



STATE OF IOWA

THOMAS J. VILSACK, GOVERNOR
SALLY J. PEDERSON, LT. GOVERNOR

DEPARTMENT OF EDUCATION
JUDY A. JEFFREY, DIRECTOR

May 2, 2006

★ Site Visit
May, 2006

Jeff Herzberg, Superintendent
Sibley-Ocheyedan Community School District
120 11th Avenue NE
Sibley, Iowa 51249

Dear Superintendent Herzberg,

The visiting team extends appreciation to the administration, staff, students, and community members for their time and cooperation during the comprehensive site visit. Sibley-Ocheyedan Community School District welcomed the team with gracious courtesy and hospitality. It is our hope that this report will provide guidance to enhance student achievement in your school district. As schools and school districts build a continuing conversation with staff and local community about what students are learning, at what levels students are learning, and how *more* students can learn at higher levels, increased student achievement should result.

The site visit was designed to review the educational practices in the district. The purposes of the site visit are described in 281-IAC 12.8(4)(a)(2). They are as follows:

- to assess progress with the Comprehensive School Improvement Plan,
- to provide a general assessment of educational practices,
- to make recommendations to assist the [district/school] in improving educational practices, and
- to determine that a school or school district is in compliance with the accreditation standards.

The site visit report is attached to this mailing. The report is based upon interviews conducted and documents reviewed on March 21-23, 2006.

The team members that conducted the review are listed below.

The Site Visitation Team:

Department of Education Representatives

Elizabeth Calhoun, Consultant, Division of Early Childhood, Elementary, and Secondary Education

Joe Herrity, Consultant, Bureau of Instructional Services

Rita Martens, Consultant, Bureau of Instructional Services

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Helping Communities Meet the Learning Needs of All Their Children and Adults

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Area Education Agency Representatives

Marlin Jeffers, Educational Consultant, Western Hills AEA 12
Odell Overgaard-Media and Technology Coordinator, AEA 4
Gaylen Roskens-Media and Technology Supervisor, AEA 4

School Representatives

Kara Heyn, Curriculum Director, Boyden-Hull CSD
Paul Olson, Superintendent, West Sioux CSD
Joanne Smith, Superintendent, George-Little Rock CSD
M. Lynn Ubben, Superintendent, Winfield Mt. Union

In addition to the strengths and suggested areas of improvement, this report may describe Areas of Noncompliance. If Areas of Noncompliance are identified, the school or district administration must return a completed Noncompliance Plan of Correction or evidence that corrections have been completed to the team leader within 45 business days. Within this plan of correction, please include the actions the school or district intends to take and the time needed to complete those actions (see final pages of this report).

All schools/districts must also review their current Comprehensive School Improvement Plan (CSIP) and revise according to district priorities. The directions for revision and submission of the CSIP can be found at <http://www.state.ia.us/educate/ecese/asis/csi/csipsys.html>. The deadline for recertification is September 15, 2006

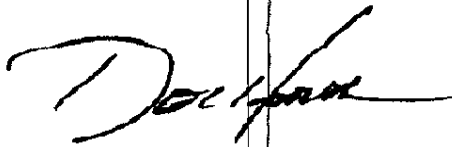
The visiting team once again extends gratitude for your courtesy during the visit. The team encourages you to nurture success for all students and continue efforts to increase student achievement at all levels. It is our hope you will provide us with feedback on the site visit process. The feedback form is available at the following site <http://tp2.aea11.k12.ia.us/004/leasvsd.tp4>. In an effort to continuously improve the school/school district comprehensive site visit process and content, please click on the link to complete the survey. It will take approximately 10 minutes to complete. Your responses are confidential and shared only in aggregate form to members of the DE School Improvement Team. Your opinions are valued.

Thank you for your time and cooperation.

Sincerely,



Elizabeth Calhoun, Consultant
Division of Early Childhood, Elementary, and Secondary Education
Iowa Department of Education



Del Hoover
Deputy Division Administrator
Division of Early Childhood, Elementary, and Secondary Education
Iowa Department of Education

cc: Team Members
School Board President
Iowa Department of Education Official File
AEA Office

Comprehensive Site Visit Iowa Department of Education



Sibley-Ocheyedan Community School District

Team Findings March 21-23, 2006

Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146

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The following findings are based upon *interviews conducted and documents reviewed on March 21-23, 2006.*

Notes:

Suggested Areas of Improvement are considerations only. The intent is that the recommendations in this report provide a variety of options for a school/district to consider in its pursuit of continuous school improvement.

Constant Conversation #1
What do data tell us about student learning needs?

- ***Academic and non-academic data collected by the school/school district***
- ***Use of academic and non-academic data analysis to determine prioritized needs/goals***
- ***Use of academic and non-academic data to determine professional development target(s)***
- ***Actions developed based on prioritized academic and non-academic need/goals***

Areas of Strength

1. Administrators and school board interviewees reported that the Sibley-Ocheyedan CSD conducted an on-line survey in August of 2005 to gather information about the district and the services provided to students and families. One hundred thirty people took the survey. According to the local survey results, these statements received the most positive responses:
 - The school maintains a safe and orderly environment.
 - The facilities at our school are up-to-date and well maintained.
 - The transportation services provided by our school are effective and efficient.
 - The school does a good job of teaching math skills.
 - The school is an inviting and welcoming place to all people.
2. The Sibley-Ocheyedan CSD uses a variety of formative and summative assessments to monitor the level of student achievement. These include the following:
 - Trend line data from Iowa Test of Basic Skills (ITBS) 4,8, and 11
 - Trend line data from Iowa Test of Educational Development (ITED) grades 9-11
 - Constructed Response Supplement for reading. Grades 4,8,and 9
 - Constructed Response Supplement for math. Grades 3,7, and 9
 - Basic Reading Inventory (BRI)
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 - Performance assessments in music, art, mathematics, writing, and public speaking at the secondary level
 - Curriculum Based Unit Tests
 - 1-Minute Probes
 - Cognitive Abilities Test
 - Daily assignments

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3. The district also collects a variety of non-academic data to assist administrators in determining the effectiveness of their programs and services. Included are attendance and tardiness data, Student Assistance Team referrals, discipline referrals, participation rates in co-curricular and extra-curricular activities, parent-teacher conference participation rates, meal participation rates, phone call logs, data from the Iowa Youth Survey, technology skill surveys, climate surveys, and graduate surveys.
4. In addressing a concern of absenteeism, the middle school principal reviewed data and discovered that low socio-economic status students had to stay home to take care of younger siblings while their parents worked. This is an effective use of data driven decision-making in practice.

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Suggested Areas of Improvement

5. The visiting team noted that the district is improving its efforts to use data to drive decision-making. However, the data reviewed has been primarily summative rather than formative. The team encourages the district to expand the use of data to make decisions, particularly formative data to help teachers drive decisions made at the classroom level. Examples of such data could include strategy implementation logs, diagnostic assessment data, feedback from students and parents, and annual teaching evaluations (particularly after developing an evaluation tool based on the Iowa Teaching Standards).
6. Although the school is committed to ongoing professional development, it is encouraged to consider the following:
 - Establishing a focus resulting from data analysis indicating student need (directly addressing student achievement in an academic area, including deep content knowledge in reading, math, or science),
 - Aligning professional development efforts to the school's focused goal(s) and the needs of diverse learners,
 - In providing staff with sustained, in-depth professional development opportunities based on the Iowa Professional Development Model, consider more emphasis on (collaboration and peer coaching), and
 - Evaluating professional development and its resulting effectiveness, incorporating actions for accountability in regard to the implementation of professional development (implementation logs, journals, etc.).

Consider contacting AEA or Iowa Department of Education personnel for support.

Constant Conversation #2
What do / will we do to meet the student learning needs?

- *The influence of leadership on the school improvement process*
- *Determination of action plans, implementation of action plans, and non academic goals*
- *Actions to reduce academic achievement gaps*
- *Actions to eliminate barriers to learning*
- *How the District Career Development Plan is determined and implemented*
- *The selection process of research-based strategies for implementation through professional development aligned with academic and non-academic goals*

Areas of Strength

7. All interview groups affirmed the efforts of the administrative team. Teachers and school board members indicated that veteran staff adds stability while the new staff adds excitement. These key components compliment each other through mentoring and daily support of colleagues. Interviewees said that the change has resulted in the following:
 - A vision focused on improved student achievement (associates that did clerical duties in the past are now directly working with students)
 - A climate supportive of change
 - Increased numbers of teachers involved in building and district leadership
 - Increased teacher involvement in educational decision making
 - More input sought from support staff in decisions that affect them
 - Higher levels of parent and community involvement

8. Through interviews it was noted that Juvenile Court Services and Sibley-Ocheyedan CSD employ a full time liaison officer for the school district. The liaison officer meets with students who are referred by teachers and principals.

9. Through interviews with teachers, administrators, and parents it was noted that there are many ways the community is involved with the school in regard to early childhood. Some are listed below:
 - The Bright Beginnings Day Care building attached to the Franklin Elementary Building also houses a Head Start program.
 - The Early Childhood Special Education Program, also housed in the Franklin Elementary Building, collaborates with the Bright Beginnings Day Care.
 - The Sibley-Ocheyedan CSD and AEA 4 coordinate an early childhood screening yearly, which covers hearing, vision, fine/gross motor skills, cognitive development, and speech for children ages 2-5.
 - Mothers of Preschool group from the community utilize speakers from the school district.
 - Best Care for Better Babies Program collaborates with preschool staff.

- Parents as Teachers staff meet with preschool families.
 - Lakes Area Decategorization and Empowerment group funded the Good Night Sleep Tight program which teaches parents how to set up a bedtime reading routine and build vocabulary with their children.
 - Friends of Franklin parent group supports Bright Beginnings Daycare with programs and materials.
10. Interviewees reported that, in many instances, the district has welcomed the growing diversity of its school community. Several people interviewed said that the services offered, with the support of personnel from Area Education Agency (AEA) 4, to English Language Learners (ELL) are exemplary. Several interviewees described one particular student who improved more than three grade levels in one year with the support offered through ELL programming. They also said that leadership this year has made efforts to create a climate receptive to diversity by seeking support from community agencies to assist students and their families. Parents also noted that the district provides an interpreter to assist students and their families as they enter the school system.
11. Teachers, parents, and administrators noted that special needs students are frequently integrated into the general education setting at the high school and the elementary school levels. Three teachers are being sent to upcoming workshops that are focusing on the co-teaching model. Efforts are being made to consistently serve students in the Least Restrictive Environment (LRE).
12. The special education class at the high school spends every Friday noon hour making smoothies to sell for the middle school students, and also preparing meals for the faculty and staff during in-services. This gives the students a connection to the real world and a boost to their self-esteem and self-worth in the school community.
13. All interview groups commented on the community support given to the school district. Examples include:
- Collaboration with the local hospital to provide a preschool/daycare that is physically connected to Franklin Elementary for children birth to age 5.
 - Cooperative effort of the local hospital and district working together to promote wellness by providing heart-monitoring equipment for the PE4life program.
 - Preschool/daycare provides a needed service for employees of the district and the surrounding communities.
 - Job shadowing opportunities during the school year and May term.
 - Volunteers and foster grandparents involved in the elementary classrooms, as well as the donation of time, money, and willingness to help at any given time.
 - Community businesses have partnered with career and technical programs by donating goods and services for:
 - Hospital daycare connected to the Franklin Elementary Building-birth to 5-Bright Beginnings.
 - Planning and implementing May term.
 - Resource room at high school
 - Future Farmer's of America (FFA)

14. All interview groups noted that the facilities and transportation equipment in this district are strengths. They appreciated their cleanliness and conduciveness for student learning. The district has made keeping their buildings and grounds in prime condition a priority.
15. Through administrator and staff interviews it was noted that two staff members presented a seven-week program that focused on strategies parents could implement immediately to help rid their lives of many day-to-day frustrations. Parents interviewed noted that discipline has improved both at home and at school.
16. Support staff noted that they have been included in professional development activities with the entire staff as well as activities pertaining to their specific job assignment. (i.e., Wellness Day/Safety Day) Parents, administrators, teachers, and students mentioned the positive contribution of support staff to the overall system.
17. All interview groups mentioned the excellent Fine Arts program that exists at Sibley-Ocheyedan and the community support accompanying this effort. Teachers interviewed stated that every student in the district is encouraged to participate in instrumental and vocal music programs. (i.e. ELL, Special Needs)
18. Administration and staff noted the board's commitment to school improvement. (i.e. addition of pre-K program, expansion of the ELL program, and addition of two half days of professional development)
19. Sibley-Ocheyedan's Board of Education is willing to listen to all constituents. The board is considering having a student representative as a non-voting member on the board.
20. Through teacher interviews it was reported that middle school students are afforded extra time/help for homework through the CHAT (Complete Homework Assignments Today) program. The high school is in the process of developing a General Headquarters Learning Center to assist students needing extra help at their level.
21. Through documents reviewed and staff interviewed it was noted that the vocational agriculture/FFA program at Sibley-Ocheyedan is the largest in northwest Iowa and fourth largest in the state with a student membership of one hundred six. Students are able to attend Northwest Iowa Community College (NCC) in the morning, returning in the afternoon to share new knowledge with others.
22. Middle School students and staff feel the implementation of the PE4life program has had a positive impact on student wellness. The Sibley-Ocheyedan CSD became involved last year through a grant, in conjunction with the local hospital. Due to the success of the program, the district is discussing school wide implementation. The program supports wellness planning and is also a part of their physical education curriculum where the focus has changed from team sports to exercise and life long skills.

23. As an attempt to integrate middle school philosophies, the middle school principal has implemented a student leadership team, which actively involves students on a voluntary basis to represent all levels of grades 5-8. Next year, the principal plans to expand the implementation of middle school philosophy by requiring students to be actively involved in at least 2 extracurricular or co-curricular activities.
24. Students and parents interviewed said they appreciated high school students having an opportunity to earn up to 18 college credits through Post Secondary Educational Opportunities (PSEO) and dual credit courses before graduation. Students said that they were encouraged to pursue college coursework as part of their regular high school studies and through courses offered during May Term.
25. The visiting team noted the enthusiasm and excitement of members of the newly formed School Improvement Advisory Committee (SIAC). One member said after leaving the SIAC organizational meeting, "I felt empowered." Members also said that they appreciated the willingness of the administration to share information and seek input. They also expressed confidence that this administration would pursue solutions to problems with openness and honesty.

Suggested Areas of Improvement

26. While it was noted by interviewees that meeting the needs of special education students in a general education setting had been successful at high school and elementary school, they did not find the same level of support at the middle school. It is suggested that the administration seek professional development opportunities for teachers at this level to support them in meeting the needs of all students in a general education setting.
27. Numerous interviewees expressed concern about several aspects of reading instruction throughout the K-12 program. The district is encouraged to review literacy instruction to ensure it incorporates research-based strategies and best practice information. At the K-4 level, the district is encouraged to base reading instruction on the five components of a comprehensive reading program: phonics, phonetic awareness, comprehension, vocabulary, and fluency; classroom instruction that is both aimed at whole group and small, flexible groupings; and use of the explicit instruction model to support students' growth in utilizing strategies to unlock meaning. According to research, this solid base in reading should be expanded in middle and high school to include a three-pronged approach to reading instruction that includes effective remediation for those students who are not scoring at the proficient level, reading strategies across the curriculum, and reading instruction based on increasingly more complex texts within the English/language arts classroom.
28. Students at both the middle and high school level generally felt that their classes needed to contain less lecturing and more interactive/hands on activities. High School students also mentioned wanting more content related to real life situations. Consider using multiple strategies that could include: graphic organizers, differentiated instruction, inquiry based instruction, problem based instruction, and portfolios. Consider contacting AEA 4 for support in this area.
29. Parents interviewed indicated a need for transition from one building to another. Consider evaluating transition to meet the student's needs. Consider allowing the students to spend the day at each center to experience procedures and schedule.
30. Through document review the visiting team found little evidence of clearly articulated, written curriculum that provides scope and sequence for all studies across the district. While the team noted that efforts have been made to work on curriculum (a curriculum audit and revised K-4 standards and benchmarks in language arts, mathematics, science, and social studies), the district is encouraged to expand this work to involve all teachers in articulating curriculum at all grade levels and in all curricular areas.
31. Through interviews with students and parents it was noted that textbooks were out of date or lacking in numerous content areas. With the advent of a new curriculum design process, new instructional material is recommended to support the curriculum.

32. A variety of interviewees expressed the desire to have more technology available for both teacher and student use and more opportunities to learn how to use technology effectively in a variety of curricular areas. The district is encouraged to review the effective integration of technology into the curriculum and expand the role that technology plays in enhancing learning.
33. Due to the increasingly diverse student and community population growth, parents, students, and staff suggested the need for training opportunities. Some examples could include: Respecting Ethnic and Cultural Heritage (REACH) training, Cultural Competency, Ruby Payne's Understanding Poverty Training, Achievement Gap Group at AEA 12, as well as speakers from the area on diverse cultures. Consider contacting your local AEA for support and assistance.

Constant Conversation #3**How do / will we know that student learning has changed?**

- *The process for gathering and analyzing academic and non-academic data to determine progress on school/school district academic and non-academic goals*
- *The process for implementing, monitoring, and evaluating the effectiveness of strategies aligned with academic and non-academic goals learned through professional development*
- *The integration of the Iowa Teaching Standards into the teacher evaluation process*

Areas of Strength

34. This year, the district followed the Iowa Professional Development Model throughout their in-service time. The Building Leadership Teams were involved with administration in determining the direction and content of their future staff development. The board has also increased professional development opportunities during the school year for the staff from 8-10 days.

Suggested Areas of Improvement

35. Parents expressed a concern regarding the connections between Bright Beginnings Daycare, Pre-school, and Kindergarten. The recommendation is to explore better communication and collaboration methods among the stakeholders involved.
36. Through document review and interviews it was noted the district has not applied the information developed through item analysis of the Iowa Tests to revision of curriculum and instruction. The district is encouraged to use the information gathered through this analysis to modify instructional practices to improve student performance throughout the district.
37. Through the review of ITBS and ITED results, gaps were noted between the subgroups of special education, low socioeconomic status (SES), and all students. Consider programming aimed toward reducing the achievement gaps. Consider contacting the AEA for support.
38. Through teacher interviews, a lack of understanding was noted regarding data analysis and interpretation. The district is encouraged to consider implementing professional development in this area for all staff.

Constant Conversation #4**How will we evaluate our programs and services to ensure student learning?**

- ***The steps in the decision-making model used by the district to determine the following:***
 - ***the rationale/need to create a program***
 - ***the rationale/need to continue a program***
 - ***the rationale to make program modifications***
 - ***the rationale to discontinue a program***
- ***Examples of decisions the district has made based on data resulting from program and service evaluation***
- ***The lessons learned from the evaluation of programs and services and the impact on the district's evaluation cycle***
- ***Allocation of Resources***

Areas of Strength

39. After extensive research and review, the decision was made to add a pre-K program beginning in the fall of 2006. Board members and administrators interviewed noted this as an area of need in this community and that sixty-one students were registered during kindergarten roundup. Eleven of those registered had summer birthdays. The superintendent also sought input from representatives of Osceola Community Hospital and Bright Beginnings Preschool. AEA 4 has been consulted and data research has also been taken into consideration to best meet the needs of all students. Due to the numbers involved the board has decided to move forward with the administration's proposal of beginning a pre-K program for the fall.

Suggested Areas of Improvement

40. The visiting team heard interviewees describe a variety of programs throughout the district and found that opinions on their effectiveness varied considerably. The administrative team is encouraged to develop a plan for the evaluation of programs and services to ensure that they effectively meet student needs. It is also encouraged that they involve parents, students, and teachers in the decision making process as programs are created, continued, modified, or discontinued. Such an evaluation could help determine the effectiveness of the following programs and services:

- May Term
- Technology use and integration
- Resource allocation of staff
- Art offering for elementary and fifth and sixth grade
- Guidance services offered
- Professional development
- Post-secondary planning, including career education K-12
- Accelerated Reader/READ WELL/Computer Curriculum Corporation (CCC)
- Exploratory courses offered to middle school students

- **Talented and Gifted (TAG) program K-12**

41. Based on interviews of administrators, high school and middle school students, and teachers, there is a concern regarding the length of instructional time that is used for the May Term session for four years during high school. The recommendation is to explore alternative structures that provide and accomplish the positive outcomes of May Term, such as integrating service learning into curriculum plans; considering these activities as co-curricular before school, after school or in the evening; or shortening the length of time from 20 days to 10 days.
42. Parents interviewed indicated that Osceola County has a high percentage of suicides per capita and expressed their desire for the district to pursue more self-esteem building programs for the students. Consider contacting AEA personnel for support or local mental health officials. Consider also reviewing results of the Iowa Youth Survey to determine the extent of this problem.
43. Parents indicated a concern for the safety of students when dropping off and picking up from school at both Sibley sites. This concern included general traffic patterns and supervision before 8 a.m. Consider using flexible scheduling of the staff to accommodate the families that this affects and also consider reviewing the safety plan for the district.
44. Through document review the visiting team noted inconsistencies between what was stated in the Comprehensive School Improvement Plan (CSIP) and current practices in the district. The administration is encouraged to revise the CSIP to ensure that it reflects actual practice. Best practice would have the assessment plan described in the CSIP aligned with standards and benchmarks.
45. Document review indicated that there is a career and technical advisory committee; however, career and technical teachers interviewed indicated that they were unaware of its existence. Consider clarifying membership, roles, and purpose of this committee with all stakeholders.

Component # 5
Other Areas

- *Board policy manual review*
- *Personnel and student records*
- *Licensure and certification*
- *School calendar and hours of instruction*
- *Other state and federal requirements*
- *Other factors not addressed in Constant Conversation Questions 1-4*

Areas of Strength

46. All interview groups mentioned the contribution that the support staff makes to the district. They are considered a part of the learning team.
47. Parents at the high school expressed appreciation for the online grade/attendance information that is available to them. They also appreciated the email correspondence between parents and staff.

Suggested Areas of Improvement

48. Many positives were expressed concerning the Ocheyedan site however, some staff and parents feel there is a "disconnect" with the rest of the district. Consider involving all stakeholders to best meet the needs of all of the students in the district.
49. Students and parents noted the inequity that exists in the 7th grade basketball program. Female students mentioned that the boys play interscholastic sports while the girls program is intramural. Consider rectifying this inequity.
50. Administrators, in their consideration to provide for additional reading time, are considering deleting some recess time for middle school students. Parents interviewed issued a concern for the middle school students losing their recess time. It is suggested that administrators include all stakeholders in the conversation and decision-making about the benefits/concerns of recess at this level.
51. Middle School students expressed concern with lunch offerings/choices, running out of food, and time available for eating. The administration is encouraged to use the middle school leadership team to explore this issue.

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Sibley-Ocheyedan Community School District's Special Education Self-Assessment Compliance Status

Note: Special education assessment questions and documentation of the responses to these questions are available from the AEA Director of Special Education.

The district is currently implementing its special education corrective action plan. The timeline for implementing and completing the plan is June 1, 2006.

Sibley-Ocheyedan Community School District's Compliance Status in other Federal Programs:

Sibley-Ocheyedan Community School District's Title IIA (Teacher and Principal Training and Recruiting Fund) Compliance Status

The school district has no citations of Title IIA non-compliance identified during this visit.

Sibley-Ocheyedan Community School District's Title IID (Enhancing Education Through Technology, E2T2) Compliance Status

The school district has no citations of Title IID non-compliance identified during this visit.

Sibley-Ocheyedan Community School District's Title III (English Language Learners) Compliance Status

The school district has no citations of Title III non-compliance identified during this visit.

Sibley-Ocheyedan Community School District's Title IVA Compliance Status

The school district has no citations of Title IVA (SDFSC) non-compliance identified during this on-site visit.

Sibley-Ocheyedan Community School District's Title V (Innovative Programs) Compliance Status

The school district has no citations of Title V non-compliance identified during this visit.

Sibley-Ocheyedan Community School District's Title XC (Education for Homeless Children and Youth) Compliance Status

The school district has no citations of Title XC non-compliance identified during this visit.

Areas of Non-Compliance

The SIBLEY-OCHEYEDAN COMMUNITY SCHOOL DISTRICT shall submit corrections or plans of correction for each of the items listed below for approval to the Site Team Leader within 45 business days of the receipt of this report. *The school district may choose to use the following matrix as a format for the development of an action plan or develop its own.*

Chapter 12 Non-Compliance Accreditation Issues

Noncompliance Issue	Actions to Correct Noncompliance Issue	Timeline to Complete Actions
<p>TL2. The school or school district employs Cody Harskamp-folder # 337582-who is not endorsed/certificated for content area(s) Sociology. 281-IAC 12.4(8)</p>		
<p>TL2. The school or school district employs Frederick Matlage-folder # 332259-who is not endorsed/certificated for content area(s) Psychology. 281-IAC 12.4(8)</p>		
<p>TL2. The school or school district employs Brian Schuller-folder #24373-who is not endorsed/certificated for content area(s) Language Arts. 281IAC 12.4(8)</p>		
<p>EV1. Board policy does not address evaluation criteria for evaluating teachers. 281-IAC 12.3(3)</p>		
<p>EV2. Board policy does not address evaluation procedures for evaluating all teachers. 281-IAC 12.3(3)</p>		

<p>JHP1. The junior high program, grades 7-8, does not include all twelve curricular areas. 281—IAC 12.5(4) (family and consumer education)</p>		
<p>VED5. The district does not have an articulation agreement for each of its four vocational service areas either directly with a post-secondary program or through a sharing agreement with another district. 281-IAC 12.5(5)(i) (agriculture)</p>		
<p>VED5. The district does not have an articulation agreement for each of its four vocational service areas either directly with a post-secondary program or through a sharing agreement with another district. 281-IAC 12.5(5)(i) (business)</p>		
<p>VED5. The district does not have an articulation agreement for each of its four vocational service areas either directly with a post-secondary program or through a sharing agreement with another district. 281-IAC 12.5(5)(i) (industrial education)</p>		
<p>GT3. The district's identification procedures are not designed to potentially identify gifted and talented students throughout the school age population. 281—IAC 12.5(12) (high school)</p>		

<p>GT4. The district's identification procedures for gifted and talented students do not contain at least two criteria. 281—IAC 12.5(12) (high school)</p>		
<p>GT5. The district has no differentiated program for identified gifted and talented students. (high school) 281—IAC 12.5(12)</p>		
<p>GT7. The district does not provide any professional development with regard to gifted and talented programming. 281—IAC 12.5(12) (K-12)</p>		
<p>GLOB1. No evidence exists that global education is incorporated into all areas and levels of the educational program so that students have the opportunity to acquire realistic perspectives on world issues, problems, and the relationship between an individual's self interest and the concerns of people elsewhere in the world. 281—IAC 12.5(11)</p>		
<p>CE1. No evidence exists that career education is incorporated into the total educational program. 281—IAC 12.5(7)</p>		
<p>MCGF3. The comprehensive school improvement plan (CSIP) does not contain goals that support the incorporation of MCGF into the educational program. 281-IAC 12.5(8)</p>		

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SIAC4. The School Improvement Advisory Committee does not make annual recommendations to the board. 281—IAC 12.8(1)(a)(3)		

(Signature of Superintendent of Public School District)



STATE OF IOWA

THOMAS J. VILSACK, GOVERNOR
SALLY J. PEDERSON, LT. GOVERNOR

DEPARTMENT OF EDUCATION
JUDY A. JEFFREY, DIRECTOR

August 8, 2006

Site Visit
2006

Jeff Herzberg, Superintendent
Sibley-Ocheyedan Community School District
120 11th Avenue NE
Sibley, Iowa 51249

Dear Superintendent Herzberg:

Thank you for responding to the non-compliance issues identified during your comprehensive site visit during the 2005-2006 school year.

The Department has approved your plan of correction for the following 281-IAC Chapter 12 General Accreditation Standards:

1. **TL2.** The school or school district employs Cody Harskamp-folder#337582-who is not endorsed/certificated for content area(s) Sociology. 281-IAC 12.4(8)
2. **TL2.** The school or school district employs Frederick Matlage-folder#332259-who is not endorsed/certificated for content area(s) Psychology. 281-IAC 12.4(8) **To verify correction, please send me a copy of his temporary license.**
3. **TL2.** The school or school district employs Brian Schuller-folder#234373-who is not endorsed/certificated for content area(s) Language Arts. 281-IAC 12.4(8) **To verify correction, please send me a copy of his temporary license.**
4. **EV1.** Board policy does not address evaluation criteria for evaluating teachers. 281-IAC 12.3(3)
5. **EV2.** Board policy does not address evaluation procedures for evaluating all teachers. 281-IAC 12.3(3)
6. **JHP1.** The junior high program, grades 7-8, does not include all twelve curricular areas. 281-IAC 12.5(4) (family and consumer education)
7. **VED5.** The district does not have an articulation agreement for each of its four vocational service areas either directly with a post-secondary program or through a sharing agreement with another district. 281-IAC 12.5(5)(i) (agriculture, business, industrial education) **To verify correction, please send a copy of the articulation agreements for agriculture, business, and industrial education.)**

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Helping Communities Meet the Learning Needs of All Their Children and Adults

**Sibley-Ocheyedan Community School District
Chapter 12 Non-Compliance Accreditation Issues
Site Visit March 21-23, 2006**

TL2. Cody Harskamp-folder #337582-has received his Class B certification to teach Sociology and will be taking classes in the next two years to meet the requirements for licensure. Documentation is attached and referenced as TL2 #1. It will be the responsibility of Jeff Herzberg, Superintendent of Schools, to make sure that this is done.

TL2. Frederick Matlage-folder #332259-has mailed application to licensure for a temporary license to teach Psychology. He will be taking one class in the fall and one in the spring of the 2006-07 to address this shortfall on his transcript. It will be the responsibility of Jeff Herzberg, Superintendent of Schools, to make sure that this is done.

TL2. Brian Schuller-folder #24373- is taking Adolescent Literature through Morningside College this summer. It is an on-line course and Tammi Little is the instructor. The completion date is the middle of August. Brian will be applying for licensure upon the completion of this course. It will be the responsibility of Jeff Herzberg, Superintendent of Schools, to make sure that this is done.

EV1. Board policy 405.8, Licensed Employee Evaluation does address evaluation criteria for evaluating teachers. Policy is attached and referenced as EV1. This policy will be reviewed during the 2006-07 school year as we are reviewing all policies at our monthly board meetings. It will be the responsibility of Jeff Herzberg, Superintendent of Schools, to make sure that this is done.

EV2. Board policy 405.8, Licensed Employee Evaluation does address evaluation criteria for evaluating teachers. Policy is attached and referenced as EV1. This policy will be reviewed during the 2006-07 school year as we are reviewing all policies at our monthly board meetings. At our July 10, 2006 board meeting, we did approve the new evaluation tool that was created during the 2005-06 school year with administrators and teachers involved. The minutes from the July 10 meeting are included and this section is referenced as EV2. However, our policy does meet the requirements as outlined in the code. It will be the responsibility of Jeff Herzberg, Superintendent of Schools, to make sure that this is done.

JHPI. The junior high program, grades 7-8, now includes family and consumer science education. The 7th grade class will be taught by our elementary guidance counselor, Laurel Klaassen-folder #222415- who is licensed to teach 7-12 family and consumer science education. The 8th grade class will be taught by our high school guidance counselor, Debbie Haberkorn-folder #212521- who is also licensed to teach 7-12 family and consumer science education. The middle school schedule for 2006-07 is attached with Mrs. Klaassen's and Mrs. Haberkorn's schedules highlighted. The licenses of the two teachers are also attached and labeled as JHPI. It will be the responsibility of Jeff Herzberg, Superintendent of Schools, to make sure that this is done.

VED5. The district is working on new articulation agreements for each of its three vocational service areas with a variety of post-secondary programs (to include Northwest Iowa Community College in Sheldon, Iowa Lakes Community College in Estherville and Emmetsburg, Western Iowa Tech Community College in Sioux City, Iowa Central Community College in Fort Dodge and possibly Minnesota West Community College in Worthington, MN). Agreements will be written for agriculture (Mike Earll), business (Vicki Zylstra) and industrial technology (Steve Lemke) by the teachers of the programs and with the help of Debbie Haberkorn, high school guidance counselor and Denny Frey, high school principal. These will be completed by December of 2006. It will be the responsibility of Jeff Herzberg, Superintendent of Schools, to make sure that this is done.

GT3. The district's identification procedures are designed to potentially identify gifted and talented students throughout the school population, specifically high school. The procedures are attached, referenced as GT4, and will be started this year at the high school level with GAT coordinator, Lorenda Glade-folder #190357. It will be the responsibility of Jeff Herzberg, Superintendent of Schools, to make sure that this is done.

GT4. The district's identification procedures for gifted and talented students do include at least two criteria. The procedures are attached, referenced as GT4, and will be implemented this year with GAT coordinator, Lorenda Glade-folder #190357. It will be the responsibility of Jeff Herzberg, Superintendent of Schools, to make sure that this is done.

GT5. The district will be providing differentiated instruction for identified gifted and talented students at the high school in 2006-07. This will be done by GAT coordinator, Lorenda Glade-folder #190357- in the following ways: a) meeting with identified high school students and their parents to discuss course options including Post-Secondary Enrollment, b) work with teachers in department meetings and before/after school to be the resource person for staff, c) collection of data on high school students to see the strengths of each student and be able to develop an individual plan (example enclosed and referenced as GT5 was obtained from Sheldon and will be incorporated for our district this year) for the student's high school career, and d) working directly with high school students one day per week to make sure they are making progress towards the goals set out on the Personalized Education Plan. It will be the responsibility of Jeff Herzberg, Superintendent of Schools, to make sure that this is done.

GT7. The district will be providing professional development with regard to gifted and talented programming by offering multiple "after-school special" workshops for teachers and associates for TAG, SPED and ELL students, included in our entire staff inservice on October 30 and March 12 put on by TAG, SPED and ELL teachers entitled: "How to Work With Kids Who are Different", and time will be spent in grade level team meetings at the elementary and middle school as well as department meetings at the high school to give strategies and best practice for working with TAG, SPED and ELL students. The administrative team of Jeff Herzberg, Denny Frey, Bill Mueller and Cory Jenness will be responsible for making sure this gets done. Minutes will be kept of the meetings as well

as a follow-up to each classroom teacher on how they are adapting the information to fit his/her classroom.

GLOB1. Global education will be incorporated into all appropriate areas of the curriculum as our standards and benchmarks are finalized by October 31, 2006. We will include the correct abbreviations in all of our curricular guides. Cory Jenness, elementary principal and curriculum director, will be responsible for making sure this is done.

CE1. Career education will be incorporated into all appropriate areas of the curriculum as our standards and benchmarks are finalized by October 31, 2006. We will include the correct abbreviations in all of our curricular guides. Cory Jenness, elementary principal and curriculum director, will be responsible for making sure this is done.

MCFG3. Multi Cultural Gender Fair (MCGF) education will be incorporated into the revised and updated Comprehensive School Improvement Plan (CSIP) in September of 2006. Jeff Herzberg, Superintendent of Schools, will be responsible for making sure this is done.

SIAC4. The School Improvement Advisory Committee made its first annual recommendations to the school board on July 10, 2006. The recommendations were created through data review and discussion about the purposes of school during the 2005-06 school year. The recommendations are attached and referenced as SIAC4. The minutes of the July 10 board meeting are also included and the section that describes this is also referenced as SIAC4. It will be the responsibility of Jeff Herzberg, Superintendent of Schools, to make sure that this is done on an annual basis.

Gifted and Talented Funding in Iowa

Iowa Code 257.46 Funding.

1. The budget of an approved gifted and talented children program for a school district, after subtracting funds received from other sources for the purpose, shall be funded annually on a basis of one-fourth or more from the district cost of the school district.
2. The remaining portion of the budget shall be funded by the thirty-eight dollar increase in allowable growth for the school budget year beginning July 1, 1999, multiplied by a district's budget enrollment. The thirty-eight dollar increase for the school budget year beginning July 1, 1999, shall increase in subsequent years by each year's state percent growth. School districts shall annually report the amount expended for a gifted and talented program to the department of education. The portion of a school district's budget which corresponds to the thirty-eight dollar increase in allowable growth for the school budget year beginning July 1, 1999, added to the amount in subsection 1, shall be utilized exclusively for a school district's gifted and talented program.
3. If any portion of the gifted and talented program budget remains unexpended at the end of the budget year, the remainder shall be carried over to the subsequent budget year and added to the gifted and talented program budget for that year.

CHAPTER 98 FINANCIAL MANAGEMENT OF CATEGORICAL FUNDING DIVISION I GENERAL PROVISIONS

281—98.1(256,257) Definitions.

"*Categorical funding*" means financial support from state and federal governments that is targeted for particular categories of students, special program, or special purposes. This support is in addition to school district or area education agency general purpose revenue, is beyond the basic educational program, and most often has restrictions on its use. Where categorical funding requires a local match, that local match also is considered to be categorical funding. Categorical funding includes both grants in aid and budgetary allocations. Although grants in aid and budgetary allocations are both categorical funding, they are defined separately to distinguish unique characteristics of each type of categorical funding.

"*Grants in aid*" means financial support that is either allocated to the school district or area education agency or for which a school district or area education agency applies, usually from state or federal appropriations. This support is paid separately from state foundation aid. In the general fund, grants in aid become miscellaneous income and increase budget authority when the support is received as revenue.

"*Budgetary allocation*" means the portion of the funding that is specifically earmarked for a particular purpose or designated program and which, in the case of the general fund, has been rolled into, or added to, the school district cost per pupil or school district regular program cost. Budgetary allocations may include both state aid and property tax. Budgetary allocations increase budget authority on the first day of the fiscal year for which the allocation has been certified or on the date that the school budget review committee approves modified allowable growth for a specific purpose or program; the budgetary authority remains even if the full amount of revenue is not received or if the local board does not levy a cash reserve. There is no assumption that a school district or area education agency will receive the same amount of revenue as it has received in budget authority due to delinquent property taxes, cuts in state aid, or legislative decisions to fund other instructional programs off the top of state aid. The school district or area education agency must expend the full amount of budgetary authority for the specific purposes for which it was earmarked. When the school district or state cost per pupil is transferred from one school district to another school district in the form of tuition as required by Iowa Code, any budgetary allocation that is included in the school district or state cost per pupil shall be considered transferred to the receiving school district and shall be expended for the specific purpose for which it was earmarked.

"Supplement, not supplant" means that the categorical funding shall be in addition to general purpose revenues; shall not be used to provide services required by federal or state law, administrative rule, or local policy; and that general purpose revenues shall not be diverted for other purposes because of the availability of categorical funding. Supplanting is presumed to have occurred if the school district or area education agency uses categorical funding to provide services that it was required to make available under other categorical funding or law, or uses categorical funding to provide services that it provided in prior years from general purpose revenues, or uses categorical funding to provide services to a particular group of children or programs that it uses general purpose revenues to provide the same or similar services to other groups of children or programs. These presumptions are rebuttable if the school district or area education agency can demonstrate that it would not have provided the services in question with general purpose revenues if the categorical funding had not been available.

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281—98.20(257) Gifted and talented program. Gifted and talented funding is included in the school district cost per pupil calculated for each school district under the school foundation formula. The per pupil amount increases each year by the allowable growth percentage. This amount must account for no more than 75 percent of the school district's total gifted and talented budget. The school district must also provide a local match from the school district's regular program school district cost and this portion must be a minimum of 25 percent of the total gifted and talented budget. In addition, school districts may have donations and grants, and the school district may contribute more local school district resources toward the program. The 75 percent portion, the local match, and all donations and grants shall be accounted for as categorical funding.

The purpose of the gifted and talented funding described in Iowa Code section 257.46 is to provide for identified gifted students' needs beyond those provided by the regular school program pursuant to each gifted student's individualized plan. The funding shall be used only for expenditures that are directly related to providing the gifted and talented program.

98.20(1) Appropriate uses of categorical funding. Appropriate uses of the gifted and talented program funding include, but are not limited to:

- a. Salary and benefits for the teacher of gifted and talented students. If the teacher is a part-time gifted and talented and a part-time regular classroom teacher, then the portion that is related to providing the gifted and talented program can be charged to the program, but the regular classroom portion could not.
- b. Staff development for the gifted and talented teacher.
- c. Resources, materials, software, supplies, purchased services that meet all of the following criteria: 1) meet the needs of K-12 identified students, 2) are beyond those provided by the regular school program, 3) are necessary to provide the services listed on the gifted student's individualized plan, and 4) will remain with the K-12 gifted and talented program.

98.20(2) Inappropriate uses of categorical funding. Inappropriate uses of the gifted and talented program funding include, but are not limited to, indirect costs or use charges, operational or maintenance costs, capital expenditures other than equipment, student transportation, administrative costs, or any other expenditures not directly related to providing the gifted and talented program beyond the scope of the regular classroom.

For questions, contact:

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