

CENTRAL LYON COMMUNITY SCHOOL DISTRICT
Public Hearing 6:50 P.M.
Regular Board Meeting 7:00 P.M., Monday, November 16, 2015
Central Lyon Board Room

6:50 P.M. PRIOR TO THE REGULAR MEETING, THE Board will hold a Public Hearing on the Instructional Support Levy Renewal.

6:55 P.M. PRIOR TO THE REGULAR MEETING, THE Board will hold a Public Hearing on the question of whether to convene school for the 2016-2017 school year prior to the date established by law. Iowa Code 279.10(2)

I.	Call to Order	
	Roll Call	
	Pledge of Allegiance	<u>Page Number</u>
II.	Approval of:	
	A. Agenda	1
	B. Minutes of Past Meetings	2-3
	C. Financial Report	4-6
	D. Summary List of Bills	7-19
III.	Recognition/Congratulations to Staff, Students, and Community	
IV.	Communications	
	A. Public Participation on Non-Agenda Items	
	B. Correspondence	
V.	Reports	
	A. Terry Van Berkum, TAG & AP Courses & Testing Results	20-22
	B. Principals	
	1. Iowa Core Curriculum	
	2. Parent/Teacher Conferences	
	3. Mr. Harman, Paraprofessional Numbers and Placement	23
	4. Mr. Harman, Teacher Evaluation Instrument	24-44
	5. Other Principal Reports	
	F. Board Members	
	G. Superintendent	
	1. At Risk Allowable Growth	
	a. EL/MS Future Needs	
	2. Vision and Mission Statement, District Goals,	44-46
	3. Central Lyon Athletic Training Center Open House Wednesday, Nov. 25 at 5:00 PM – 8:00 PM	
	4. Central Lyon Building Project Open House, Friday, Dec. 4, 2015 at 5:30 – 8:30 PM	
	5. SIAC Committee	47-50
	H. Other.	
VI.	Old Business	
VII.	New Business	
	A. Consider Starting the 2016-2017 School Year Prior to the Week in Which Sept 1 Falls (Chapter 279.1 Iowa Code) and Approve the School Start Date Waiver Resolution	51
	B. Consider Modified Supplemental Growth for Increasing Enrollment, Increased Open Enrollment Out & LEP Instruction Beyond 5 years in the amount of \$288,265.	52-54
	C. Consider Approving the Resolution Regarding the Instruction Support Levy Renewal	55-56
	D. Personnel	
	1. Resignation	
	2. Hiring	
	a. Mitch Peschon, Assistant Baseball Coach	57
	b. Paul Konechne, Volunteer Wrestling Coach	57
	c. Jill Jansma, Special Education Paraprofessional	58
	d. Mandi Hare, After School Program, Teacher	59
	e. Carrie Borman, After School Program Paraprofessional	59
VIII.	Announcements/Dates to Remember	
	• Delegate Assembly & Early Bird Workshop, IASB Convention, Des Moines – November 18-20, 2015	
	• Regular Board Meeting – December 14, 2015	
IX.	Adjournment	

CENTRAL LYON BOARD MINUTES
October 12, 2015

The Central Lyon Board of Directors met for a regular session in the Board Room of the Central Lyon Community School at 7:00 P.M. with the following members present: President David Jans, Vice President Scott Postma, and Directors Joel DeWit and Andy Koob, Superintendent Dave Ackerman and Board Secretary Jackie Wells. Other individuals present were EL Principal Steve Harman, MS Principal/Activities Director Jason Engleman, Erin VanderVelde, Allison Bixenman, Kelli Docker, Jen Pedersen, Tana Meyer, Denise Kirchhoff, Bill Allen, Jessica Jensen, Jaci VanVeldhuizen, Bruce Eckenrod, Scott VanArtsen, Lisa VandeStouwe, Amber Timmer, James Blair, Stephanie Baker, Kristi Wright, Pete Menage, Carly Snyder, Sierra Fastert and Becca Harberts.

The meeting was called to order at 7:00 P.M.

Postma moved to approve the agenda with additional bills presented and DeWit seconded, carried 4-0.

Postma moved to approve the minutes from the September 14, 2015 regular meeting and Koob seconded, carried 4-0.

Postma moved to approve the financial report through 9/30/15; Koob seconded, carried 4-0.

Koob moved to approve the summary list of bills; Postma seconded, carried 4-0.

In recognition, Larry Goebel was thanked for his donation of apples and water to the MS Marching Band fall competitions. The middle school marching band was recognized for its successful appearances at recent competitions and Kiley Metzger for Outstanding Drum Major. The United Methodist Church was thanked for its donation to the Backpack Program. The Title I department thanked Melissa Stillson and Health Services for a program at a parent meeting. The Booster Club was recognized for selling "Pink Out" t-shirts and a subsequent donation to Relay for Life. The city of Rock Rapids was thanked for assistance with a recent mechanical breakdown.

In public participation on non-agenda items, Kristi Wright introduced the Foundations of Education students in attendance.

In reports, Bill Allen reported on the upcoming NASA trip to Johnson Space Center on March 3 – 7, 2016 and asked the board for support and approval to attend. Mr. Allen would like 4-5 students to attend at a cost of \$450 each.

Principal Steve Harman reported Iowa Core science standards were recently adopted. The district's Iowa Assessment tests will be given to grades 2-8 on November 2-6, 2015 and to grades 9-11 on November 17 and 18. Mr. Harman presented information on testing to lower elementary grades and updated the board on new Transitional Kindergarten staffing and schedules. The afterschool program is available for 3rd and 4th grades and has 31 students participating Tuesday-Thursday each week.

Principal Jason Engleman presented an option to utilize an agreement between Universal Athletics and Under Armour where Central Lyon staff, students and community would benefit from discounted pricing on available products.

Superintendent/HS Principal Dave Ackerman reported that count day was October 1st with certification on the 15th; the district has increased enrollment, as well as open enrollment out decreasing and open enrollment in increasing. The district and the city are working on a grant to build a storm shelter at the baseball complex. More details will follow as available. The district's FFA Farm ground was not part of the recent city annexation. Administrators and technology directors met with a representative from Iowa Prison Industries for furniture and fixture quotes for the board room, commons areas and the libraries.

The district will receive over \$43,000 in rebates from Missouri River and Rock Rapids Utilities for recent updates to the HVAC and lighting.

Vice President Scott Postma updated the board on the Central Lyon Foundation banquet. Over thirty five people attended and donations are still being received.

In New Business, board members expressed their gratitude to all 5 interested parties for the open board position after Chet's DeJong's resignation in September. Vice President Postma nominated Jen Pedersen and Andy Koob nominated Keri Davis to fill the open position. DeWit moved to cease nominations and Postma seconded, carried 4-0. Koob moved to appoint Keri Davis as a board member to fill a vacancy and DeWit seconded, carried 3-1. Director-Elect Davis will be sworn into office within 10 days.

Postma moved to approve the NASA trip, March 3-7, 2016 with the advisor costs covered and an additional \$500 contributed to the cost of the trip and DeWit seconded, carried 4-0.

Erin VanderVelde and Kristi Wright presented the Special Education District Developed Service Plan (DDS) as well as district Special Education enrollment information. Postma moved to approve the DDS Plan and DeWit seconded, carried 4-0.

Koob moved to approve three early graduation requests upon successful graduation requirements. Postma seconded, carried 4-0.

DeWit moved to approve continued sharing of an EL/MS Guidance Counselor and the applicable agreement with Rock Valley CSD and Postma seconded, carried 4-0.

In personnel, Postma moved to approve the increase of April Sailor's teaching contract from .5 FTE to 1.0 FTE and Koob seconded, carried 4-0. Koob moved to approve Flor Abraham, Special Ed Paraprofessional; Alma Rosa Gonzalez, Housekeeper; Ben Docker, Head Baseball Coach; Patrice Peters, Volunteer Basketball Coach. DeWit seconded, carried 4-0.

The next regular board meeting will be at 7:00 P.M. on Monday, November 16, 2015 in the Central Lyon board room at 1010 S Greene Street, Rock Rapids, IA. Koob moved to adjourn at 8:39 P.M. and Postma seconded, carried 4-0.

Revenue

	2013-2014	2014-2015	2015-2016	Variance Prior Year
July	\$ 3,239	\$ 12,811	\$ 230,780	\$ 217,969
August	\$ 83,623	\$ 125,611	\$ 233,656	\$ 108,045
September	\$ 712,932	\$ 752,088	\$ 917,621	\$ 165,533
October	\$ 1,912,282	\$ 2,076,451	\$ 2,530,252	\$ 453,801
November	\$ 2,330,396	\$ 2,553,522	\$ -	\$ (2,553,522)
December	\$ 3,100,684	\$ 3,275,183	\$ -	\$ (3,275,183)
January	\$ 3,544,806	\$ 3,779,230	\$ -	\$ (3,779,230)
February	\$ 4,124,199	\$ 4,308,975	\$ -	\$ (4,308,975)
March	\$ 4,615,535	\$ 4,808,353	\$ -	\$ (4,808,353)
April	\$ 5,805,050	\$ 6,072,104	\$ -	\$ (6,072,104)
May	\$ 6,270,582	\$ 6,580,059	\$ -	\$ (6,580,059)
June	\$ 7,197,967	\$ 7,528,140	\$ -	\$ (7,528,140)

Expenditures

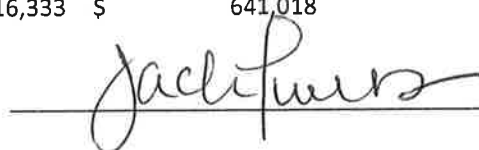
	2013-2014	2014-2015	2015-2016	Variance Prior Year	Cumulative Rev - Exp
July	\$ 203,331	\$ 176,754	\$ 120,949	\$ (55,805)	\$ 109,831
August	\$ 425,893	\$ 467,785	\$ 365,211	\$ (102,575)	\$ (131,555)
September	\$ 925,003	\$ 1,058,469	\$ 946,551	\$ (111,918)	\$ (28,930)
October	\$ 1,500,811	\$ 1,647,238	\$ 1,562,692	\$ (84,546)	\$ 967,559
November	\$ 2,212,595	\$ 2,220,287	\$ -	\$ (2,220,287)	\$ -
December	\$ 2,730,032	\$ 2,960,506	\$ -	\$ (2,960,506)	\$ -
January	\$ 3,439,122	\$ 3,488,115	\$ -	\$ (3,488,115)	\$ -
February	\$ 4,026,793	\$ 4,156,842	\$ -	\$ (4,156,842)	\$ -
March	\$ 4,594,797	\$ 4,828,150	\$ -	\$ (4,828,150)	\$ -
April	\$ 5,141,189	\$ 5,453,471	\$ -	\$ (5,453,471)	\$ -
May	\$ 5,745,441	\$ 6,054,735	\$ -	\$ (6,054,735)	\$ -
June	\$ 6,760,402	\$ 7,931,544	\$ -	\$ (7,931,544)	\$ -

Cash Balance = (actual cash on hand, "check book balance")

	2013-2014	2014-2015	2015-2016
July	\$ 1,174,620	\$ 1,003,450	\$ 827,275
August	\$ 760,754	\$ 524,842	\$ 283,537
September	\$ 935,380	\$ 495,985	\$ 380,512
October	\$ 1,511,601	\$ 1,229,532	\$ 1,447,244
November	\$ 1,218,019	\$ 1,134,366	\$ -
December	\$ 1,519,387	\$ 1,115,469	\$ -
January	\$ 1,418,767	\$ 1,153,197	\$ -
February	\$ 1,196,842	\$ 1,014,571	\$ -
March	\$ 1,113,709	\$ 788,145	\$ -
April	\$ 1,759,355	\$ 1,485,746	\$ -
May	\$ 1,619,926	\$ 1,392,582	\$ -
June	\$ 1,430,588	\$ 1,156,591	\$ -

Unassigned/Unrestricted Fund Balance = (book balance after all year end receivables, payables)

	2012-2013	2013-2014	2014-2015	2015-2016
Audit/CAR	\$ 1,132,358	\$ 816,333	\$ 641,018	



Jackie Wells, School Treasurer

Central Lyon Community School
School Treasurer's Report

General Fund		Activity Fund		Hot Lunch Fund	FFA Farm Fund
Balance - 9/30/15	\$380,511.57	\$356,525.60	\$144,664.25		\$2,760.44
<u>Receipts:</u>					
Property Tax	\$1,138,574.58		\$47,890.59		\$2,015.57
State Aid	\$367,401.00	\$124.52	\$11.50		\$0.00
Interest	\$248.86				
AEA Flowthrough	\$0.00				
Other:					
Open Enrollment In	\$15,915.00				
Miscellaneous	\$90,491.59				
Total Receipts	\$1,612,631.03	\$104,210.06	\$47,902.09		\$2,015.57
<u>Expenditures:</u>					
Salaries	\$431,317.44	\$0.00	\$17,668.88		\$0.00
Benefits	\$128,964.00	\$64,565.70	\$24,305.49		\$1,380.12
Purchased Services	\$23,180.44	\$0.00	\$0.00		\$0.00
Open Enrollment Out	\$0.00				
Supplies	\$30,726.27				
Other	\$1,953.25				
Total Expenditures	\$616,141.40	\$64,565.70	\$41,974.37		\$1,380.12
Cash Balance - 10/31/15	\$314,804.22	\$256,786.19	\$117,897.17		\$3,395.89
<u>Investments:</u>					
Frontier Bank	\$1,021,748.02	\$139,383.77	\$0.00		\$0.00
USBank	\$0.00	\$0.00	\$0.00		\$0.00
Premier Bank	\$0.00	\$0.00	\$0.00		\$0.00
IS/JIT	\$110,691.95	\$0.00	\$0.00		\$0.00
Investment Balance	\$1,132,439.97	\$139,383.77	\$0.00		\$0.00
Total Available	\$1,447,244.24	\$396,169.96	\$117,897.17		\$3,395.89

Jackie Wells
School Treasurer



Central Lyon Community School
Special Revenue Funds__YTD
Oct-15

Management Fund	Physical Plant & Equipment Levy Fund	Playground & Recreational Equipment Levy	School Infrastructure Local Option Sales Tax Fund	Debit Service Fund
Balance: July 1, 2015	\$189,192.89	\$212,276.29	\$2,155,984.57	\$5,594.79
Receipts:	Receipts:	Receipts:	Receipts:	Receipts:
Taxes YTD	Taxes YTD	Taxes YTD	One Cent Sales Tax	Taxes YTD
Misc. Income/Refund of Prior	Board Approved	\$16,642.16		
	Voter Approved			
	Interest YTD	\$0.00	Interest YTD	Interest YTD
Interest YTD	Miscellaneous		Miscellaneous	SILO/PPEL Transfers
Disbursements:	Disbursements:	Disbursements:	Disbursements:	Disbursements:
Early Retirement	Equipment	Equipment	Transfer for Debt	Interest
District Insurance Policy	Building/Land Repairs	\$48,710.00	Construction Service	Principal
Workman's Comp	Other Repairs	\$0.00	Equipment	Fees
Unemployment	CLN Principal/Interest	\$0.00		on Bonds & CLN
Payables	Payables	\$0.00	Payables	Payables
Receivables	Receivables	\$369.51	Receivables	Receivables
Balance: October 31, 2015	\$228,189.77	\$180,577.96	\$943,742.26	\$8,083.00
Cash Balance:	\$7,258.47	\$4,577.96	\$4,263.36	\$0.00
Investments:				
Frontier Bank	\$220,931.30	\$176,000.00	\$915,489.38	\$7,319.16
USBank	\$0.00	\$0.00	\$0.00	\$0.00
Premier Bank	\$0.00	\$0.00	\$0.00	\$0.00
ISJIT	\$0.00	\$0.00	\$23,989.52	\$763.84
Investment Balance:	\$220,931.30	\$176,000.00	\$939,478.90	\$8,083.00
Total Available:	\$228,189.77	\$180,577.96	\$943,742.26	\$8,083.00

Jacifer

Ending Balance 6-30-14		TOTAL Casino Fund Balance
	\$	274,736.96
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	<u>Revenue</u>	
<u>Received</u> Pymts		\$219,237.67
Total	\$	219,237.67
Funds Available	\$	493,974.63
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	<u>Expenditures</u>	
8/1/2015 1:1 Laptop Initiative	\$	60,356.06
8/1/2015 School Supplies	\$	4,523.71
8/10/2015 1:1 Laptop Initiative	\$	1,325.22
9/14/2015 Backpack Program	\$	238.16
10/12/2015 Backpack Program	\$	1,155.97
10/12/2015 Fruit & Veggie Program	\$	348.78
11/16/2015 Backpack Program	\$	1,436.44
11/16/2015 Fruit & Veggie Program	\$	4,275.75
Total Expenditures to Date	\$	273,997.28
Fund Balance	\$	219,977.35

GENERAL FUND BOARD REPORT
11/16/15 PREPAID

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>	
<u>Checking</u>	1			
Checking	1	Fund: 10 OPERATING FUND		
ADVANCED SYSTEMS, INC	435575	HS COPIER SUPPLIES	66.00	
		Vendor Total:		66.00
AFLAC	A057836100	ADDTL EMPLOYEE INSURANCE	478.18	
		Vendor Total:		478.18
BJU PRESS	13619313	SPeD SUPPLIES	110.16	
		Vendor Total:		110.16
BOYS TOWN	NIE000148672	EDUCATION PLACEMENT TUITION	1,348.23	
		Vendor Total:		1,348.23
BROKEN NOTE INSTRUMENT REPAIR	20151026	MS BAND _DAMPER PADS	7.65	
		Vendor Total:		7.65
CARLSON SYSTEMS, LLC	SF10502986	HS IN TECH SUPPLIES	1,298.12	
		Vendor Total:		1,298.12
CHILDREN'S HOME SOCIETY	1509I50-52	9/2015 TUITION	2,872.50	
CHILDREN'S HOME SOCIETY	15SP0905	9/2015 SPEECH	405.00	
CHILDREN'S HOME SOCIETY	OT150004	8/2015 OT	325.00	
		Vendor Total:		3,602.50
COLLEGE BOARD AP EXAMS	60	TESTING SERVICES	60.00	
		Vendor Total:		60.00
CONSOLIDATED COMMUNICATIONS	20151027	LOCAL/LONG DISTANCE PHONE	379.06	
		Vendor Total:		379.06
D/B/A PREMIER COMMUNICATIONS, PREMIER NETWORK SOLUTIONS	3136	CONSULTING SERVICES	1,000.00	
		Vendor Total:		1,000.00
DEJONG, MEL	20151026	REIMB NURSE SUPPLIES	69.71	
		Vendor Total:		69.71
DENNY'S SANITATION	200255-446	DISPOSAL	442.00	
		Vendor Total:		442.00
DOCKER, KELLI	20151026	ICLC CONF	285.00	
		Vendor Total:		285.00
FOLTZ, BARBARA	20151028	SUPPLIES FOR PRESCHOOL PARTY	13.00	
		Vendor Total:		13.00
HEALTH SERVICES OF LYON CO	704	8/2015-9/2015 NURSE	4,220.50	
		Vendor Total:		4,220.50
IOWA ASSOCIATION OF SCHOOL BOARDS	20151028	BOARD ORIENTATION WORKSHOP	300.00	
IOWA ASSOCIATION OF SCHOOL BOARDS	BKGRD0000010 46	BACKGROUND CHECKS	144.00	
		Vendor Total:		444.00
IOWA DEPARTMENT OF HUMAN SERVICES	10100336	MEDICAID REIMBURSEMENT	1,103.54	

GENERAL FUND BOARD REPORT
11/16/15 PREPAID

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>	
			Vendor Total:	1,103.54
IOWA LAKES COMMUNITY COLLEGE	2692 FALL SAVE	SPeD TUITION-FALL SAVE PROG	6,307.75	
			Vendor Total:	6,307.75
IOWA SCHOOLS EMPLOYEE BENEFITS	22358	INSURANCE	2,535.50	
			Vendor Total:	2,535.50
IOWA STATE UNIVERSITY	2015--16 077	ANNUAL EDUCATION/CERT	70.00	
			Vendor Total:	70.00
JMC INC	46122-46123	TECHNOLOGY SERVICES	1,476.00	
			Vendor Total:	1,476.00
KONE INC.	0494114004	ELEVATOR MAINT & REPAIRS	146.17	
			Vendor Total:	146.17
LEGALSHIELD	20151026	ADDTL INSURANCE	41.85	
			Vendor Total:	41.85
LUTMER, MARK	20151030	CREDIT REIMBURSEMENT	1,303.27	
			Vendor Total:	1,303.27
MARTIN BROS. DISTRIBUTING, INC	5881259-60	BACKPACK PROG	196.95	
MARTIN BROS. DISTRIBUTING, INC	5891298-300	BACKPACK PROG	506.92	
MARTIN BROS. DISTRIBUTING, INC	5901618-619	BACKPACK PROG	493.04	
			Vendor Total:	1,196.91
MIDWEST TECHNOLOGY PRODUCTS	2070458-00	SUPPLIES	3,240.00	
			Vendor Total:	3,240.00
NEW CENTURY PRESS INC/LYON CO. REPORTER	00032659	LEGAL NOTICE	226.63	
			Vendor Total:	226.63
PEARSON EDUCATION INC	4024199023	ELL SUPPLIES	14.95	
			Vendor Total:	14.95
PRARIE LAKES AEA 8	20151027	ICLC CONF ESL/ELL	285.00	
			Vendor Total:	285.00
ROCK RAPIDS UTILITIES	THRU 10/1/15	UTILITIES	16,203.16	
			Vendor Total:	16,203.16
SANFORD HEALTH PLAN	20151026	FEES	75.00	
			Vendor Total:	75.00
SANFORD HEALTH PLAN	04292-028	HEALTH INSURANCE	66,927.65	
			Vendor Total:	66,927.65
SCHMITT MUSIC CENTERS	20151026	MUSIC SUPPLIES	210.18	
SCHMITT MUSIC CENTERS	298315	REPAIR INSTRUMENT	200.00	
			Vendor Total:	410.18
SIOUX FALLS MUSIC CO	201841	MUSIC REPAIRS	125.88	
			Vendor Total:	125.88

GENERAL FUND BOARD REPORT
11/16/15 PREPAID

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>	
SNYDERS, DENISE	20151026	TQPD REIMB	318.79	
		Vendor Total:		318.79
SPROCK, JEREMY	20151026	CAR WASH CHANGE	20.00	
		Vendor Total:		20.00
SUNSHINE FOODS	9/2015 FRUIT	9/2015 FRUIT	4,275.75	
		Vendor Total:		4,275.75
TOWN AND COUNTRY DISPOSAL	1251401	DISPOSAL	12.50	
		Vendor Total:		12.50
US BANK	20151026	TRAVEL EXPENSE	275.80	
		Vendor Total:		275.80
WAAGMEESTER LAW OFFICE	20151027	LEGAL SERVICES	1,210.00	
		Vendor Total:		1,210.00
		Fund Total:		121,626.39
Checking	1	Fund: 22 MANAGEMENT FUND		
FRONTIER INSURANCE	645	AUDIT CHANGES_FY16	3,094.00	
		Vendor Total:		3,094.00
IOWA WORKFORCE DEVELOPMENT	SW_PYMT1	WIARDA UNEMPLOY_1	1,356.00	
		Vendor Total:		1,356.00
		Fund Total:		4,450.00
Checking	1	Fund: 69 ENTERPRISE/FFA PROPERTY		
DE BEY, ROGER	20151026	HAY BALES	252.00	
		Vendor Total:		252.00
ROCK RAPIDS UTILITIES	THRU 10/1/15 UTILITIES		47.62	
		Vendor Total:		47.62
		Fund Total:		299.62
		Checking Account Total:		126,376.01
<u>Checking</u>	2			
Checking	2	Fund: 61 SCHOOL NUTRITION FUND		
AFLAC	A057836100	ADDTL EMPLOYEE INSURANCE	24.20	
		Vendor Total:		24.20
IOWA SCHOOLS EMPLOYEE BENEFITS	22358	INSURANCE	4.00	
		Vendor Total:		4.00
ROCK RAPIDS UTILITIES	THRU 10/1/15 UTILITIES		500.00	
		Vendor Total:		500.00
		Fund Total:		528.20
		Checking Account Total:		528.20
<u>Checking</u>	4			
Checking	4	Fund: 33 LOCAL OPTION SALES \$ SERVICES TAX (SILO)		
CONNECTING POINT	129042	FIBER NETWORK CONNECOTRS	500.00	
		Vendor Total:		500.00
HOOGENDOORN CONSTRUCTION INC	PYMT 10	CONSTRUCTION SERVICES	192,400.48	

GENERAL FUND BOARD REPORT

11/16/15 PREPAID

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>
Vendor Total:			192,400.48
Fund Total:			192,900.48
Checking	4	Fund: 36 PHYSICAL PLANT & EQUIPMENT	
RESILITE SPORTS PRODUCTS	91121_	WRESTLING MAT - CL ADDITIONS	25,678.00
Vendor Total:			25,678.00
Fund Total:			25,678.00
Checking Account Total:			218,578.48

GENERAL FUND BOARD REPORT
11/16/15 INVOICES

<u>Vendor Name</u>		<u>Invoice</u>	<u>Description</u>	<u>Amount</u>	
<u>Checking</u>	1				
Checking	1	Fund: 10	OPERATING FUND		
ABILITATIONS		208115459668	WEIGHTED VESTS	228.66	
			Vendor Total:		228.66
AFLAC INSURANCE		497086	ADDTL EMPLOYEE INSURANCE	1,808.58	
			Vendor Total:		1,808.58
AFLAC		a059110900	ADDTL EMPLOYEE INSURANCE	478.18	
			Vendor Total:		478.18
AHLERS AND COONEY P.C.,		701705	LEGAL SERVICES	775.00	
			Vendor Total:		775.00
BAKER & TAYLOR		20151110	EL/MS BOOKS	2.92	
			Vendor Total:		2.92
BLOEMENDAAL, ROCHELLE		20151110	TQPD REIMBURSEMENT	621.76	
			Vendor Total:		621.76
BOER, DAWN		20151105	BOARD ROOM SET-UP, SUPPLIES	497.75	
			Vendor Total:		497.75
BOYS TOWN		NIE000149023	9/2015 PLACEMENT TUITION	2,074.20	
			Vendor Total:		2,074.20
CHILDREN'S HOME SOCIETY		1510150-I52	10/15 PLACEMENT TUITION	3,787.08	
CHILDREN'S HOME SOCIETY		OT150804	7/2015 OT - PLACEMENT	75.00	
			Vendor Total:		3,862.08
DOLLAR GENERAL		20151109	SPECIAL ED SUPPLIES	10.76	
			Vendor Total:		10.76
DOON PRESS		20151106	LEGAL NOTICE	282.19	
			Vendor Total:		282.19
GEORGE/LITTLE ROCK COMM SCHOOL		FY16 QTR1	FY16 QTR1 LIAISON	3,354.68	
GEORGE/LITTLE ROCK COMM SCHOOL		FY16 QTR1 OE	FY16 QTR 1 OPEN ENROLL	9,549.00	
			Vendor Total:		12,903.68
HARMAN, JESSICA		20151105	TQPD CONF REIMBURSEMENT	371.64	
			Vendor Total:		371.64
HEALTH SERVICES OF LYON CO		707	NURSING & WELLNESS SERVICES	3,059.00	
			Vendor Total:		3,059.00
HOME-OLOGY		49096	FUNERAL ARRANGEMENT_WATERS	50.00	
			Vendor Total:		50.00
IOWA ASSOCIATION OF SCHOOL BOARDS		20151102	BOARD CONF	75.00	
IOWA ASSOCIATION OF SCHOOL BOARDS		BKDRD0000011	BACKGROUND CHECKS	227.00	
		31			
			Vendor Total:		302.00
MARTIN BROS. DISTRIBUTING, INC		5912191-193	BACKPACK PROG	239.53	
			Vendor Total:		239.53

GENERAL FUND BOARD REPORT

11/16/15 INVOICES

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>	
NEW CENTURY PRESS INC/LYON CO. REPORTER	00033831	ADVERTISING	52.99	
NEW CENTURY PRESS INC/LYON CO. REPORTER	20151103	ADVERTISING	25.61	
		Vendor Total:		78.60
NORTHWEST AEA	20151110	LAMINATING	89.20	
		Vendor Total:		89.20
SCHOOL SPECIALTY INC	208115456018	BOOK RINGS FOR CURRICULUMN	83.25	
		Vendor Total:		83.25
SUMDOG INC.	2157	SUBSCRIPTION	52.92	
		Vendor Total:		52.92
SUNSHINE FOODS	10/15 FACS	10/2015 FACS SUPPLIES	498.81	
		Vendor Total:		498.81
T & R TROPHIES PLUS - ADRIAN, MN	897	AWARDS/PLAQUES	39.10	
		Vendor Total:		39.10
VMWARE, INC	709456758	SnS RENEWAL	102.96	
		Vendor Total:		102.96
WITT, CYNTHIA	10/15 ELLTRAV	10/15 MILEAGE_ESL/ELL	92.00	
		Vendor Total:		92.00
		Fund Total:		28,604.77
Checking	1	Fund: 69 ENTERPRISE/FFA PROPERTY		
COOPERATIVE FARMERS ELEVATOR	20151105	FFA FARM	511.22	
		Vendor Total:		511.22
MOON CREEK VETERINARY CLINIC	20151105	FFA FARM	15.97	
		Vendor Total:		15.97
		Fund Total:		527.19
		Checking Account Total:		29,131.96
<u>Checking</u>	2			
Checking	2	Fund: 61 SCHOOL NUTRITION FUND		
AFLAC INSURANCE	497086	ADDTL EMPLOYEE INSURANCE	333.82	
		Vendor Total:		333.82
AFLAC	a059110900	ADDTL EMPLOYEE INSURANCE	24.20	
		Vendor Total:		24.20
US BANK	20151103	UNIFORM PURCHASE	174.53	
		Vendor Total:		174.53
		Fund Total:		532.55
		Checking Account Total:		532.55
<u>Checking</u>	3			
Checking	3	Fund: 21 STUDENT ACTIVITY FUND		
US BANK	20151103- 0001	MUSICAL SUPPLIES	109.98	
		Vendor Total:		109.98

GENERAL FUND BOARD REPORT
11/16/15 INVOICES

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>
			Fund Total:
			109.98
			Checking Account Total:
			109.98
<u>Checking</u>	4		
Checking	4	Fund: 33 LOCAL OPTION SALES \$ SERVICES TAX (SILO)	
CONVERGED TECHNOLOGIES LLC	7296	NEW CONSTR WIRING	3,038.71
			Vendor Total:
			3,038.71
ELECTRONIC INNOVATIONS	154001-03	DOOR SECURITY, STRIKES/CONTROLLERS	5,000.00
			Vendor Total:
			5,000.00
			Fund Total:
			8,038.71
			Checking Account Total:
			8,038.71

October 2015 Payroll Totals

General Fund

Gross Salaries	\$430,414.27
District Benefits	\$58,669.84
District SS/Medicare	\$32,116.85
District IPERS	\$37,890.46
Employee Share Insurance	\$67,501.92
Total District Cost	<u>\$491,589.50</u>

Hot Lunch Fund

Gross Salaries	\$14,713.68
District Benefits	\$664.80
District SS/Medicare	\$1,078.96
District IPERS	\$1,304.35
Employee Share Insurance	\$1,349.57
Total District Cost	<u>\$16,412.22</u>

<u>Vendor Name</u>		<u>Invoice</u>	<u>Description</u>	<u>Amount</u>	
<u>Checking</u>	2				
Checking	2	Fund: 61	SCHOOL NUTRITION FUND		
AFLAC INSURANCE		066317	ADDTL EMPLOYEE INSURANCE	364.37	
			Vendor Total:		364.37
CENTRAL LYON		2015-2016 REGIS	2015-2016 REGISTRATION - BOOK FEES	18,345.00	
			Vendor Total:		18,345.00
CL ACTIVITY FUND		2015-2016 REGIS	2015-2016 REGISTRATION - ACITIVITY TICKE	13,925.00	
			Vendor Total:		13,925.00
DEAN FOODS NORTH CENTRAL, INC		SEPT 2015	DAIRY PRODUCTS - SEPT 2015	2,964.33	
			Vendor Total:		2,964.33
KECK INC		16 b	COMMODITIES 16 B - FOOD	1,083.87	
			Vendor Total:		1,083.87
LYDIA'S PROFESSIONAL UNIFORMS		10/8/15	EXCHANGE UNIFORM COST	1.80	
			Vendor Total:		1.80
MARTIN BROS. DISTRIBUTING, INC		5860893	INV 5860893 FOOD 9/30/15	3,477.77	
MARTIN BROS. DISTRIBUTING, INC		5871137	FOOD	2,586.94	
MARTIN BROS. DISTRIBUTING, INC		5881258	INV 5881258 10/14/15 FOOD	3,500.62	
MARTIN BROS. DISTRIBUTING, INC		5891297	INV 5891297 10/21/15 FOOD	3,738.67	
MARTIN BROS. DISTRIBUTING, INC		5901617	INV 5901617 10/28/15 FOOD	4,169.65	
			Vendor Total:		17,473.65
ROCK RAPIDS HARDWARE		347082	KITCHEN SUPPLIES	27.98	
			Vendor Total:		27.98
ROCK RAPIDS UTILITIES		THRU 9/1/15	UTILITIES	500.00	
			Vendor Total:		500.00
SUNSHINE FOODS		SEPT 2015	FOOD-SEPTEMBER	2,253.86	
			Vendor Total:		2,253.86
			Fund Total:		56,939.86
			Checking Account Total:		56,939.86

<u>Checking</u>	3				
Checking	3	Fund: 21	STUDENT ACTIVITY FUND		
ACKERMAN, DAVID		REIMBURSE 10/15	DONATIONS ACCT. - STUDENT ASSISTANCE	30.00	
ACKERMAN, DAVID		V*REIMBURSE 10/	DONATIONS ACCT. - STUDENT ASSISTANCE	(30.00)	
			Vendor Total:		0.00
AHERN, KEVIN		10/23/15	VARSITY FB OFFICIAL	100.00	
			Vendor Total:		100.00
AMERICAN POPCORN		60213	POP CORN BAGS & BOXES	431.22	
			Vendor Total:		431.22
C & L PROMOTIONS		10/13/15	CONCESSION SUPPLIES	396.97	
			Vendor Total:		396.97

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>	
CENTER SPORTS	AAA020404	INV AAA020404 10/12/15	1,375.58	
CENTER SPORTS	AAA020408	PLASTIC WHISTLES & LANYARDS	19.00	
CENTER SPORTS	AAA020410	MTS MAT MOVERS	722.66	
CENTER SPORTS	AAA020416	TAPE CUTTERS	30.27	
CENTER SPORTS	AAA020431	ATHLETIC TAPE	248.00	
		Vendor Total:		2,395.51
CENTRAL LYON HOT LUNCH FUND	FFA TAILGATE FFA SUPPER REIMBURSEMENT 15		92.91	
		Vendor Total:		92.91
COUNTRY BOUTIQUE	008162	SUPPLIES	326.00	
		Vendor Total:		326.00
DEBOER, MARY	2015 MUSICAL 15 PLAY COSTUMES @ \$10 EACH		150.00	
		Vendor Total:		150.00
ENGLEMAN, JASON	re: district fb	RE: DISTRICT FOOTBALL MEETING MEALS	18.81	
		Vendor Total:		18.81
FLATEBO, JANELLE	10/16/15	RE: OBUS AUDITION FEE	20.00	
		Vendor Total:		20.00
FREEDOM FUNDRAISING	20151005	FUNDRAISING	3,080.00	
		Vendor Total:		3,080.00
GREAT AMERICAN OPPORTUNITIES	4852255	FUNDRAISING	1,180.90	
		Vendor Total:		1,180.90
GREAT LAKES SCRIP CENTER	10/16/15	SCRIP GIFT CARDS	341.49	
		Vendor Total:		341.49
HURON SCHOOL DISTRICT	2015 TRIP	RE: STATE COVENTION EVENTS	1,366.00	
		Vendor Total:		1,366.00
IOWA BASKETBALL COACHES ASSOC.	2015-16 DUES MEMBERSHIP DUES 2015-2016		430.00	
		Vendor Total:		430.00
IOWA CHORAL DIRECTORS ASSOCIATION, INC	2015-16 HONOR	honor choir	40.00	
IOWA CHORAL DIRECTORS ASSOCIATION, INC	2015-2016	OPUS REGISTRATION	35.00	
IOWA CHORAL DIRECTORS ASSOCIATION, INC	V*2015-16 HONOR	honor choir	(40.00)	
		Vendor Total:		35.00
IOWA HIGH SCHOOL MUSIC ASSOC	2015-2016 DUES	DUES & FEES	99.00	
		Vendor Total:		99.00
IOWA HIGH SCHOOL SPEECH ASSOC	2015-2016	DUES & FEES	50.00	
IOWA HIGH SCHOOL SPEECH ASSOC	2015-2016 JV	DUES & FEES	25.00	
		Vendor Total:		75.00
JACOBSON, BRENT	10/23/15	VARSITY FB OFFICIAL	100.00	
		Vendor Total:		100.00

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>	
JW PEPPER & SON	11A96346	OPUS	87.24	
		Vendor Total:	87.24	
KD DESIGNS	483004	PINK OUT SHIRTS	1,547.00	
		Vendor Total:	1,547.00	
KRUSE, DANIEL	10/13/15	7th/8th FB OFFICIAL	65.00	
		Vendor Total:	65.00	
LAKESHORE LEARNING MATERIALS	53777110015	MAGNETIC LETTER KIT	36.99	
		Vendor Total:	36.99	
LASTING LEGACIES	10961	STADIUM CHAIRS	1,459.00	
		Vendor Total:	1,459.00	
MARTIN BROS. DISTRIBUTING, INC	5871137	FOOD	80.90	
MARTIN BROS. DISTRIBUTING, INC	8/19/15	CONCESSION SUPPLIES	4,534.24	
		Vendor Total:	4,615.14	
MAXWELL, ELDON	10/13/15	7th/8th FB OFFICIAL	65.00	
		Vendor Total:	65.00	
MCDONALDS IN STORM LAKE	11/2/15	FOOTBALL PLAYER MEALS	490.77	
		Vendor Total:	490.77	
MOC-FLOYD VALLEY COMM SCHOOL	11/7/15	FEES & DUES	30.00	
		Vendor Total:	30.00	
MOORIS, LEVI	10/23/15	VARSITY FB OFFICIAL	100.00	
		Vendor Total:	100.00	
NORTHWESTERN COLLEGE	KGN TRIP 2015	FIELD TRIP	65.00	
NORTHWESTERN COLLEGE	NOV. 3, 2015	1ST GRADE PLAY , nov 3RD	65.00	
		Vendor Total:	130.00	
NW ICDA	JH HONOR 2015	honor choir	40.00	
		Vendor Total:	40.00	
NWIBA AUDITIONS CAHIR	10/7/15	HONOR BAND	20.00	
		Vendor Total:	20.00	
PEPSIAMERICAS	AUG/SEPT 2015	PEPSI PRODUCTS	6,218.40	
		Vendor Total:	6,218.40	
PERRETT, PATRICIA	OCT 13, 2015	RE: CONCESSION SUPPLIES	64.30	
		Vendor Total:	64.30	
PIZZA RANCH	AUG 2015	CONCESSION SUPPLIES	495.00	
		Vendor Total:	495.00	
PRINT EXPRESS	10568	CLOTHING	1,843.20	
		Vendor Total:	1,843.20	
RELAY FOR LIFE	OCT 2015	PINK OUT - DONATION	800.00	

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>	
		Vendor Total:		800.00
RESILITE SPORTS PRODUCTS	91121	WRESTLING MAT - CL ADDITIONS	18,000.00	
		Vendor Total:		18,000.00
RHODE, STEVE	10/23/15	VARSITY FB OFFICIAL	100.00	
		Vendor Total:		100.00
RIDDELL ALL AMERICAN	10/2/15	FB HELMET - RESALE	509.75	
		Vendor Total:		509.75
SCHLEISMAN, MARK	10/13/15	VB OFFICIAL 10/13/15	90.00	
		Vendor Total:		90.00
SCHMITT MUSIC CENTERS	298500	SUPPLIES	275.68	
		Vendor Total:		275.68
SCHOLASTIC BOOK FAIRS-CONVENTION	2015 book fair	BOOK FAIR	4,529.64	
SCHOLASTIC BOOK FAIRS-CONVENTION	V*2015 book fair	BOOK FAIR	(4,529.64)	
		Vendor Total:		0.00
SCHOLASTIC BOOK FAIRS	2015 book fair	BOOK FAIR	4,529.64	
		Vendor Total:		4,529.64
SCHUBERT, CARSON	2015 dance	HALLOWEEN DANCE DJ	250.00	
		Vendor Total:		250.00
SHELDON COMMUNITY SCHOOL DIST	10/19/15	JV VOLLEYBALL TOURNEY FEE	50.00	
		Vendor Total:		50.00
SIEPERDA, SCOTT	10/13/15	7th/8th FB OFFICIAL	65.00	
		Vendor Total:		65.00
SLADES DRIVE-IN	2015	15 GIFT CARDS FOR TITLE I	75.00	
		Vendor Total:		75.00
SOMETHING UNIQUE INC	134998	FOOTBALL APPAREL	1,550.35	
		Vendor Total:		1,550.35
SUNSHINE FOODS	10/16/15	SCRIP GIFT CARDS	95.00	
SUNSHINE FOODS	10/5/15	SUNSHINE SCRIP CARD	47.50	
SUNSHINE FOODS	OCT 2015	FFA TAILGATE SUPPLIES	720.10	
		Vendor Total:		862.60
T & R TROPHIES PLUS - ADRIAN, MN	876	DISTRICT FOOTBALL PLAQUE``	20.75	
		Vendor Total:		20.75
TODD'S	10/16/15	SCRIP GIFT CARDS	190.00	
TODD'S	10/5/15	SCRIP GIFT CARD	190.00	
TODD'S	ACKERMAN	DONATIONS ACCT. - STUDENT ASSISTANCE	30.00	
		Vendor Total:		410.00
TROPHIES PLUS - TEMPLETON, IOWA	348735	DISTRICT FOOTBALL MEDALS	91.81	

<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>	
		Vendor Total:		91.81
US BANK	10/21/15	PLAY OFF GAMES EXTRA START CASH	800.00	
US BANK	2015 BOOK FAIR	BOOK FAIR START CASH	279.00	
US BANK	2015 dance	HALLOWEEN DANCE START CASH	150.00	
US BANK	2015 FFA CONV.	NAT'L FFA CONVENTION CASH	1,500.00	
		Vendor Total:		2,729.00
US BANK	0043	DUES/FEES	430.34	
US BANK	0399	DUES/FEES	430.34	
US BANK	10-05	HUDL	1,058.95	
US BANK	10/14/15	HUDL ROMOTE BLUETOOTH	299.00	
US BANK	10/6/15	SUPPLIES	189.40	
US BANK	1355	SUPPLIES	371.10	
US BANK	1593	ROBOTICS	55.48	
US BANK	2925	REGISTRATION	400.00	
US BANK	8495	ROBOTICS	1,353.66	
US BANK	V*10-05	HUDL	(1,058.95)	
US BANK	V*10/14/15	HUDL ROMOTE BLUETOOTH	(299.00)	
US BANK	V*10/6/15	SUPPLIES	(189.40)	
		Vendor Total:		3,040.92
WALL STREET PRINTERS	6835	DISTRICT FB CERTIFICATES	7.00	
		Vendor Total:		7.00
WEBBER, KRIS	10/23/15	VARSITY FB OFFICIAL	100.00	
		Vendor Total:		100.00
WEST SIOUX CERAMICS/DAKOTA POTTERS SUPPLY	10/12/15	CLAY	500.00	
		Vendor Total:		500.00
YOUTH FRONTIERS	66596	COURAGE RETREAT 12/11/15 (7TH GRADE)	925.00	
		Vendor Total:		925.00
ZEVENBERGEN, MEL	10/13/15	VOLLEYBALL OFFICIAL	90.00	
		Vendor Total:		90.00
		Fund Total:		63,018.35
		Checking Account Total:		63,018.35



September 2015

Dear Administrator,

The College Board's Advanced Placement Program[®] (AP[®]) and Educational Testing Service congratulate your school for the significant contributions made by Chris Wright at the 2015 AP Reading.

In June 2015, 535 high school AP Calculus teachers joined forces with college faculty who teach in the same discipline to score 423,662 exams in Kansas City, MO. The careful evaluation of students' work by your faculty member and other highly qualified professionals is one of the most important aspects of the AP Program. A huge part of the AP Program's success is due to an evaluation and scoring process that reflects the high standards of AP Readers who, by virtue of their experience and expertise, have appropriate student performance expectations within their respective disciplines.

In addition, many AP teachers report that participating in the AP Reading is an incredibly valuable professional development experience. The time spent examining students' performance, as well as the opportunity to exchange ideas about the types of instructional practices that lead to optimal student performance, are highly valued aspects of the overall AP Reading experience.

The AP Program would like to extend appreciation to your school for supporting your teacher's attendance at the 2015 Reading, and to commend you for recognizing the value of the experience to your teacher, and subsequently to your AP students.

Sincerely,

Trevor Packer
Senior Vice President, AP and College Readiness
The College Board

163780

11TH GRADE

AP EXAM SCORES 04/29/98
15:CHEM 2

12TH GRADE

AP EXAM SCORES 483-25-7108 J
15:CALAB 2
15:SPLA 4
14:CHEM 2
13:ENLI 2

163780

AP EXAM SCORES 09/22/96 E
15:CALAB 4
14:CHEM 2

163780

11TH GRADE

AP EXAM SCORES 07/06/98 A
15:CHEM 2

AP EXAM SCORES 07/17/97 J
15:CHEM 2

12TH GRADE

AP EXAM SCORES 02/10/97 E
15:CALAB 3

163780

AP EXAM SCORES 11/08/96 W
15:CALAB 3

5, 4, 3 = pass = credit

163780

163780

11TH GRADE

11TH GRADE

AP EXAM SCORES 09/14/97
15:CHEM 1

E

AP EXAM SCORES 04/08/98
15:CHEM 3

AP EXAM SCORES 01/30/98
15:CHEM 1

AP EXAM SCORES 09/19/97
15:CHEM 1

W

12TH GRADE

12TH GRADE

AP EXAM SCORES 09/17/96
15:SPLA 3
13:ENLI 2 *online*

A

AP EXAM SCORES 08/02/96
15:CALAB 3
14:CHEM 2

R

163780

163780

AP EXAM SCORES 09/27/96
15:CALAB 4
15:SPLA 3

L

AP EXAM SCORES 12/25/96
15:CALAB 5
14:CHEM 2

W

Central Lyon School Para-to- Grade Report

Grade	# of Paras
PK	4 **Student-Adult Gold Standard Guidelines
TK	2** Instituted to help with one section of TK - Classroom
K	1
1	½
2	2 ½ - ½ Am only- Classroom Only
3	0
4	2
5	2
6	3
7	1 ½
8	½
9	1
10	1
11	1
12	1

Total District Para- Professionals- 23 in the district

<p>Standard #1: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)</p> <p>The administrator:</p> <ul style="list-style-type: none"> a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. b. Uses research and/or best practices in improving the educational program. c. Articulates and promotes high expectations for teaching and learning. d. Aligns and implements the educational programs, plans, actions, and resources with the district's vision and goals. e. Provides leadership for major initiatives and change efforts. f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals. 	<p>Standard #4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)</p> <p>The administrator:</p> <ul style="list-style-type: none"> a. Engages family and community by promoting shared responsibility for student learning and support of the education system. b. Promotes and supports a structure for family and community involvement in the education system. c. Facilitates the connections of students and families to the health and social services that support a focus on learning. d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.
<p>Standard #2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)</p> <p>The administrator:</p> <ul style="list-style-type: none"> a. Provides leadership for assessing, developing and improving climate and culture. b. Systematically and fairly recognizes and celebrates accomplishments of staff and students. c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students. d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment. e. Evaluates staff and provides ongoing coaching for improvement. f. Ensures staff members have professional development that directly enhances their performance and improves student learning. Ensures staff members have professional development that directly enhances their performance and improves student learning. g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan. h. Promotes collaboration with all stakeholders. i. Is easily accessible and approachable to all stakeholders. j. Is highly visible and engaged in the school community. k. Articulates the desired school culture and shows evidence about how it is reinforced. 	<p>Standard #5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)</p> <p>The administrator:</p> <ul style="list-style-type: none"> a. Demonstrates ethical and professional behavior. b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance. c. Fosters and maintains caring professional relationships with staff. d. Demonstrates appreciation for and sensitivity to diversity in the school community. e. Is respectful of divergent opinions.
<p>Standard #3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)</p> <p>The administrator:</p> <ul style="list-style-type: none"> a. Complies with state and federal mandates and local board policies. b. Recruits, selects, inducts, and retains staff to support quality instruction. c. Addresses current and potential issues in a timely manner. d. Manages fiscal and physical resources responsibly, efficiently, and effectively. e. Protects instructional time by designing and managing operational procedures to maximize learning. f. Communicates effectively with both internal and external audiences about the operations of the school. 	<p>Standard #6: An educational leader promotes the success of all students by understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)</p> <p>The administrator:</p> <ul style="list-style-type: none"> a. Collaborates with service providers and other decision-makers to improve teaching and learning. b. Advocates for the welfare of all members of the learning community. c. Designs and implements appropriate strategies to reach desired goals.

Iowa Teaching Standards and Criteria

The Iowa Teaching Standards appear in Iowa Code section 284.3. The Model Criteria were developed by the Iowa Department of Education with input from stakeholders and adopted by the State Board of Education on 5/10/02. Changes to the criteria were adopted by the State Board of Education on 5/13/10. The amendments strengthen Iowa's commitment to using student performance data to evaluate educators. They specifically address 281--Iowa Administrative Code 83, Teacher and Administrator Quality Programs.

Standard 1

Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

Criteria

The teacher:

- a. Provides multiple forms of evidence of student learning and growth to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

Standard 2

Demonstrates competence in content knowledge appropriate to the teaching position.

Criteria

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

Standard 3

Demonstrates competence in planning and preparing for instruction.

Criteria

The teacher:

- a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.

- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

Standard 4

Uses strategies to deliver instruction that meets the multiple learning needs of students.

Criteria

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

Standard 5

Uses a variety of methods to monitor student learning.

Criteria

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

Standard 6

Demonstrates competence in classroom management.

Criteria

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models, and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for student learning.

- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

Standard 7

Engages in professional growth.

Criteria

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.
- e. Provides an analysis of student learning and growth based on teacher created tests and authentic measures as well as any standardized and district-wide tests.

Standard 8

Fulfills professional responsibilities established by the school district.

Criteria

The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

1.Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

Criteria	Descriptors	Data Points	Documented	Demonstrated	Not Evident
a. Provides evidence of student learning to students, families and staff.	<ul style="list-style-type: none"> Documents student learning with meaningful measures using data that is understandable and shares individual and classroom goals and results with students, families, and staff members. Uses multiple artifacts, including achievement trends for local standards and benchmarks, to document and provide evidence of student learning to students, families and staff members. Uses parent conferences so his/her teacher and learning objectives have the greatest likelihood of serving the student's best interests. 	<ul style="list-style-type: none"> Report cards Conferences Checklists Portfolios Journals Progress reports IEP's Newsletter articles Posted grades in classroom/website 			
b. Implements strategies supporting student, building, and district goals	<ul style="list-style-type: none"> Knows the short and long-range building and district goals for student learning and implements classroom instructional strategies that clearly align with these established goals. Effectively communicates these goals and accomplishments to various constituents including students, parents, and colleagues. 	<ul style="list-style-type: none"> Comprehensive school improvement plan Current curriculum maps Follows IEP accommodations and modifications 			
c. Uses student performance data as a guide for decision making	<ul style="list-style-type: none"> Uses performance data such as achievement scores, individual products, writing samples, and teacher made tests to profile student learning. Analyzes these and other data to make decisions regarding student progress and bases curricular and instructional decisions on student performance data. Uses individual student's performance data to make decisions about individual student needs. 	<ul style="list-style-type: none"> ITBS data CBM data used to guide decisions STAR test data used to guide decisions Write/rewrite assessments Notes/Lesson plans of reteaching 			
d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.	<ul style="list-style-type: none"> Develops and communicates a clear "big picture" to motivate students to make positive choices regarding their own learning and acts in accordance with the belief that all students can learn. Encourages students to work cooperatively as well as independently and includes students in decision making when appropriate. 	<ul style="list-style-type: none"> Classroom rules Observations Varied teaching methods Differentiated instruction Group and individual instruction, Student handbook Seating charts 			

e. Creates an environment of mutual respect, rapport, and fairness.	<ul style="list-style-type: none"> • Demonstrates clear expectations of developing responsible, self-directed learners, models acceptance of all students based on awareness of individual student differences, • Avoids using ridicule and sarcasm with students. • Facilitates students' cooperating and respect as well as responsibility for their work. 	<ul style="list-style-type: none"> • Posted classroom rules followed • Clear directions • Consistent expectations • Management plan • Positive interactions • Students' evaluation of the teacher 			
f. Participates in and contributes to a school culture that focuses on improved student learning.	<ul style="list-style-type: none"> • Develops strategies with colleagues who share responsibility for a student(s) to increase the likelihood of success and engages in active inquiry with colleagues about the school's fulfillment of instructional goals. • Provides opportunities for families and community members to take an active role in the classroom, the school, and the school district. • Accepts personal responsibility for nurturing the school as a community of learners. 	<ul style="list-style-type: none"> • Learning team attendance logs & notes, • Grade level or curriculum area meetings, • In-service contributions • Attends IEP meetings 			
G. Communicates with students, families, colleagues, and communities effectively and accurately.	<ul style="list-style-type: none"> • Demonstrates professionalism and self-confidence in routine circumstances and eases stressful situations when they occur. • Uses appropriate spelling, grammar, mechanics, and style and vary vocal cues, rate, and volume. • Demonstrates and leads quality discussions. 	<ul style="list-style-type: none"> • Active committee membership, • Newsletter articles, • Informal notes to parents, • Progress report, • Letter of introduction / welcome • Phone log 			

Comments:

Evidence to support attainment of or failure to meet standard: (check one) Meets Standard X

Does not meet standard

2. Demonstrates competence in content knowledge appropriate to the teaching position.

Criteria	Descriptors	Data Points	Documented	Demonstrated	Not Evident
a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.	<ul style="list-style-type: none"> Knows the content that supports district standards and benchmarks assigned in the grade level courses and Uses an integrative approach for content that supports those local standards and benchmarks. Incorporates accurate content knowledge into instruction aligned with the local content standards and benchmarks. Locates and uses multiple resources to expand subject matter beyond manuals, texts, and curriculum guides. 	<ul style="list-style-type: none"> Lesson plans, Supplemental resources, Learning centers, Assessments, Student success on unit/district tests, Demonstrates enhancement of teacher manual 			
b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.	<ul style="list-style-type: none"> Knows the content appropriate to the learner needs and selects meaningful instructional objectives aligned with those students' learning needs. Provides significant, challenging, varied, and appropriate learning goals designed to meet the learning needs of each student. Knows when it is appropriate to use adaptations and accommodations to meet individual student needs, including curriculum compacting, enrichment, and acceleration. Uses appropriate assessment techniques to assess the learning experiences provided in the classroom. Technology is integrated as appropriate to student intellectual and physical development. 	<ul style="list-style-type: none"> Lesson plans, Varied teaching methods Differentiated instruction Appropriate ability grouping, Student contracts IEP data collection Modified tests Modified assignments 			
c. Relates ideas and information within and across content areas.	<ul style="list-style-type: none"> Organizes curricular materials to facilitate understanding of central themes, concepts, and skills. Knows the content taught at grade levels below and above the current grade level taught. Relates ideas and information within and across curricular areas to assist or facilitate student understanding. Knows when appropriate technology can be used to assist student application of knowledge and skills across content areas. 	<ul style="list-style-type: none"> Lesson plans, Thematic units, Cross-curricular lessons/units Assessment rubrics Current curriculum maps Notes from grade level meetings 			

d. Understands and uses instructional strategies that are appropriate to the content area.	<ul style="list-style-type: none"> • Knows when and how a variety of instructional strategies can be used in the content area to improve student learning and uses those strategies as appropriate. • Knows which strategies are developmentally appropriate for various groups of students and applies that knowledge as needed. • Integrates the use of technology as an instructional strategy when it supports and enhances learning for the content area. 	<ul style="list-style-type: none"> • Lesson plans, • Differentiated instruction, • Varied teaching approaches • Uses critical/higher order thinking skills • Peer tutoring 		
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Comments:

Evidence to support attainment of or failure to meet standard: (check one)

Meets Standard ☐ x ☐

Does not meet standard ☐

3. Demonstrate competence in planning and preparing for instruction.

Criteria	Descriptors	Data Points	Documented	Demonstrated	Not Evident
a. Utilizes student achievement data, local standards, and the district curriculum in planning for instruction.	<ul style="list-style-type: none"> • Designs and uses a variety of instructional strategies and classroom materials that align with local content standards, benchmarks, and district curricular expectations. • Uses these local content standards and benchmarks to determine what students should know and be able to do. • Analyzes individual student and classroom achievement data to determine the sequencing of and adjustments to instruction. 	<ul style="list-style-type: none"> • Lesson plans • Checkout log of student records • Reviews ITBS and probe results prior to school year • Uses AR results • Ability grouping • Graphs based on students' performance 			
b. Sets and communicates high expectations for social, behavioral, and academic success of all students.	<ul style="list-style-type: none"> • Establishes classroom goals for social, behavioral and academic success. • Develops classroom routines to support classroom goals. • Provides feedback to students and routinely assess their progress toward these goals. 	<ul style="list-style-type: none"> • Observations • Participation in learning teams • TAT participation • Letters to parents • Phone log • P/T conferences • Teaches life skills • Photos of students engaged in learning • Recognition of outstanding student achievement 			
c. Uses students' developmental needs, background, and interests in planning for instruction.	<ul style="list-style-type: none"> • Seeks and collects information to understand students' needs and interest for use in planning and designs and uses lesson units that provide for varied student learning needs. • Incorporates multiple mechanisms for students to attain knowledge and skills in varied modalities. • Undertakes interventions or modifications to curriculum based on students' abilities. 	<ul style="list-style-type: none"> • Intervention folders • Cum folder review • TAT's • Lesson plans • Modeling behavior • IEP's • Guests/parents speakers on topics of school interest 			

Selects strategies to engage all students in learning.	<ul style="list-style-type: none"> • Knows or actively seeks instructional strategies that produce increased student learning. • Plans for a variety of types of effective instructional strategies, facilitation techniques, and classroom activities that actively engage students in learning. • Organizes content in a manner that facilitates each student's construction of his/her learning. • Incorporates inquiry methods to encourage critical and creative thinking. • Plans for adjustments in instruction to meet student learning needs based on the assessment of student progress. 	<ul style="list-style-type: none"> • Lesson plans • Varied assessments • Journals/reflections 		
e. Uses available resources, including technologies, in the development and sequencing of instruction.	<ul style="list-style-type: none"> • Integrates resources in developing and sequencing instruction that are appropriate to the content, to curriculum alignment, and to students' prior learning. • Uses challenging resources that are mentally, visually, aurally, and kinesthetically stimulating and integrates the use of technology as a curricular support when appropriate. • Assesses students' use of technological resources before integrating into student expectations. 	<ul style="list-style-type: none"> • Lesson plans • Multi media presentations • Computer lab use • AEA lending library log • Field trips • Use of community resources • Video materials • Internet sites 		

Comments:

Evidence to support attainment of or failure to meet standard: (check one)

Meets Standard X_

Does not meet standard _____

4. Uses strategies to deliver instruction that meet the multiple learning needs of students.

Criteria	Descriptors	Data Points	Documented	Demonstrated	Not Evident
a. Aligns classroom instruction with local standards and district curriculum.	<ul style="list-style-type: none"> Follows district course guides or approved curriculum in writing lesson plans or delivering instruction. Works collaboratively to develop and maintain standards, benchmarks, and performance assessments for student achievement. Implements classroom instructional strategies that support the achievement of district standards and benchmarks. 	<ul style="list-style-type: none"> Lesson plans Varied assessments 			
b. Uses research-based instructional strategies that address the full range of cognitive levels.	<ul style="list-style-type: none"> Uses instructional strategies that are effective for students at varied cognitive levels and is able to adjust strategies during instruction to meet student learning needs. Uses questioning techniques that foster classroom discussion to increase student knowledge and skills and monitors students' learning. 	<ul style="list-style-type: none"> Lesson plans Progress monitoring Differentiated instruction Varied instructional strategies Observation Journaling Reads professional journals Examples of student work 			
c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.	<ul style="list-style-type: none"> Uses appropriate curriculum, instruction, and assessments to accommodate individual needs and uses analysis of student learning before and after instruction to make instructional decisions. Adjusts instructional strategies as needed to meet student learning needs for remediation, differentiation, and extension for standards and benchmarks attainment. Instruction is paced to optimize effective learning by all students, provide clear directions, clarify when students are confused and use spontaneous events as a teaching and learning opportunity. Provides all students with success by undertaking interventions or making modifications. 	<ul style="list-style-type: none"> Lesson plans Differentiated instruction IEP meetings TAT's Student survey's Computer lab work 			

d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.	<ul style="list-style-type: none"> • The teacher uses individual, cooperative, and whole class instruction to promote maximum student participation and uses instructional materials that are mentally engaging to the student. 	<ul style="list-style-type: none"> • Lesson plans • Interest inventories • Field trips taken • Observation • Community service projects • Learning styles inventory • Group work • Individual work • technology 			
e. Connects students' prior knowledge, life experiences, and interests in the instructional process.	<ul style="list-style-type: none"> • Draws on the prior knowledge, life experiences, interest and language of students during instruction. • Prepares students for learning by providing classroom structure, stimulating interest, and forming a relationship to prior learning. • Identifies for learners the connections and potential applications of curriculum to real-life issues and problems. • Assigns in-class and homework tasks that provide students with links or transition to life experiences and interests. 	<ul style="list-style-type: none"> • Pre-tests • Interest inventories • Articulation work with other staff • Lesson plans • Social activities 			
f. Uses available resources, including technologies, in the delivery of instruction.	<ul style="list-style-type: none"> • Provides classroom settings and activities that are mentally, visually, aurally, and kinesthetically stimulating and uses resources that are appropriate to the content, and to students' prior learning. • Encourages students' use of technological resources and integrates the use of technology as an instructional support when appropriate. 	<ul style="list-style-type: none"> • Lesson plans • AEA resources checkout • Computer lab use • Internet searches • ICN room usage • Multimedia presentations 			
Comments:					

Evidence to support attainment of or failure to meet standard:

(check one) Meets Standard x

Does not meet standard

5. Uses a variety of methods to monitor student learning.

Criteria	Descriptors	Data Points	Documented	Demonstrated	Not Evident
a. Aligns classroom assessment with instruction.	<ul style="list-style-type: none"> • Uses classroom assessments that reflect multiple ways by which students can demonstrate knowledge and skills. • Uses assessment strategies that are aligned to instructional goals. • Accepts the primary responsibility for ongoing classroom assessment of the local standards and benchmarks appropriate to his/her classroom. • Continually monitors student progress toward the attainment of instructional objectives. 	<ul style="list-style-type: none"> • Checklists • Rubrics • Book made tests • Teacher made tests • Lesson plans • IEP goals and objectives 			
b. Communicates assessment criteria and standards to all students and parents.	<ul style="list-style-type: none"> • Communicates learning expectations and assessment criteria in terms of district curriculum. • Establishes, with students, and parents, realistic goals for individual improvement on student achievement and tracks achievement data over time to clearly communicate student progress. • Assessment information provided to students and parents is clear and makes sense and defines what "success" is. • Understands and communicates what performance levels or proficiency levels mean to all students and parents. 	<ul style="list-style-type: none"> • Report cards • Outcomes posted • Progress reports • Syllabus • Rubrics • Phone log • P/T conferences • Notes home • IEP meetings 			
c. Understands and uses the results of multiple assessments to guide planning and instruction.	<ul style="list-style-type: none"> • Uses student achievement information from a variety of sources for decision making. • Continually analyzes assessment information for alignment with student expectations and ongoing classroom observation to adjust instruction. • Determines the types of student responses (essay, T/F, multiple choice, project, etc.) that best align with the goals for instruction and provide individual instruction and assistance to students in need. 	<ul style="list-style-type: none"> • Tests, classroom assessments • ITBS & ITED data • Probes • Informal reading inventories • Pre-tests 			

d. Guides students in goal setting and assessing their own learning.	<ul style="list-style-type: none"> • Involves students in establishing goals for learning and helps students to understand and monitor their own learning goals. • Works with student to gather and monitor information on their progress and assists student in analyzing their own learning progress through meaningful measures and conferencing with the student. 	<ul style="list-style-type: none"> • Student goal sheets • Progress monitoring • student attendance at conferences • Portfolio's • Student led conferences 		
e. Provides substantive, timely, and constructive feedback to students and parents,	<ul style="list-style-type: none"> • Provides written and oral feedback, which is personal, specific and prompt. • Maintains accurate records about each student's progress. • Provides adequate feedback to students and parents so it is clear what students have learned and what still needs to be learned. • Maintains positive parental rapport and/or contacts parents in a variety of ways. • Celebrates increased student achievement with students and parents. 	<ul style="list-style-type: none"> • Progress reports • Student work samples that have been critiqued • AR reports • Report cards • Assignment books • Progress monitoring 		
f. Works with other staff and building and district leadership in analysis of student progress.	<ul style="list-style-type: none"> • Engages in collaborative study of student learning data and uses these data to design instruction on student learning needs. • Exchanges information about student learning with students, families, and school personnel who share the responsibility for the student. 	<ul style="list-style-type: none"> • School Improvement team membership (participation) • Action teams logs 		
Comments:				

Evidence to support attainment of or failure to meet standard:

(check one) Meets Standard x

Does not meet standard

6. Demonstrates competence in classroom management.

Criteria	Descriptors	Data Points	Documented	Demonstrated	Not Evident
a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.	<ul style="list-style-type: none"> Creates and communicates clear expectations for individual student interaction, engagement, self-regulation, collaboration and self-reliance. Students are taught to become responsible and self-directed, consistent with students' developmental needs. Interacts with students in a respectful and appropriate manner. Creates a classroom with a climate of respect for all. 	<ul style="list-style-type: none"> Posted classroom rules Observations Management plan Welcome letter 			
b. Establishes, communicates, models, and maintains standards of responsible student behavior.	<ul style="list-style-type: none"> Clearly communicates guidelines for responsible student behavior. Instructs students about behavioral expectations and appropriate social skills. Maintains consistent and clear expectations and accountability and models positive social skills to students while providing opportunities for students to practice those skills. 	<ul style="list-style-type: none"> Established and communicated classroom rules Observations 			
c. Develops and implements classroom procedures and routines that support high expectations for learning.	<ul style="list-style-type: none"> Consistently implements management techniques that create an engaging learning environment and make behavioral modifications in specific situations to support individual learning needs. Develops and implements schedules, timelines, procedures, and routines to support high expectations for learning. 	<ul style="list-style-type: none"> Schedules Lesson plans Syllabus Project requirements 			
d. Uses instructional time effectively to maximize student achievement.	<ul style="list-style-type: none"> Develops and implements classroom procedures and routines that optimize learning time. Instructional time is used effectively and productively for maximum student engagement with tasks. 	<ul style="list-style-type: none"> Student engagement observed Learning centers student/teacher interaction 			

e. Creates a safe and purposeful learning environment.	<ul style="list-style-type: none"> • Creates a classroom setting that is safe and provides an accessible learning environment for all students. • Insists upon fairness and respect as elements in each interpersonal relationship and encourage each student to be self-reflective. • Organizes space, time, materials, and students for effective instruction. • Provides learning opportunities for students to become responsible, self-reliant and collaborative. • Create opportunities for students to make decisions appropriate to students' developmental levels. 	<ul style="list-style-type: none"> • Classroom design • Classroom rules • Emergency signs posted • Daily opening • Post daily assignments • Schedule 		
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Comments:

Evidence to support attainment of or failure to meet standard: (check one) Meets Standard __ x __
Does not meet standard ____

7. Engages in professional growth.					
Criteria	Descriptors	Data Points	Documented	Demonstrated	Not Evident
a. Demonstrates habits and skills of continuous inquiry and learning.	<ul style="list-style-type: none"> • Actively pursues opportunities for learning embedded in daily experiences and • Engages in formal learning opportunities to increase his/her repertoire of knowledge and skills. • Demonstrates up-to-date knowledge in curriculum content instructional strategies. • Routinely reflects on his/her practices. • Consistently reads current educational journals and other professional literature. 	<ul style="list-style-type: none"> • Writes realistic improvement goals • Learning team contributions • Welcomes constructive feedback • Attends conferences & workshops 			
b. Works collaboratively to improve professional practice and student learning.	<ul style="list-style-type: none"> • Collaborates with others to improve their teaching and their students' learning and supports joint efforts for the improvement of instruction. • Contributes experience and ideas toward the continuing development of the school/district as a learning community. • Builds relationships that enable them to become valuable members of the school communities. • Plans lessons, rehearses strategies, demonstrates strategies, and observes with a mentor and/or peer-coaching partner. 	<ul style="list-style-type: none"> • Participates in team/staff meetings • TAT's • Learning teams • Staff development opportunities 			
c. Applies research, knowledge, and skills from professional development opportunities to improve practice.	<ul style="list-style-type: none"> • Integrates has/her working knowledge of psychology (human development and motivation), sociology (organizational membership), pedagogy (instructional strategies) and subject matter to construct a coherent educational philosophy. • Researches ideas, knowledge, and skills are tried in the context of best practices. • Monitors the implementation and effect of using new learning within the classroom. 	<ul style="list-style-type: none"> • Lesson plans • Classroom observation • Apply brain based research in lessons 			

d. Establishes and implements professional development plans based upon the teacher needs aligned other Iowa Teaching Standards and district/building student achievement goals.	<ul style="list-style-type: none"> • Collaborates in the development of their own professional development plan to meet district/building goals. • Suggestions are elicited about his/her teaching and adapt his/her teaching to new ideas, findings, ideals, and theories. • Routinely participates and contributes to collective study with colleagues in order to implement district career plans and uses data about student performance and his/her practice to design individual career development plans. 	<ul style="list-style-type: none"> • Professional growth plan • School Improvement • Team participation 		
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Comments:

Evidence to support attainment of or failure to meet standard: (check one)

Meets Standard ☒ x

Does not meet standard ☐

8. Fulfills professional responsibilities established by the school district.

Criteria	Descriptors	Data Points	Documented	Demonstrated	Not Evident
a. Adheres to board policies, district procedures, and contractual obligations.	<ul style="list-style-type: none"> • Demonstrates professional commitment and respects the contractual requirements of his/her employment. • Upholds and enforces school rules. • Accepts responsibility for his/her mental, and physical well being. 	<ul style="list-style-type: none"> • Personal file • No Infractions • Required paper work done on time • Comes to work on time 			
b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.	<ul style="list-style-type: none"> • Cooperates with school personnel. 	<ul style="list-style-type: none"> • No confirmed infractions • Written reprimands • Child abuse & mandatory reporter certification in file 			
c. Contributes to efforts to achieve district and building goals.	<ul style="list-style-type: none"> • Participates in district sponsored staff development. • Participates in curriculum committees. • Collaborates with colleagues in school improvement efforts for building and district goals. • Cooperates with school personnel. 	<ul style="list-style-type: none"> • Contributions to learning teams, staff meeting and in-service 			
d. Demonstrates an understanding of and respect for all learners and staff.	<ul style="list-style-type: none"> • Promotes cooperation and respect with students and staff. • Establishes positive student rapport. • Maintains positive peer relationships. • Respects different values and beliefs other than one's own and works to ensure that all students are treated fairly. • Functions effectively in situations that require differing approaches and understanding of differing family and community contexts. 	<ul style="list-style-type: none"> • Observation of student treatment • Comments from staff 			

E. Collaborates with students, families, colleagues, and communities to enhance student learning.	<ul style="list-style-type: none"> • Values and respects others' roles in student learning and welcomes their participation in the teaching process. • Builds acceptable and professional relationships with students, colleagues, and families that are student-centered and conducive to learning. • Reaches out to others to establish constructive relationships and rapport especially in challenging situations. 	<ul style="list-style-type: none"> • Initiates TAT's • P-T conferences • Student portfolio's • Newsletter articles • Attends booster club meetings 			
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Comments: _____

Evidence to support attainment of or failure to meet standard: (check one) Meets Standard ___x___
Does not meet standard _____

Teacher's Signature

Principal's Signature

District Mission/Student Learning Goals

Students from Central Lyon Community School District will:

1. Attain the language and communication skills needed to organize thoughts and information and to express them in written and spoken composition.
2. Acquire comprehensive, quality background in reading, writing, mathematics, science, health, fine arts, and vocational education.
3. Understand the history, political system, and geography of the United States and the world.
4. Attain the training and confidence to use current technology to obtain and process new information.
5. Develop interpersonal skills for the home, workplace, and community.
6. Understand the importance of being a life long learner.
7. Understand and model the District values*/traits of character.
8. Provide leadership and a positive attitude in setting and achieving goals.
9. Understand, appreciate, and enjoy the contributions of the world's many cultures, as well as both men and women, to our lives and work.

***VALUES**

Honesty
Respect
Responsibility
Fairness
Citizenship
Caring
Safety
Positive Attitude

The mission of the Central Lyon Community School District is to provide an education and the opportunity for all students to become productive, life-long learners.

Central Lyon District Goals

Financial Goal:

The Central Lyon District will maintain a strong financial status while continuing to fulfill and maintain the needs of the academic program by providing proper staffing levels and regular curriculum revision. All programs and expenditures must be examined to ensure efficiency and effectiveness within the spectrum of the overall educational program.

The board wishes to see a textbook purchase rotation report to identify the needs of the district in terms of staying up to date with curriculum, and for financial planning.

The board wishes to set a goal to always have 3 months plus cash on hand as well as authority to absorb cuts or handle unexpected emergency funding needs.

Academic Goal:

The Central Lyon District will do whatever possible to provide the best education for students of all ages, and all abilities. This includes providing academic programs that analyze the needs of a wide variety of students. High performance by all students and staff in all programs is the expectation of the Central Lyon School Board.

Central Lyon Schools will institute a goal of increasing academic rigor within the classrooms and across the subjects. The pursuit of academic excellence through a rigorous program of study is central to Central Lyon's educational mission and will be the driving force behind educational policy decisions. The Central Lyon communities, school board, and its faculty will make it a priority to reflect continuously on the concepts of academic excellence, challenge, and rigor, and consider how these concepts might drive our principal responsibility to educate all Central Lyon students.

The board wishes to continue to push AP, dual credit, and PSEO courses in the high school and to continue to reflect on all programs to assure that we are meeting the needs of all students.

Facilities/Technology/Transportation Goal:

The Central Lyon District will maintain and provide the necessary and most up-to-date physical plant and equipment purchases including good facilities for all programs, above standard transportation fleet, and up-to-date applicable technology. This will be accomplished through rotational spending and continuous upkeep to provide the best possible amenities to the students and staff while utilizing public tax dollars in a responsible and cost-effective manner.

The board holds high expectations for the technology integration initiatives that have been put in place. Evaluation of the entire technology program will be ongoing to establish the effectiveness of the program.

The board expects that the vehicle fleet will continue to be maintained and improved. The purchase of a new bus in addition to the purchase of a dump truck/snow plow is an expectation.

Professional Development, Staff Expectations, Accountability:

All Central Lyon employees are expected to perform at the highest levels, to be professional, to be role models for students, to use resources - including technology appropriately. All staff will realize

that we are here for the students first, and that all decisions and actions will be based on this premise. Everyone is accountable to our public, but more importantly our students. The Central Lyon School Board expects accountability from all employees of the district. Every aspect of professionalism is expected to be at the highest levels. This includes fulfilling the expectations of the contract to the fullest.

The Central Lyon School Board encourages and expects staff to make every effort to promote a positive learning environment in which student success is the focus. The board expects staff to facilitate classrooms that engage students, and promote interactive learning. Teachers are expected to try different teaching strategies to reach all students with varying learning styles and abilities. Student assignments are to be stimulating, relevant, and supportive of the subject matter being taught.

Evaluations of staff at all levels is a critical means for overall school improvement. The board wished to emphasize that all staff and all programs should be on an evaluation cycle to insure that continuous improvement. Administration and staff are expected to network within the building, and to use outside resources to provide the best education practice possible.

To: Board of Education
From: David Ackerman, Superintendent
Date: November 16, 2015
Re: School Improvement Advisory Committee

Each year the Board must approve the School Improvement Advisory Committee members. The primary functions of this committee are to analyze the programs of the school district, ask pertinent questions, and make recommendations to the board for consideration. It is recommended that the Board approve the School Improvement Advisory Committee.

David	Ackerman	Superintendent
Mel	DeJong	School Nurse
Marla	Freese	Classified Staff
<hr/>		Agriculture-Business or Farmer
Chad	Geerdes	Elementary School Parent
<hr/>		Pre-School Parent
Jessica	Harman	HS Guidance
Steve	Harman	Asst. Principal/Activities Director
Corey	Heimensen	Business Person
Angie	Jager	Rock Rapids CAC
Stan	Knobloch	MS Parent
Brooke	Konechne	Pre-School Parent
Val	Krull	Elementary School Parent
<hr/>		HS Student
Polly	McDonald	Retired
Stacy	McIntire	High School Parent
Jeff	Poppinga	Clergy
Dwayne	Postma	CLEA Co-President
Cheryl	Van Beek	High School Parent
Shalee	Van Bommel	EL/MS Guidance
Jackie	Wells	CL Business Manager
Alison	Wright	HS Student
Steve	Harman	EL/MS School Principal

This committee began in 1996 and was created to involve district residents who serve in different sectors of the community. The current committee consists of the following: school administration, classified staff, teachers, school nurse, high school students, high school parents, elementary school parents, middle school parents, business persons, farmer/agriculture, clergy, and retiree. The committee meets annually to review the Annual Progress Report and to make recommendations for areas of improvement.

**School Improvement Advisory
Committee Itinerary
11:30 a.m. April 25, 2014
Central Lyon Board Room**

1. Welcome and Introductions

2. Topics for Discussion

- a. Casino Funds
- b. Iowa Assessment Test Results
- c. ACT Results
- d. District Goals
- e. Wellness Policy
- f. Construction Projects
- g. District Climate (Bullying/Harassment)
- h. State Wide Volunteer Pre-School
- i. Technology
- j. Needs Analysis Survey
- k. Department of Education Site Visit – Nov. 2014

3. Concerns, Questions, or Issues of the Committee

4. Recommendations to the Board of Education

**School Improvement Advisory
Committee Minutes
11:30 a.m. April 25, 2014
Central Lyon Board Room**

Mr. Ackerman opened the meeting stating that the District receives approximately \$45,000 each quarter from the casino. Some of the items purchased with casino funds are as follows:

- 1 to 1 laptops for grades 8 through 12 with the 7th grade being added to the project for the 2014-2015 school year, the laptops are distributed with numbered backpacks for storage \$115,000
- Fruit/Vegetable program \$30,000
- Backpack program \$10,000
- School Supplies TK-6 \$7,500 (2014-2015 school year)
- After prom and after graduation \$3,000
- Other smaller projects

A committee member asked if the casino funds will be utilized to reduce textbook fees again next year. Mr. Ackerman answered no. The board did not receive any feedback from last year regarding the \$5000 used to fund the fee reduction so they felt it wasn't a good use of the funds.

Handouts, which included the ACT, and Iowa Assessment test result were provided to the committee. Mr. Lorenzen and Mrs. Harman gave an overview of the test scores and noted that Central Lyon continues to score above the state and national averages.

Mr. Ackerman presented the District Goals & Wellness Policy. The student members of the committee noted that the "new" lunch guidelines are not always appreciated by the students. They were also concerned about portion sizes, especially for the male students. Unfortunately, the lunch guidelines are mandated federally by the Dept. of Nutrition and a school district has no choice but to follow the guidelines. It was noted that under the guidelines, students may ask for extra servings of fruit and vegetables. When discussing the Academic Goal, one member noted that his children graduated high school with 12-18 college credits. Another committee member stated that their college freshman recently said that they didn't realize how accessible and caring the Central Lyon faculty was until he experienced college. The same student also commented on how he was much more prepared for college than his classmates. He was considerably advanced in his college Spanish class than the other students.

Mr. Ackerman gave an overview of some proposed construction projects. He noted security entrances would be added to the main entrances in the high school and elementary building. All other doors would remain locked after a set time during the school day.

The District's Climate (Bullying/Harassment) was discussed. The several committee members and students gave feedback on this issue. The students were concerned with the activities coaches/supervisors' attitudes regarding students that participate in more than one sport/activity during the same seasons. The students felt that the coaches/supervisors were not very understanding when the activities/camps/concerts were overlapping and interfered with events or practices. They felt that the coaches pit activities against each other and when this happens, some students feel like they are harassed/bullied to choose between one activity/event over the other. Mr. Harman is working on creating an activities schedule that would assist with solving some of the conflicting schedules. The committee felt that Central Lyon strives to offer students many opportunities and would encourage all students to be involved in any and all the extra-curricular activities they wish to. It was stated that the extra-curricular activities help the students grow into a more well-rounded individual and assist them in the transition once they leave the educational setting.

Committee members noted that "bullying" has been the "buzz" word recently and sometimes it isn't a case of bullying but just kids just being kids or perceptions of an issue are different from one individual to another. It was stated that Central Lyon takes all bullying complaints seriously and investigates diligently to assure nothing is overlooked. We don't want to overlook anything and have it escalate into a crisis. In general, the committee felt that Central Lyon's District Climate was satisfactory and the students and staff have good relationships among themselves and with each other.

Mr. Kruse presented an overview of the policies and procedures required of the 4 year old pre-school and stated that the program use the Gold curriculum. Currently, Central Lyon serves 67 students and 45 have already signed up for next year. Committee members who currently have children in the program or have had students in it in the past commented that they were very pleased with the program and how it is facilitated.

Central Lyon is proactive with keeping up with technology. The District offers one to one laptops to grades 8-12 currently and will be adding 7th grade to the program next year. There are Smartboards in nearly all of the classrooms and many textbooks are on-line. The District utilizes the website and streams events on the “cube”. Google Tablets will be incorporated into the lower elementary classrooms soon, drone technology is currently being explored, and a 3-D printer has been ordered for Mr. Allen’s classroom.

Mr. Harman stated that in November 2015 the District is scheduled for a Department of Education site visit. Prior to that, the district will be participating in a “Needs Analysis Survey” which probably be facilitated by Google Apps or Survey Monkey through the Central Lyon website. The survey will be used to determine what the school patrons and students would like to see improved, added, or changed in the District. More information will be forthcoming regarding the survey.

RECOMMENDATIONS TO THE BOARD OF EDUCATION

- Begin Spanish classes in the lower grade levels
- Start keyboarding classes at an earlier grade level
- Use casino funds to offer scholarships to every graduating student who attends a 2 year or 4 year college

**Public Hearing
Central Lyon Board Room
November 16, 2015
7:55 P.M.
Calendar Early Start Date**

In planning your calendar, please make note of the following legal provisions:

- Classroom days/hours for students can begin no sooner than August 23.
- Classes must be conducted for a total of 180 days or 1080 hours for all students, except seniors, who are required to attend 175 days or 1050 hours.

NOTE: Graduation ceremonies do not need to be adjusted due to school closings for inclement weather to meet the 175-day/1050 hour minimum calendar for seniors prior to the scheduled graduation.

Memorandum

To: Central Lyon Board of Education
From: Jackie Wells
Date: November 16, 2016
Re: Modified Supplemental Amount SBRC Application

Enclosed is a copy of our SBRC application for increasing enrollment, open enrollment out and LEP instruction beyond 5 years on the 2015 certified enrollment but not on the 2014 certified enrollment. This allows us to qualify for \$286,847 in modified supplemental growth for increased enrollment for the 2015-2016 school year. The district is also entitled to \$1,418 in supplemental growth for LEP instruction beyond 5 years.

It is recommended that you approve the modified supplemental growth application.



Central Lyon Comm School District (10950000)

SBRC Application

SBRC Application

Fall 2015

SBRC Application for Increasing Enrollment, Open Enrollment Out, and LEP Instruction Beyond 5 Years

Browse... No file selected. **Attach** a copy of the school board minutes showing official action taken by the board, authorizing the request to the SBRC, prior to the date a hearing with the SBRC would be normally requested.

Certify the application by December 1 and submit board minutes after the next regularly scheduled board meeting. Minutes need to reflect the amount and the issue for which the request is being made. A district request for a modified supplemental amount will not be approved by the SBRC unless minutes have been received by Department staff.

By Certifying this application we, the officials of Central Lyon Comm School District, certify under penalty of perjury that all data represented on the SBRC Application are true, correct, complete, and in full compliance with all applicable state and federal rules, regulations, and instructions, to the best of our knowledge and belief.

Due Tuesday, December 01, 2015

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Uploaded Files
NOV14.doc

Increasing Enrollment	
Actual Enrollment Fall 2014	723.5
Actual Enrollment Fall 2015 <i>(Generated nightly, changes to Certified Enrollment are reflected the following day)</i>	768.0
Increase	44.5
DCPP (FY16)	6,446
Maximum On-Time Funding Modified Supplemental Amount for Increasing Enrollment	286,847
Request	286847

Open Enrollment Out	
Open Enrollment Out Students on Fall 2015 Certified Enrollment but not on the Fall 2014 Certified Enrollment <i>(Changes to student data are reflected immediately)</i>	8.0
Open Enrollment Out Students Minus Increase (previous section)	0.0
State Cost Per Pupil for Open Enrollment Out (FY15)	6,368
Maximum Modified Supplemental Amount for Open Enrollment Out	0
Request	0

LEP Instruction Beyond 5 Years	
Students Served Beyond 5 Years <i>(Changes to student data are reflected immediately)</i>	1
Weighting	0.22
Total Weighting	0.22
DCPP (FY16)	6,446
Maximum Modified Supplemental Amount for LEP Instruction Beyond 5 Years	1,418
Request	1418

Memorandum

To: Central Lyon Board of Education
From: Jackie Wells
Date: November 16, 2015
Re: Instructional Support Levy

The Instructional Support Levy (ISL) allows a district to raise additional spending per student by up to 10% through property taxes, income surtaxes or a combination of the two. The state maximum amount per pupil is simply not sufficient to provide the level of education that virtually all districts in the state of Iowa believe necessary to provide their children.

ISL funds are miscellaneous income and may be used for any general fund purpose with only a few exceptions. In the past, Central Lyon has utilized the levy for special education services deficits and/or salaries and benefits of regular education personnel.

All but 10 of the 338 districts in the state of Iowa have implemented some form of the ISL, with the majority funding it through income surtax. The ISL can be implemented by either board approval or voter approval. Central Lyon has historically chosen to pass a board approved "Resolution of Intent to Participate" every 5 years and funded the levy through income surtax.

I would recommend passing the resolution to participate if no public comments were received.

NOTICE AND CALL OF PUBLIC MEETING

Governmental Body: The Board of Directors of the Central Lyon Community School District in the County of Lyon, State of Iowa.

Date of Meeting: Monday, November 16, 2015

Time of Meeting: 6:50 P.M.

Place of Meeting: Central Lyon Board Room, Central Lyon Community School, 1010 S Greene Street, Rock Rapids, Iowa

Purpose of Meeting: Public hearing regarding participation in Instructional Support Program and resolution for that purpose

PUBLIC NOTICE IS GIVEN that the Board of Directors will meet at the date, time and place set out above. The tentative agenda for the meeting is:

Public hearing regarding participation in Instructional Support Program for a period not exceeding five (5) years and proposed resolution for Instructional Support Levy for participation in the Instructional Support Program for a period not exceeding five (5) years.

This notice is given at the direction of the President of the Board of Directors of the school district and in compliance with Iowa Code 257.18 and Iowa Code Chapter 21 and pursuant to the local rules of the governmental body.

Jackie Wells
Board Secretary/Business Manager
Central Lyon Community School District

RESOLUTION

TO CONSIDER PARTICIPATING IN THE INSTRUCTIONAL SUPPORT PROGRAM

WHEREAS, the Board of Directors wishes to consider participating for another five (5) years in the Instructional Support Program as provided in Iowa Code Sections 257.18 through 257.21; and

WHEREAS, this RESOLUTION sets forth the proposal of the Board of Directors, including the method that will be used to fund the program; and

WHEREAS, the notice of the time and place of a public hearing must be published;

NOW, THEREFORE, be it resolved:

1. The Board of Directors wishes to consider participating in the Instructional Support Program as provided in Iowa Code Sections 257.18 through 257.21 for a period of five (5) years, commencing the fiscal year ending June 30, 2016.
2. The funding for the Instructional Support Program for a budget year shall be determined annually, and shall not exceed more than 10% of the total regular program district cost for

the budget year and moneys received under Iowa Code Section 257.14 as a budget adjustment for the budget year.

3. Moneys received by the district for the Instructional Support Program may be used for the purpose of maintaining educational services, funding ongoing educational programs, and meeting the standards of accreditation for Iowa school districts.
4. The Instructional Support Program shall be funded by Instructional Support state aid and a combination instructional support property tax levied annually upon the taxable property within the school district commencing with the levy of property taxes for collection in the fiscal year ending June 30, 2016, and an Instructional Support income surtax imposed annually, the percent of income surtax (not to exceed twenty percent, 20%) to be determined by the Board for each budget year to be imposed upon the state individual income tax of each individual income taxpayer resident in the school district on December 31, 2016 and each year thereafter.
5. The Board Secretary/Business Manager is authorized and directed to give notice of a public hearing to be held in the Central Lyon Board Room, Central Lyon Community School, 1010 S Greene Street, Rock Rapids, Iowa, on Monday, November 16, 2015 at 6:50 o'clock p.m.
6. Following the public hearing the Board intends to take action on the question whether to participate in the Instructional Support Program at a meeting to be held in the Central Lyon Board Room, Central Lyon Community School, 1010 S Greene Street, Rock Rapids, Iowa, on Monday, November 16, 2015 at 7:00 o'clock p.m.
7. Notice of public hearing and this RESOLUTION shall be published in the Lyon County Reporter newspaper on Wednesday, November 4, 2015, which shall be not less than ten (10) days and not more than twenty (20) days before the public hearing scheduled for 6:50 o'clock p.m. on November 16, 2015.

Memorandum

To: Central Lyon Board of Education
From: Jason Engleman, Activities Director
Date: November 16, 2015
Re: Extra-Curricular Positions

Due to a resignation, we have an opening for Assistant Boys' Baseball Coach. Three individuals were interviewed when the District interviewed for the Head Baseball Coach position. At that time the interviewees were asked if they would consider the assistant position if they were not chosen as the head coach. Mitch Peschon was willing to accept either position.

It is recommended to approve Mitch Peschon as the Assistant Boys' Baseball Coach.

Paul Konechne has volunteered as a coach for the wrestling program for a number of years and is interested in continuing volunteering with the program again this year.

It is recommended to approve Paul Konechne as a volunteer Wrestling Coach.

Memorandum

To: Board of Education
From: Steve Harman, Principal
Date: November 16, 2015
Re: Paraprofessional

A committee consisting of Jason Engleman, Steve Harman and Kristi Kahl interviewed 3 individuals for a paraprofessional position. Jill Jansma is a graduated from of Augustan College and at one time held a teaching license in South Dakota. Her certifications & endorsements include: elementary education, education of the deaf and hard of hearing, master level CPI Instructor, and Ready Associate (sensory processing).

It is recommended to approve Jill Jansma as a special education paraprofessional.

Memorandum

To: Central Lyon Board of Education
From: Jason Engleman, Principal
Date: November 16, 2015
Re: After School Program

The after school program is offered to students in grades 3-5 from 3:20 p.m. to 4:30 p.m. on Tuesdays, Wednesdays and Thursdays. The District is able to use At-Risk monies to fund this program.

Currently, Linnie Ditsworth has been hired as the after school program instructor and Cheryl Mans and Amanda DeBoer have been hired as the after school program paraprofessionals. Due to the increased number of students participating in this program, it is recommended to hire Mandi Hare as an additional after school program instructor and Carrie Borman be hired as an after school program paraprofessional.