

**THE BOARD OF EDUCATION
MARION INDEPENDENT SCHOOL DISTRICT
Monday, April 12, 2010 4:30 PM
Administrative Board Room
777 South 15th Street
Marion, Iowa**

AGENDA

The mission of the Marion Independent School District is to prepare all students with the skills required to enter future adult roles and become effective citizens, productive workers, informed consumers, and responsible family members.

-----CALL TO ORDER

**Attendance
ROLL CALL**

-----Consent Agenda

This item approves action on all of the items listed below. No further discussion or action will be considered on these items, unless the item is removed from the consent agenda. Individual board members may request that items be removed from the consent agenda. Items removed from the consent agenda will be dealt with as they appear later in the agenda.

- * Item 350 – Student Teaching Agreements
- * Item 370 – Open Enrollment
- * Item 405 – Resignations Certified
- * Item 410 – Appointments Certified
- * Item 417 – Early Separation Participation Agreements
- * Item 450 – Resignations Classified
- * Item 465 – Appointments Classified

**ACTION
ROLL CALL VOTE**

-----**SERIES 100: DELEGATIONS - PETITIONS - COMMUNICATIONS**

SERIES 100 – INFORMATION ITEMS

These items are presented to keep Board members informed. Any Board member should feel free to ask questions on any of these items.

Item 101 – Public Comment

This is a time set aside for the School Board to receive comment from the public. Individuals are asked to limit their comments to 5 minutes. As a matter of practice and procedure, the Board will not debate issues at the board meeting, but will get back to the interested parties for additional information and dialogue.

Item 102 – Board Member Reports

This is a time set aside for Board Members to share information they have acquired from readings/meetings/training sessions.

Item 105 – Public Hearing on the Proposed Budget for 2010-2011

The Board of Directors will conduct a public hearing on the proposed budget for 2010-2011. At the hearing, any resident or taxpayer may present objections to, or arguments in favor of the proposed budget.
(See Item 503)

-----**SERIES 200: OFFICERS - PRESIDENT - SECRETARY – TREASURER**

SERIES 200 – ACTION ITEMS

SERIES 200 CONSENT AGENDA ITEMS

SERIES 200 INFORMATION ITEMS

These items are presented to keep Board members informed. Any Board member should feel free to ask questions on any of these items.

-----**SERIES 300: SUPERINTENDENT - SARAH E. PINION**

SERIES 300 ACTION ITEMS

Item 301 – Second Reading Policy Adoption

Administration recommends approval of the second reading of the following policy adoption.

409.6 – Licensed Employee Jury Duty Leave

414.6 – Classified Employee Jury Duty Leave

Exhibit 301.1-2

Item 302 – Approve Acceptance of Bench for Monet Garden

Administration recommends approving acceptance of a bench similar to the picture in the exhibit. This would be for the Monet Garden in memory of Barbara Tarwater.

Exhibit 302.1

SERIES 300 DISCUSSION ITEMS

Item 325 – Study Block Scheduling

During the soliciting of suggestions for expenditure reductions, questions regarding block scheduling were raised. If the board would like more information, we could further discuss a process, criteria and possible committee members for a study committee at our next meeting.

SERIES 300 CONSENT AGENDA ITEMS

* **Item 350 – Student Teaching Agreements**

Administration recommends approval of the Student Teaching/Field Experience Agreement between the following colleges and Marion Independent School for the 2010/2011 school year:

- Coe College
- University of Northern Iowa
- Mount Mercy College

* **Item 370 – Open Enrollment**

The following requests for open enrollment for the **remainder of 2009-2010** have been received due to good cause. Administration recommends these requests be approved. The open enrollment requests for **2010-2011** listed below are also being recommended for approval.

In 2009-2010

<u>Name</u>	<u>Grade</u>	<u>Bldg</u>	<u>Resident District</u>
Chrystal, R.	1	Emerson	Linn Mar
Didier, L.	3	Starry	Cedar Rapids
Fear, L.	K	MHSAP	College Community
Fear, T.	1	MHSAP	College Community
Henderson, K.	3	Starry	Cedar Rapids

Out 2009-2010

<u>Name</u>	<u>Grade</u>	<u>Receiving District</u>
Gibson, L.	3	Linn Mar
Gibson, K.	K	Linn Mar
Glick, G.	7	Cedar Rapids
Hoffa, D.	8	Linn Mar
Luke, C.	4	Linn Mar
McMurrin, M.	8	Linn Mar
Pierson, B.	7	Linn Mar
Pierson, K.	4	Linn Mar
Pierson, P.	9	Linn Mar
Ripple, E.	K	Linn Mar
Tallabas, M.	K	Cedar Rapids

In 2010-2011

<u>Name</u>	<u>Grade</u>	<u>Bldg</u>	<u>Resident District</u>
Butikofer, W.	K	MHSAP	Linn Mar
Coates, G.	K	MHSAP	Linn Mar
Ehresman, M.	K	MHSAP	Anamosa
Engelbrecht, J.	6	MHSAP	Independence
Fopma, J.	K	MHSAP	Linn Mar
Gray, S.	9	MHSAP	Calamus/Wheatland
Hill, M.	10	MHS	Linn Mar
Hunter, L.	K	MHSAP	Cedar Rapids
Lovetinsky, I.	K	MHSAP	Linn Mar
Mathes, L.	K	MHSAP	Cedar Rapids
Nielsen, M.	2	Starry	Linn Mar
Rediger, M.	K	MHSAP	Linn Mar
Riedell, M.	K	MHSAP	Linn Mar
Schaerr, S.	K	MHSAP	Linn Mar
Shackelford, N.	K	MHSAP	Cedar Rapids
Zasadny, M.	K	MHSAP	Anamosa

Out 2010-2011

Name	Grade	Receiving District
Adams, A.	K	Linn Mar
Ashley, A.	10	Cedar Rapids
Biedermann, M.	K	Linn Mar
Bluml, K.	6	Linn Mar
Bluml, M.	8	Linn Mar
Clark, B.	8	Linn Mar
Daugherty, L.	PS	Linn Mar
Doss, K.	3	Linn Mar
Haugsted, M.	K	Linn Mar
Heeren, S.	8	Linn Mar
Luke, A.	6	Linn Mar
Medin, D.	6	Alburnett
Miller-Minz, S.	K	Linn Mar
Plummer, R.	3	Cedar Rapids

SERIES 300 INFORMATION ITEMS

These items are presented to keep Board members informed. Any Board member should feel free to ask questions on any of these items.

Item 375 – Grant for Preschool Materials

Cheryl Toppin and the preschool teachers have written a grant to receive a little over \$3,300 for meeting the Iowa Quality Preschool Standard #9 - physical environment. The status of the early childhood special education grant funds for statewide preschools should be known soon.

Item 376 – Healthy Worksite Award Application

The Linn County Board of Health, in collaboration with its Wellness Partners, recognizes the important role the workplace has in health promotion in Linn County. In order to recognize Linn County workplaces that have built and maintained physical and social environments supportive of employee health, the Linn County Board of Healthy Living Coalition has created the Linn County Board of Health Healthy Worksite Award. As part of the process to earn that award, a staff member will contact the worksite for an assessment visit and suggestions for improvement will be provided.

Item 377 – Iowa Core Curriculum Information

Some background materials on Iowa Core Curriculum are included. These materials came from a recent IASB training attended by Diane Bys & Sarah Pinion. Cindy Diouf, Director of Curriculum & Instruction, will present information on the Iowa Core Curriculum at the April 26 board meeting.

Item 391 - Board Calendar

April 12, 2010	VMS Spring Jazz Band & Show Choir Concert 7:00 PM
April 13, 2010	Emerson Program 7:00 PM MHS Auditorium
April 15, 2010	Starry Program 7:00 PM MHS Auditorium
April 26, 2010	Regular Meeting 7:00 PM
April 27, 2010	Spring Concert 7:00 PM in Red
April 29, 2010	4 th Grade Program (FMI) 6:30 & 7:30
May 10, 2010	6-8 Band Spring Concert (VMS) 7:00 PM
May 10, 2010	Work Session 4:30 PM
May 12, 2010	K-12 Professional Development Day - Early Dismissal
May 13, 2010	6-8 Vocal Spring Concert (VMS) 7:00 PM
May 13, 2010	Senior Awards Night 7:00 PM
May 18, 2010	4 th Grade Spring Concert (FMI) 6:30 PM
	5 th Grade Band & Chorus Concert (FMI) 7:30 PM
May 24, 2010	Regular Meeting 7:00 PM
May 30, 2010	High School Graduation
June 7, 2010	Last Day for Students (original last day, June 2, changed due to 3 student contact snow days)
June 8, 2010	Teacher Professional Development (Make up of January 20 snow day)
June 9, 2010	Teacher Work Day
June 14, 2010	Work Session 4:30 PM
June 28, 2010	Regular Meeting 7:00 PM
July 26, 2010	Regular Meeting 7:00 PM

Item 392 - Iowa High School Speech Association

Congratulations to Marion High School speech students Rachel Bennet and Ryan Brunner, both of whom were selected as Outstanding Performers and qualified for an appearance at the All State Festival on March 29, at the University of Northern Iowa. These students were selected out of nearly 9,000 who started competition at the District Level and of those 9,000 students, only 400 students were selected as Outstanding Performers. We are proud of you!!

-----**SERIES 400: PERSONNEL SERVICE DIVISION - SARAH E. PINION**

SERIES 400 CONSENT AGENDA ITEMS

400-449 – CERTIFICATED STAFF

* **Item 405 – Resignations**

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
Clay, Elizabeth	Library/MHSAP	February 2010
Cooper, Marsha	Special Ed/VMS	June 2010
Eicher, Sarah	Asst VBall	April 2010
GaffneyPage, Sherryl	Varsity Girls BBall	March 2010
Long, Heath	Asst Speech Coach	April 2010
McGuire, Kimberly	Winter Cheerleading Coach	March 2010
O'Connell, Candice	BBall Cheerleading Coach	March 2010
Scherbring, Kari	MS Drama/Musical Dir	June 2010
Vinson, Karen	Counselor/EM/FMI	June 2010

* **Item 410 – Appointments**

<u>Name</u>	<u>Position</u>	<u>Salary</u>	<u>Effective Date</u>
Kueth, Joyce	Asst MS Track Schedule F, Category H	\$1,735	April 2010
O'Donnell, Brian	Head Girls BB Varsity, Schedule F Category A	\$4,726	November 2010

* **Item 417 - Approve Early Separation Participation Agreements**

Administration recommends approval of the Early Separation Participation Agreements for the following staff members:

- Jane Baty – VMS – Certified
- David Law – VMS – Certified
- Margaret Platner – Emerson - Certified
- Bonnie Raasch – VMS – Certified
- Jerry Wikert – MHS – Certified
- Janet Jackson – MHS -- Classified
- Sharon Knapp – EM - Classified
- Roberta Zillman – Starry – Classified

450-499 – CLASSIFIED STAFF – BRIAN BARTZ

* **Item 450 – Resignations**

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
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* **Item 465 – Appointments**

<u>Name</u>	<u>Position</u>	<u>Salary</u>	<u>Effective Date</u>
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-----**SERIES 500 – BUSINESS SERVICES DIVISION – BRIAN BARTZ**

SERIES 500 - ACTION ITEMS

Item 501 – Budget Guarantee Resolution

Administration recommends approval of the following resolution;

RESOLVED, that the Board of Directors of the Marion Independent School District, will levy property tax for fiscal year 2010-2011 for the regular program budget adjustment as allowed under section 257.14, Code of Iowa.

Item 502 – Authorize Superintendent to Implement Reduction Plan

Administration recommends approving the Tier 1 reduction plan as presented. Tier 2 & 3 may be adjusted. For maximum flexibility due to contract negotiations continuing, tentative enrollment numbers and statutory deadlines for notification of continuing contract terminations, the administration recommends approving Tier 2 & 3 as well.

Exhibit 502.1-2

Item 503 – Approval of Certified Budget for 2010-2011

The published levy rate was \$16.83533 for the 2010-11 school year. This rate includes \$600,000 cash reserve. The current tax rate is \$15.32 for the 2009-10 school year. The tax rate with \$400,000 cash reserve is \$16.30444. The Board must approve a rate of \$16.83533 or lower for the 2010-11 school year.

Exhibit 503.1-2

SERIES 500 – DISCUSSION ITEMS

SERIES 500 – CONSENT AGENDA ITEMS

SERIES 500 INFORMATION ITEMS

These items are presented to keep Board members informed. Board members should feel free to ask questions on any of these items.

-----**SERIES 600 – OTHER BUSINESS**

SERIES 600 INFORMATION ITEMS

These items are presented to keep Board members informed. Board members should feel free to ask questions on any of these items.

Item 601 – Assessment for Learning Training

On April 21 from 5-8 p.m. there will be workshop on formative assessment at GWAEA. Please let Michelle Myers know if you would like to attend and she can get you registered.

Exhibit 601.1

SERIES 600 - ACTION ITEMS

-----**ANNOUNCEMENTS**

-----**ADJOURNMENT**

NEW

Code No. 409.6

LICENSED EMPLOYEE JURY DUTY LEAVE

The board will allow licensed employees to be excused for jury duty unless extraordinary circumstances exist. The superintendent has the discretion to determine when extraordinary circumstances exist.

Employees who are called for jury service will notify the direct supervisor within twenty-four hours after notice of call to jury duty and suitable proof of jury service pay must be presented to the school district. The employee will report to work within one hour on any day when the employee is excused from jury duty during regular working hours.

Licensed employees called for jury duty will receive their full wage compensation less the amount paid to him/her for such services.

Legal Reference:

Iowa Code 20.9; 607A (2009).

Cross Reference:

409 Licensed Employee Vacations and Leaves of Absence

Approved: _____ Reviewed: _____ Revised: _____

NEW

Code No. 414.6

CLASSIFIED EMPLOYEE JURY DUTY LEAVE

The board will allow classified employees to be excused for jury duty unless extraordinary circumstances exist. The superintendent has the discretion to determine when extraordinary circumstances exist.

Employees who are called for jury service will notify the direct supervisor within twenty-four hours after notice of call to jury duty and suitable proof of jury service pay must be presented to the school district. The employee will report to work within one hour on any day when the employee is excused from jury duty during regular working hours.

Classified employees called for jury duty will receive their full wage compensation less the amount paid to him/her for such services.

Legal Reference:

Iowa Code 20.9; 607A (2009).

Cross Reference:

414 Classified Employee Vacations and Leaves of Absence

Approved: _____ Reviewed: _____ Revised: _____

Memorial Bench for Barbara Tarwater – submitted 4/7/10 for Board approval at the 4/12/10 board meeting

WEBER STONE CO., STONE CITY – 462-3581

Memorial bench with 2 legs \$205 – no back

4 ft top weighs 186 lbs, 3” thick

Legs weigh 96 lbs each

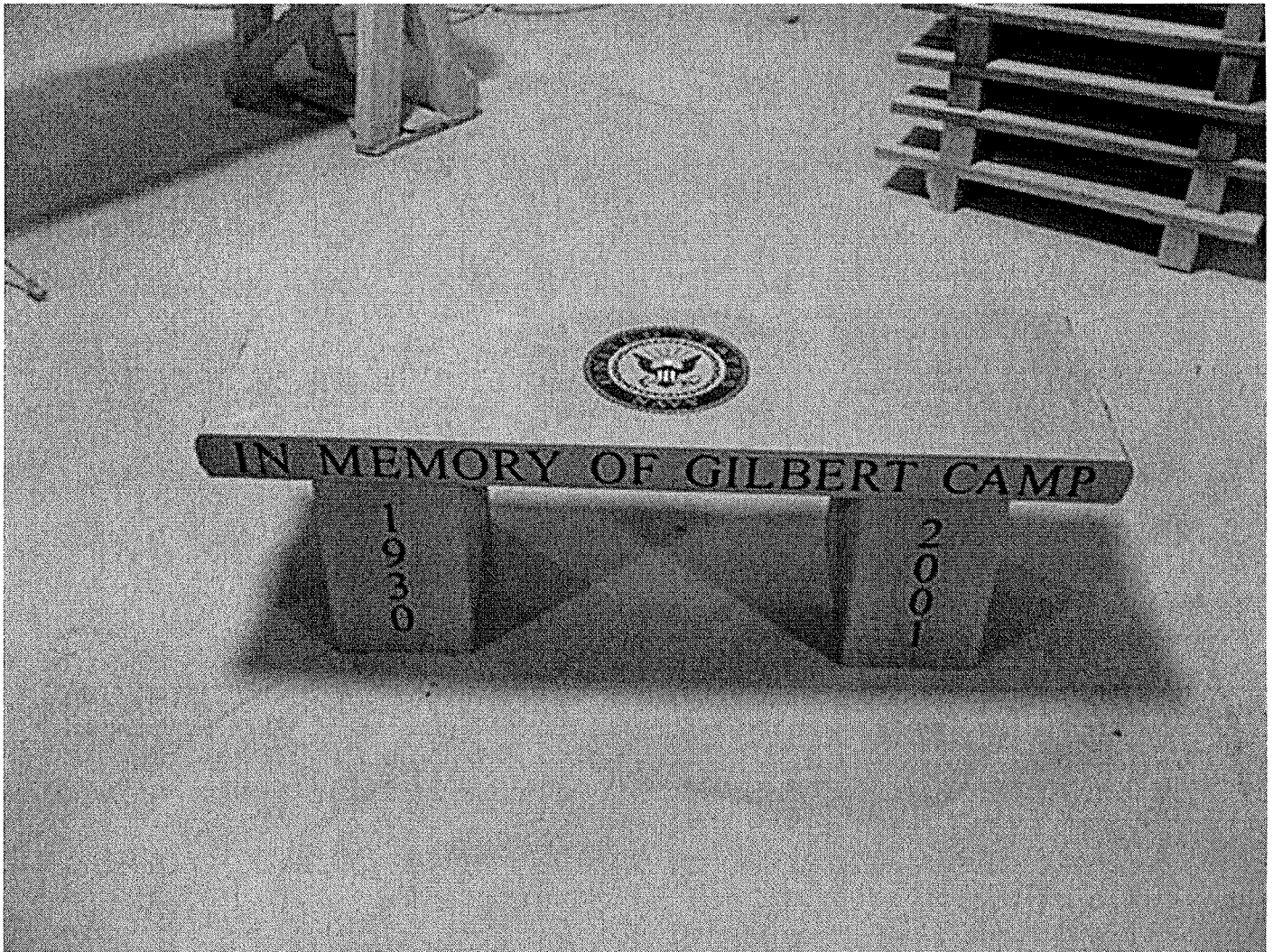
Engraving with 1” letters \$100 – In Memory of Barbara Tarwater

Linda Osmundson and her husband have agreed to deliver the bench to MHS. Tony Perkins and some of his football players will move the bench to its location. The bench would be installed in the Monet garden with the help of Ken Cook. It would set on a concrete pad, mixed and poured by Ken Cook. We need about 3 cu ft of concrete or so, to do a pad approx 4’ x 2’ would be 8 bags @ \$2.75/bag = \$22 approx.

The cost of the bench, the engraving and the concrete would be paid for by donations.

Thank you for your consideration,

Kristin Duning, Linda Osmundson, Tami Gerdemann and Barb Shultz



DATE	LAST	FIRST	GRADE	BUILDING
8-Jul	Reisner	A.	K	Emerson
9-Jul	McNamara	E.	K	Starry
9-Jul	Richardson	J.	K	St 1; Em 2
10-Jul	Claypool	C.	K	Emerson
2-Sep	Herrington	L.	K	Starry
2-Sep	Howell	K.	K	Emerson
2-Sep	Johnson	P.	K	Starry
2-Sep	McQuerry	C.	K	Starry
2-Sep	Paulsen	S.	JK	Emerson
2-Sep	Utsinger	M.	K	Emerson
9-Oct	Thomason	B.	K	Emerson
9-Dec	Scheel	O.	K	Emerson
9-Dec	Coleman	N.	K	Starry
10-Jan	Ellis	R.	K	Starry
10-Jan	Regennitter	J.	K	Starry
10-Jan	Regennitter	N.	K	Starry
10-Jan	Regennitter	J.	K	Starry
10-Jan	Regennitter	R.	K	Starry
10-Jan	Hathcock	G.	K	Emerson
10-Feb	Waters	P.	K	Starry
10-Feb	Boots	E.	K	Starry
10-Feb	Jefferson	N.	K	Emerson
25-Feb	Vanderlinden	H.	K	Starry
10-Mar	Watley	S.	K	Starry
4-Mar	Peebler	M.	K	Starry

Raising the Bar: The Iowa Core Curriculum

What is the Iowa Core Curriculum?

The Iowa Core Curriculum was passed by the Iowa Legislature and signed into law in the spring of 2008 by Governor Chet Culver. This historic legislation establishes the Essential Concepts and Skill Set that each and every Iowa student must learn in literacy, mathematics, science, social studies, and 21st century skills to prepare for college, work and life. The skills have been identified in grade spans of K-2, 3-5, 6-8 and 9-12, similar to many other state standards documents. They were written by groups of Iowans considered experts in each academic area from business and industry, higher education, area education agencies and local schools. The Essential Concepts and Skill Sets were compared against national standards and are in the process of being analyzed for their cognitive challenge – do these concepts and skills clearly articulate the higher order thinking we want for all Iowa students?

What is the vision established for the Iowa Core Curriculum?

The Iowa Department of Education facilitated the establishment of this vision for the Iowa Core Curriculum. Each and every K-12 student will learn the Essential Concepts and Skill Sets identified in the Iowa Core Curriculum for life in the 21st century.

- Each K-12 educator will embed the Essential Concepts and Skill Sets in rigorous and relevant instruction informed by ongoing formative assessment.
- Each and every educational leader will support and ensure an aligned system of content, instruction, and assessment, focused on the Iowa Core Curriculum Essential Concepts and Skill Sets.
- The Iowa Department of Education, Area Education Agencies, Local Education Agencies, and collaborative partners will work together to provide the necessary systems of support to establish and sustain structures as needed for the Essential Concepts and Skill Sets, instruction, and assessment.

What is the school board's role in the Iowa Core Curriculum?

As with all areas of school board work, the board has five roles related to the Iowa Core Curriculum. Listed below are some of the things associated with the board's role.

- **Have High Expectations**
 - Expect that the Iowa Core will be well implemented. It's critical that Iowa students learn challenging content to prepare them for college, work and life.
 - Expect that teachers will learn new instructional skills to ensure students learn the rigorous content.
 - Expect that all areas of the Iowa Core (content, instruction and assessment) must be tended to and improved.
 - Expect that teams of teachers will do this work together. It's not just the responsibility of the superintendent or curriculum director, but it is also the responsibility of all staff to work together to ensure success.
- **Provide the supports necessary to ensure the expectations can be met.**
 - Staff will need time to do the work. They will need time to study and integrate the Iowa Core content into lessons, time to align the Iowa Core

with the current district curriculum documents, time to identify assessments aligned to the Iowa Core and other work. The board plays a very important role in approving the school calendar.

- The staff will need professional development to continually build their instructional skill set. This also takes time and expertise, often from the AEA's or other experts outside the district.
- **Hold the system accountable for reaching the expectations.**
 - Establish a schedule for regular reports at the board table about how the work is progressing.
 - Ask questions.
 - Talk about progress at the board table.
- **Advocate for the implementation of the Iowa Core Curriculum.**
 - As with any change effort, there is often misunderstanding, confusion and even some anger. Know that these are natural by-products of any significant change effort and your advocacy at the board table, in the community and with the staff is critical to the success of the district.
- **Learn together.**
 - Read articles like this one and talk about them. Try to understand more about the curriculum and your responsibilities as school board members.

Why did IASB support the passage of the Iowa Core Curriculum?

Research done by the Iowa School Boards Foundation (ISBF) in 2006-07 examined local documents obtained from Iowa schools prior to the Iowa law that established the Iowa Core Curriculum. At that time, Iowa was the only state without state standards and there were conflicting beliefs about Iowa's lack of common learning expectations. Some believed self-imposed local standards and curriculum would be higher than anything the state would establish. Others believed that locally developed standards and curriculum documents were not equally challenging across the state and were putting some students at a disadvantage. The study done by ISBF of what existed at the time was done at the request of the IASB Board of Directors to determine if local standards were sufficiently challenging to prepare all students for the complex world after high school. ISBF found the following:

- Variation was large in both content and rigor among district standards in Iowa.
- When compared to model national standards, many districts' standards were lacking content and rigor.
- Less than 1/3 of districts' standards were comprehensive and rigorous like the model national standards.

After realizing the inequities in expectations created across the state by leaving the development of standards as a local decision, and recognizing the differences in local capacity and the inefficiency of reinventing the wheel in each of Iowa's 362 school districts, the IASB Delegate Assembly voted to support the passage of challenging state expectations along with the supports necessary to implement those expectations. Those include curriculum supports, quality assessment and professional development to improve instruction. That effort along with the support of many stakeholders resulted in a state law (SF 588 approved in the 2007 session) mandating that the Department of

Education develop a model core curriculum which at that time was voluntary and only expected at grades 9-12. Later legislation (SF 2216 approved in the 2008 session) established that the curriculum would be mandatory for all schools and would be written for students in grades K-12 in the areas of mathematics, literacy, social studies, science and 21st century skills. It is now called the Iowa Core Curriculum.

What's going on in states making significant gains in student learning and closing the gap between poverty and not poverty students, particularly as it relates to curriculum, assessment and accountability? After completing the first research study on standards in 2006-07, the Iowa School Boards Foundation (ISBF) continued the research by asking this question: **What's going on in states making significant gains in student learning and closing the gap between poverty and not poverty students?** The ISBF ranked states on those criteria and five rose to the top: Delaware, Massachusetts, Virginia, New York and Minnesota. Iowa ranked 36th on the list. After a careful study of curriculum, assessment and policies in those states, ISBF reached these conclusions:

- All five states had significantly more rigorous standards than Iowa. This was before the writing of the Iowa Core Curriculum.
- Four of the five had significantly more rigorous assessments than Iowa.
- All five had more accountability practices and policies in place.

These new findings contributed to IASB's understanding of the importance of curriculum equality across the state, and also helped IASB understand that there was more work to do. You can read more about the ISBF research at this Web site:

<http://members.ia-sb.org/fileshare/ISBF/ISBFStandardsReport.htm>

What's next?

The 2009 Iowa Legislature has proposed next piece to the puzzle. SF 359 provides for creation and implementation of a state writing assessment. The State Board of Education has requested the DE develop a quality writing assessment, beginning at 3rd-, 6th- and 10th-grades, aligned with the Iowa Core Curriculum. SF 359 gives the DE the authority and direction to proceed with that assessment. Iowa is one of only two states in the nation without a writing assessment as part of the state assessment program. The proposal includes the expectation of professional development to help teachers learn to score the writing tests which is part of the very study of student work related to instructional practice that will result in improved student performance. IASB members voted at the November 2008 Delegate Assembly to approve a resolution which emphasizes the importance of quality assessments that inform students, teachers, administrators, parents, school board members, community members and other stakeholders whether students are learning higher-level thinking skills beyond the basics. This writing assessment is the next step toward meeting that need for all districts and students.

What about instruction and assessment?

We used to consider curriculum and content as interchangeable terms, both focused on what students would learn. However, the Iowa Department of Education has suggested

the Iowa Core Curriculum have a broader definition for curriculum than just content. This definition of curriculum includes three ideas: content, instruction and assessment.

This is a very important distinction. It makes clear the big areas of work that must be tended to if Iowa public schools are to significantly improve. If students are to learn all the challenging skills and concepts (content) identified in the curriculum, then teachers must have robust teaching skills to engage students in learning (instruction). Additionally, there must be a system that will show whether students have learned what they were taught (assessment). These three areas – content, instruction, and assessment-- must be aligned so that what is expected to be learned is actually taught and we know whether students learned it.

What do we need to do locally regarding the Iowa Core Curriculum?

According to Iowa law, Iowa high schools must have an implementation plan for the Iowa Core in place by July 1, 2010, and the curriculum must be fully implemented by July 1, 2012. Districts must have an implementation plan for the K-8 Iowa Core by July 1, 2012 and the curriculum must be implemented for students in K-8 by the 2014-15 school year. The Department of Education defines full implementation:

“Full implementation is accomplished when the school or district is able to provide evidence that an ongoing process is in place to ensure that each and every student is learning the Essential Concepts and Skill Sets of the Iowa Core Curriculum. A school that has fully implemented the Iowa Core Curriculum is engaged in an ongoing process of data gathering and analysis, decision-making, identifying actions, and assessing impact around alignment and professional development focused on content, instruction and assessment. The school is fully engaged in a continuous improvement process that specifically targets improved student learning and performance.”

Does this mean we give up our professional development initiatives to plan for and implement the Iowa Core?

No. Leaders across the state are speaking of the Iowa Core as the integration of the three big areas of school improvement: content (what students must know and be able to do), instruction (how students are taught the content) and assessment (how it is known whether students have learned what was taught).

Consultants from the Iowa Department of Education suggest that if schools have robust, instructional improvement work going on, it would be useful to integrate the content work into that initiative. The bottom line is that it's impossible to separate content, instruction and assessment. Quality professional development integrates the learning of new instructional skills to teach high-level content as found in the Iowa Core and determines how to assess whether students have learned what is being taught.

Do we have to throw out the curriculum work we've already done and adopt the Iowa Core?

Of course not! However, there does need to be alignment work done. Alignment is making sure systems and procedures fit together and support the identified outcomes. An

example in your personal life might mean being sure the groceries you buy are of sufficient quantity and quality to feed your family. Buying only a half-pound of hamburger to feed a family of twelve probably wouldn't align with what is needed to fill them up or provide the nutrients to sustain them. For the Iowa Core Curriculum, decisions have to be made on several levels.

1. Does our local curriculum include all of the essential concepts and skills identified in the Iowa Core? And if not, what are the gaps and how are we going to make sure all of our students have access to the essential skills and concepts expected in the Iowa Core?
2. Do our assessment and instruction practices align with the content identified in the Iowa Core Curriculum? And if not, what do we need to do to be sure our teachers possess the tools to teach the challenging skills and concepts included in the Iowa Core? How can we be sure our assessments give us a real picture of whether students are learning the Iowa Core?

Can we just start over and adopt the Iowa Core as our curriculum?

It's important to consider that the Iowa Core doesn't contain all the subject areas taught in Iowa schools. You must have content, instruction, and assessment practices in place in all of your disciplines and the Iowa Core identifies the essential concepts and skills in literacy, mathematics, science, social studies and 21st century skills only.

Even in the content areas listed above, the district will have to do work that extends the information found in the Iowa Core. Your district may want to identify grade level expectations from the grade span skills and concepts identified in the Iowa Core. You will need to consider how you will assess whether students know and can do the content identified in the Iowa Core and many other actions your district will identify.

There will be lots of work to do as this Iowa Core Curriculum implementation process unfolds. That's why your local school has identified a leadership team to plan for and guide the implementation of the Iowa Core Curriculum. They are meeting regularly with staff from your area education agency and the Iowa Department of Education.

Where can I learn more about the Iowa Core Curriculum?

The Iowa Department of Education provides many resources related to the Iowa Core. Here are some links to that information:

Iowa Core home page:

<http://www.corecurriculum.iowa.gov/Home.aspx>

Frequently Asked Questions:

http://www.iowa.gov/educate/support/index.php?_m=knowledgebase&_a=view&parentcategoryid=126&pcid=0&nav=0

Additional Information Including Video Clips from Judy Jeffrey Explaining the Iowa Core

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=674&Itemid=1249

Reduction Plan 2010/2011

Description	FTE	Amount	Notes
Tier I			
Cash Reserve Levy		400,000	
Reductions carried forward from 2009/2010	3.5	135,463	
Early Separation Savings - Certified Staff	5	337,644	May need to replace 1 FTE
Early Separation Savings - Classified Staff	3	66,060	Need to replace 2 FTE
Non-Personnel Reductions			
Reduce Curriculum Budget - textbooks & materials		50,000	
Reduce Building Budgets - 10%		29,800	
PSEO Course Payment Restructuring		12,500	
Compass Program - Tuition		16,000	
Utility Conservation			Rate increase anticipated
Limit conference & convention attendance		9,000	
Eliminate Use of DART - Create own MS/HS Suspension Program		8,660	
Extra Curricular Areas			
Video Supervisor		778	
MS Lego League		778	
HS SODA		1,109	Responsibility for After Prom
FBLA Sponsor		1,580	Attend one convention per year
MS Creative Movement		778	
Combine HS Fall & Winter Dance		1,580	Makes this one contract rather than 2
Eliminate 3rd Assistant MS Football Coach		1,983	4 coaches at MS rather than 5
8th baseball allowed to play with HS		2,846	Treat same as softball
Personnel			
Eliminate Associate in HS Drop-in Lab & have teachers monitor	1	18,630	Initiated this spring
Reduce MS accompanist	hourly	10,583	Covered in another manner
Guidance Counselor	1	65,251	Resignation
Art	1	46,862	Utilize HS staff & FMI staff for K-3
Title 1		46,566	Tied to revenue
K-12 PE	0.5	23,156	
Reduce extended contract # of extra days		8,316	
Administrative Salary Reduction (5%/10%)		81,402	(5%/10%)
Reductions Additional Support (5% - wage or days)		11,854	(5% - wage-days)
Reductions classified (3% - wage or hours)		23,328	(3% - wage-hours)
Total - Tier 1		1,412,507	

Tier 2

Additional Cash Reserve Levy		200,000
Non-Personnel Reductions		
Extra-Curricular Areas		
Eliminate Winter Guard	778	Incorporate with fall guard
MS Academic Coach	1,110	
Win with Wellness	1,110	
Combine Competition Cheer Coach with BB Cheerleading Coach	1,983	Restructure compensation or #
Personnel		
Teachers	2	88,840
Health/PE	1	44,831

Total - Tier 2

338,652

Tier 3

Extra Curricular Areas

Share Tennis with another district		5,692
Personnel		
Reduce HS AD position	0.5	34,213
MS Dean of Students	1	83,621
Reduce District Technology Assistant	1	63,132
Eliminate full-time carpenter/maintenance position	1	65,251
6-12 Foreign Language	0.25	8,480
6-12 Business Education	0.25	9,498
Reduce TAG/ELP	0.34	30,000
Reduce Library/Media Staff - Utilize Library Paras in each building	0.5	35,953

Total - Tier 3

335,840

Total - Tier 1 & Tier 2 & Tier 3

2,086,999

ADOPTION OF BUDGET AND TAXES
JULY 1, 2010-JUNE 30, 2011

Department of Management - Form S-TX

MARION

District Number 4086

Total Special Program Funding

Instructional Support (A&L line 10.5)	097	1,096,572
Educational Improvement (A&L line 11.3)	099	0
Voted Physical Plant & Equipment (A&L line 19.3)	105	506,542

Special Program Income Surtax Rates

Instructional Support (A&L line 10.15)	096	0
Educational Improvement (A&L line 11.4)	098	0
Voted Physical Plant & Equipment (A&L line 19.4)	104	4

Utility Replacement and Property Taxes Adopted

		Utility Replacement AND Property Tax Dollars	Levy Rate	Property Taxes Levied	Estimated Utility Replacement Dollars
Levy to Fund Combined District Cost (A&L line 15.3)	1	3,842,824			
+Instructional Support Levy (A&L line 15.4)	2	748,739			
+Educational Improvement Levy (A&L line 15.5)	3	0			
	4				
	5				
+Cash Reserve Levy - SBRC (A&L line 15.9)	6	361,231			
+Cash Reserve Levy - Other (A&L line 15.10)	7	400,000			
-Use of Fund Balance to Reduce Levy (A&L line 15.11)	8	0			
=Subtotal General Fund Levy (A&L line 15.12)	9	5,352,794	14.20861	5,218,316	134,478
+Management	10	350,000	.92905	341,207	8,793
+Amana Library	11	0	.00000	0	0
Voted Physical Plant & Equipment (Loan Agreement)	12	0			
+Voted Physical Plant & Equipment (Capital Project)	13	70,667			
=Subtotal Voted Physical Plant & Equipment	14	70,667	.18694	68,897	1,770
+Regular Physical Plant & Equipment	15	124,745	.33000	121,622	3,123
=Total Physical Plant & Equipment	16	195,412			
	17				
Reorganization Equalization Levy	18	0	.00000	0	0
Emergency Levy (for Disaster Recovery)	19	0	.00000	0	0
Public Education/Recreation (Playground)	20	0	.00000	0	0
Debt Service	21	245,650	.64984	239,500	6,150
GRAND TOTAL	22	6,143,856	16.30444	5,989,542	154,314

1-1-09 Taxable Valuation	WITH Gas & Electric Utilities	376,728,802	WITHOUT Gas&Elec	367,264,348
1-1-09 Tax Increment Valuation	WITH Gas & Electric Utilities	1,287,390	WITHOUT Gas&Elec	1,287,390
1-1-09 Debt Service & PPEL Valuation	WITH Gas & Electric Utilities	378,016,192	WITHOUT Gas&Elec	368,551,738

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

- The prescribed Notice of Public Hearing and Proposed Budget Summary (Form S-PB) was lawfully published, with said publication being evidenced by verified and filed proof of publication.
- The budget hearing notice was published not less than 10 days, nor more than 20 days, prior to the budget hearing.
- Adopted property taxes do not exceed published amounts.
- Adopted expenditures do not exceed published amounts for any of the four individual expenditure categories, or in total.
- Adopted property taxes meet the debt service and loan agreement needs identified on Form 703. Debt service levy for GO bond payments only.
- This budget was certified on or before April 15, 2010.

_____ District Secretary

_____ County Auditor

ADOPTION OF BUDGET AND TAXES
JULY 1, 2010-JUNE 30, 2011

Department of Management - Form S-TX

MARION

District Number 4086

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Debt Service	21	245,650	.64984	239,500	6,150
GRAND TOTAL	22	6,343,856	16.83533	6,184,519	159,337

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- This budget was certified on or before April 15, 2010.

_____ District Secretary

_____ County Auditor



April 21, 2010
 5:00-8:00 pm
 Grant Wood AEA
 4401 Sixth Street SW
 Cedar Rapids, IA

ASSESSMENT FOR LEARNING

Margaret Heritage will describe the purpose and elements of formative assessment, or assessment for learning. This continuous assessment for learning provides frequent feedback to teachers and students to guide instruction to help close the gap between current and expected achievement and to guide new learning for students. A local educator will share examples and experiences with formative assessment practices in his classroom.

Audience:

Superintendents, School Board Members, Community Members, Educators, Parents

Presenters:

Dr. Margaret Heritage, UCLA & Matt Townsley, Solon CSD

Workshop Fees: \$10 (includes a light meal)

Registration Deadline: April 16, 2010

Contact Information:

Sherry Sines, (319) 399-6517 or 1-800-798-9771, ext. 6517

Registration

<https://www.gwaea.org/apps/ProfDev/user/signon.cfm>

Course #: 9544-09-01



GRANT WOOD
AREA EDUCATION AGENCY

Grant Wood Area Education Agency extends equal opportunities in its employment practices, educational programs and services, and does not discriminate on the basis of color, gender, race, national origin, religion, creed, age, sexual orientation, gender identity, marital status, disability, veteran status or as otherwise prohibited by law. If you believe you or your child has been discriminated against or treated unjustly, please contact the Agency's Equity Coordinator, Maria Cashman, at 319-399-6847 or 1-800-332-8488 or TDD 319-399-6766, Grant Wood AEA, 4401 Sixth St SW, Cedar Rapids, IA 52404.