a whole, lacks serious literary, artistic, political or scientific value for minors.
2. "Minor" means any person under the age of eighteen.
3. "Material and substantial disruption" of a normal school activity is defined as follows:
 - (a) Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
 - (b) Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods), "material and substantial disruption" is defined as student rioting, unlawful seizures of property, widespread shouting or boisterous demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

DISTRIBUTION OF MATERIALS REGULATION

- (c) In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecasted including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.
4. "School activities" means any activity of students sponsored by the school and includes, by way of example but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and in-school lunch periods.
 5. "Unofficial" written material includes all written material except school newspapers, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples include leaflets, brochures, flyers, petitions, placards and underground newspapers, whether written by students or others.
 6. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower him/her in the esteem of the community.
 7. "Distribution" means circulation or dissemination of written material by means of handing out free copies, selling or offering copies for sale and accepting donations for copies. It includes displaying written material in areas of the school which are generally frequented by students.
- V. Disciplinary action.

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

VI. Notice of policy to students.

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

Approved February 12, 2014 Reviewed January 28, 2014 Revised

ADVERTISING AND PROMOTION

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

Approved February 12, 2014

Reviewed January 28, 2014

Revised

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COMMUNITY USE OF SCHOOL FACILITIES

The board promotes the concept of school facilities serving as a center for community activities. Therefore, groups or organizations in the community will be allowed to use school facilities when the following conditions are met:

1. The use in no way interferes with the district's educational and activity programs.
2. The use is consistent with state law and conforms to district regulations.
3. The use does not result in the facilities being over maximum capacity. If the use would result in the facilities being over maximum capacity, the various uses requested (by various groups or organizations) will be granted as the school district determines appropriate.
4. The group or organization is responsible and will exercise care in the use of the facilities.
5. The activity is supervised by an adequate number of adult sponsors.
6. No alcoholic beverages or controlled substances are available or used on school grounds.
7. Red Oak Community School District buildings and campus facilities are tobacco/nicotine-free. The use of tobacco and/or nicotine products (in any form) is prohibited.
8. The activity is confined to the area designated, and no school equipment or supplies are used except as approved in advance.
9. Any decorations or materials to be applied to the walls or floors must be approved in advance by the building principal.
10. Candles or other flammable materials shall be prohibited.
11. The activity is not a commercial profit-making venture by a taxable entity.
12. The use is not for private purpose or for personal gain.
13. A written application and agreement is executed, and approval is received in advance. A valid certificate of insurance is required.
14. The group or organization shall be responsible for paying for any damage or destruction to the school facilities.
15. The group or organization shall indemnify and hold the district harmless from any claims or charges arising from the actions or inactions of the group or organization.

Application and Arrangements. A written application must be filled out by the group or organization and approval received through the Administrative Center. The district reserves the right to withdraw approval.

COMMUNITY USE OF SCHOOL FACILITIES

Priority. Requests for use of school facilities for activities other than for the educational and activity program of the district (which shall always have precedence) shall receive priority scheduling as follows. Once an activity is scheduled, however, the district need not cancel the activity to make the facility available for a group with a higher priority.

1. **First Priority:** Meetings or activities for students, parents, and/or staff sponsored by recognized tax-exempt organizations which are affiliated with the district programs, such as:
 - Parent-Teacher Organizations
 - Booster Clubs
 - Red Oak Education Association for meetings of the local association only.
 - Red Oak Support Staff Association for meetings of the local association only.

2. **Second Priority:** Adult education programs and other programs or training activities sponsored by tax-supported organizations, such as:
 - Community College adult education classes
 - University/college educational programs
 - Green Hills Area Education Agency staff development activities
 - Law Enforcement Programs or Training sponsored at the City, County, or State Patrol levels, with a designated law enforcement official responsible for supervision
 - Armed Forces programs, other than recruitment or fundraising programs, that are open to the public and for which there is no admission charge

3. **Third Priority*:** Educational and recreational programs which are sponsored by tax-exempt organizations, such as:
 - Staff recreational programs
 - City recreational programs
 - Church programs
 - Red Cross programs
 - Civic Clubs/Organizations
 - Meetings sponsored by governmental agencies to which the public is invited
 - Nonpublic schools for special purposes
 - Political meetings

4. **Fourth Priority:** Fund-raising activities and nonprofit making meetings and activities sponsored by commercial groups and parent-study groups sponsored by non-tax-exempt organizations.

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COMMUNITY USE OF SCHOOL FACILITIES

Fees. Groups specified in the first priority are exempt from all rental and personnel fees. Groups specified in the second priority are exempt from all rental fees but will be charged for necessary personnel fees. Groups specified in the third and fourth priorities will be charged rental fees as set forth below and shall be charged for necessary personnel fees. Personnel fees include fees for the custodian(s), for food service workers if the kitchen is used, and for persons to operate public address systems, lighting, and special stage equipment. The rate shall be \$25.00 per hour.

Rental Fees.

		Second Priority	Third Priority	Fourth Priority
a.	Middle School Auditorium		\$50.00	\$100.00
b.	Senior High Auditorium		\$50.00	\$100.00
c.	Inman/Middle School Gymnasium		\$50.00	\$100.00
d.	Senior High Gymnasium		\$50.00	\$100.00
e.	Media Center		\$50.00	\$100.00
f.	Inman/Middle School Cafeteria (including kitchen)		\$50.00	\$100.00
g.	Senior High Cafeteria		\$50.00	\$100.00
h.	Washington Intermediate Multi-Purpose Room		\$50.00	\$100.00
i.	General classrooms (all buildings)		\$50.00	\$100.00
j.	Inman Cafeteria		\$50.00	\$100.00

*No fees will be charged for use of classrooms for after-school use (Monday-Friday from 3:15 p.m. to 4:45 p.m., during the school year), by Third Priority Groups which provide adult supervised activities for Red Oak Community School students. These groups will be charged a custodial fee if clean-up is required or if a custodian must stay beyond normally scheduled hours.

Third Priority Groups shall be eligible for a reduced-rate for multiple use requests. These rates shall be determined by the administration.

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COMMUNITY USE OF SCHOOL FACILITIES

Football Stadium/Track Use.

A. Groups shall be charged the following rental fees for use of limited facilities at the football stadium:

- Third Priority - \$50.00
- Fourth Priority - \$100.00

The following facilities are included in the above user fee as needed:

- Stadium parking facilities
- Parking lots
- Ticket stations
- Players' benches
- Restrooms

B. Groups shall be charged the following rental fees for use of extended facilities at the football stadium:

- Third Priority - \$50.00
- Fourth Priority - \$100.00

The following additional facilities are included in the above use fee as needed:

- Athletic field and track
- Sound system
- Locker & shower rooms
- Press box
- Lights

The following conditions shall apply in addition to the general conditions outlined in this policy:

1. Any use of the track or football field must be approved in advance.
2. All concession rights and privileges are reserved by the district.
3. If designated by the district, the organization shall insure that police protection is provided and shall pay all such costs.
4. If rehearsals are necessary, arrangements shall be determined by the business office.
5. If any platforms, stages, chairs or additional stage equipment are needed, they shall be provided by the organization. Installation must be approved by the Maintenance Director.
6. The organization shall be required to provide public liability insurance naming the Red Oak Community School District as an "additional insured" through a company approved by the district with a minimum of \$100,000 property coverage.

COMMUNITY USE OF SCHOOL FACILITIES AND EQUIPMENT REQUEST FORM

Facility/Equipment Requested: _____

Date of Event: _____ Alternate Date: _____

Set Up Time: _____ Start Time: _____ End Time: _____

Group Title: _____ Purpose of Activity: _____

Admission charged? ___ Yes ___ No _____ Amount _____ For Profit? _____

Contact Person: _____ No. people expected _____

Address: _____

Phone: (Business) _____ (Home) _____

Email Address: _____

CUSTODIAL SERVICES NEEDED: To Open ___ To Close ___ During use ___

EQUIPMENT NEEDED:

_____ Bleachers

_____ Chairs

_____ Dressing Rooms

_____ Microphones

_____ Stage Lights

Other _____

Notes: _____

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AGREEMENTS:

The undersigned, hereafter referred to as "entity," agrees to the following:

AGREES TO OBSERVE THE TOBACCO/NICOTINE FREE AREAS AND NOT BRING ALCOHOLIC BEVERAGES OR ILLEGAL SUBSTANCES ON THE PREMISES.

AGREES TO PAY FOR ANY DAMAGES OCCURRING TO SCHOOL PROPERTY DUE TO YOUR USE OF THE FACILITIES.

AGREES TO NOT ALTER THE FACILITY IN ANY MANNER WITHOUT FIRST SECURING PERMISSION OF THE BUILDING PRINCIPAL OR HIS/HER DESIGNEE; AGREES TO ABIDE BY ALL TERMS AND CONDITIONS PERTAINING TO THE USE OF SCHOOL FACILITIES.

AGREES TO PROVIDE THE DISTRICT WITH A VALID CERTIFICATE OF INSURANCE NAMING THE RED OAK COMMUNITY SCHOOL DISTRICT AS AN ADDITIONAL INSURED WITH A MINIMUM OF \$100,000 OF GENERAL LIABILITY. (YOUR CERTIFICATE MUST BE SUBMITTED WITH THIS FORM SO THAT YOUR REQUEST CAN BE CONSIDERED FOR APPROVAL.)

AGREES TO HOLD THE DISTRICT HARMLESS AND INDEMNIFY THE DISTRICT AS OUTLINED IN ITS SIGNED INDEMNITY AND LIABILITY INSURANCE AGREEMENT.

SIGNED BY: _____ DATE: _____

ACTING ON BEHALF OF THE FOLLOWING ORGANIZATION: _____

PLEASE SUBMIT THIS FORM TO THE RED OAK COMMUNITY SCHOOL DISTRICT, ADMINISTRATIVE CENTER, 1901 N. BROADWAY ST STE A RED OAK, IA 51566. PHONE: (712) 623-6600; FAX: (712) 623-6603

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COMMUNITY USE OF SCHOOL DISTRICT FACILITIES AND EQUIPMENT
INDEMNITY AND LIABILITY INSURANCE AGREEMENT

The undersigned, hereafter referred to as "entity," states that it will hold the Red Oak Community School District, hereafter referred to as "school district," harmless from any and all damages and claims that may arise by reason of any negligence on the part of the entity in the use of any facilities or equipment owned by the school district. In case any action is brought therefore against the school district or any of its officers, employees or agents, the entity will assume full responsibility for the legal defense thereof, and upon its failure to do so on proper notice, the school district reserves the right to defend such action and to charge all costs, including attorneys' fees, to the entity.

The entity agrees to furnish and maintain during the usage of the facilities or equipment owned by the school district such bodily injury and property damage liability insurance as will protect the entity and the school district from claims or damages for personal injury, including accidental death, and from claims for property damages which may arise from the entity's use of the school district's facilities or equipment whether such operations be by the entity or by anyone directly or indirectly employed by the entity.

The entity will furnish the school district with a certificate of insurance acceptable to the school district's insurance carrier before the contract is issued.

Dated at _____, Iowa, this _____ day of _____, 20____.

_____ School District
(Entity)

By: _____

Title: _____

Address: _____

By: _____
Superintendent

By: _____
Secretary

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COMMUNITY USE OF SCHOOL DISTRICT EQUIPMENT

To foster collaboration within the community, the district equipment can be loaned to groups that work with the Red Oak Community School District.

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

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

Approved March 31, 2014

Reviewed February 24, 2014

Revised

Hello!

I am writing to request a field trip for the sixth-grade reading classes. This field trip would consist of us going to the Rose Theater in Downtown Omaha to see "The Doll Maker's Gift". This field trip would take place on March 6th with the show starting at 10 am. Students would need to pack a lunch or have one provided by the school. The pricing scale will be listed below, however, I estimate the price of tickets to be \$339.25 without tax. I would also need enough busses for 93 students plus chaperones.

The play we would be seeing talks about a girl who faces persecution in her home land. Her family manages to escape but leaves her behind. It is set in Russia during a time of persecution against the Jewish people. The play will tie in with our reading of the novel, I am Malala, which is also about a girl who is persecuted in her homeland. I believe seeing live theater that ties in with our curriculum will be a great opportunity for our students!

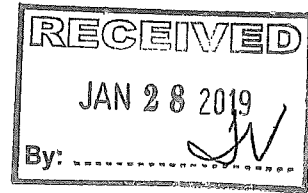
Field Trip Pricing:	Red Oak Numbers:
Teachers are FREE!	unknown
\$5.00 Students	35 students
\$3.75 Students on Reduced Lunch Program	2 students
\$2.75 Students on Free Lunch Program	57 students
\$5.00 Adult Chaperones	unknown

Note: Tax will be added for out-of-state groups

Thank you!

Margaret Sondag

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RED OAK COMMUNITY SCHOOL DISTRICT
1901 N. Broadway
Red Oak, IA 51566

To the Board of Directors, and Applicable District Staff:

I am addressing this correspondence to you in order to inform you of my intent to retire from the service of the Red Oak Community School District.

While it is not without some apprehension, it is my belief that it is time for me to move on to another endeavor in my life.

I would like to thank you for the opportunity to be a part of the district operation for the last sixteen years, and for the trust that was placed in me to work with and care for the children of our school district.

My resignation will be effective at the conclusion of the current contract between myself and the District.

Respectfully,

A handwritten signature in cursive script that reads "Sherry L. Powers".

Sherry L. Powers, Para-professional
Inman Primary School

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Red Oak Community School District
Staff Selection Recommendation

Date: 2/4/2019

Building: Admin HS MS WIS IPS ECC Trans
(Please Circle All That Apply)

Position: Bus Driver

Name: Doug Moor

Certified:

Lane: _____

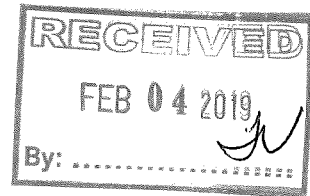
Step: _____

Salary: _____

Classified:

Hourly Rate: \$10.45

Hours Per Day: 4



[Signature]
Principal/Director

Please send form to Superintendent for Board Approval

Office Use Only
Background Check: 2016

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Red Oak Community School District
Staff Selection Recommendation

Date: 2/6/19

Building: Admin **(HS)** MS WIS IPS ECC Trans
(Please Circle All That Apply)

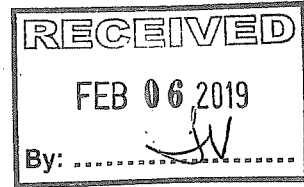
Position: Volunteer H.S. Wrestling Assistant Coach

Name: Seth Esaias

Certified:
Lane: N/A

Step: _____

Salary: _____



Classified:
Hourly Rate: N/A

Hours Per Day: _____

[Signature]
Principal/Director

Please send form to Superintendent for Board Approval

Office Use Only
Background Check: _____

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