



STATE OF IOWA

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

DEPARTMENT OF EDUCATION
JUDY A. JEFFREY, DIRECTOR

June 14, 2005

Angel Melendez, Superintendent
Alburnett Community School District
P. O. Box 189
132 Roosevelt Street
Alburnett, IA 52202

Dear Superintendent Melendez:

The visiting team extends appreciation to the administration, staff, students, and community members for their time and cooperation during the comprehensive site visit. The Alburnett Community School District welcomed the team with gracious courtesy and hospitality.

The visiting team focused on six major areas of school improvement and accreditation referenced in this report. 281 – IAC 12.8(4)(a)(2) describes the purposes of the site visit:

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

The Site Visitation Team:

Department of Education Representatives

Debbie Boring	School Improvement Consultant
Eric Neesen	Consultant, Bureau of Children, Families, and Community Services

Area Education Agency Representatives

Brad Colton	School Improvement Consultant
Katie Virden	School Improvement Consultant

It is our hope that this report can provide guidance in enhancing student achievement in your school district. As 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.

In addition to areas of strength and suggested areas of improvement, the report may also describe areas of noncompliance. If areas of noncompliance are identified, the district administration must return a completed noncompliance plan of correction. Please articulate the actions the school district intends to take, the time needed to complete those actions on the plan of correction attached to this report, and return it to the visiting team leader within 45 business days.

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.

Grimes State Office Building - Des Moines, Iowa 50319-0146

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www.state.ia.us/educate

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

Thank you for your time and cooperation.

Sincerely,

Handwritten signature of Debbie Boring in cursive script.

Debbie Boring, Consultant
Bureau of Administration and
School Improvement Services

Handwritten signature of Pamela Pfizenmaier in cursive script.

Pam Pfizenmaier, Ph.D,
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

Comprehensive Site Visit
Iowa Department of Education

Alburnett Community School District

Team Findings
April 26-28, 2005

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

The following findings are based upon *interviews conducted* and *documents reviewed* on April 26-28, 2005.

Notes:

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

Component #1

Student Benefit as a Result of School Improvement

Progress on the following:

- Achievement of school/school district goals,
- Reduction of achievement gaps,
- Gathering and analysis of academic and non-academic student data. For example, non-academic might include data on student drug use and violence that reflects analysis – trends risk and protective factors, identified needs, and etc., and
- Progress toward other state indicators (dropout rate, enrollment in post-secondary, etc.).

Areas of Strength

1. The percentage of Alburnett students performing at the proficient level or above on the Iowa Test of Basic Skills (ITBS) and Iowa Test of Educational Development (ITED) has exceeded the state averages (2002-2004 biennium) in most cases over the past four years (see Table 1).

Table 1: The Percentage of Alburnett Students Proficient Compared to State Averages

Grade Level	Content Area	Alburnette				Iowa
		1999/01	2000/02	2001/03	2002/04	2002/04
Grade 4	Reading	74%*	75%*	76%*	82%	76.7%
	Mathematics	79%	79%	85%	89%	76%
	Science	77%	75%	82%	89%	NA
Grade 8	Reading	83%	82%	82%	77%	69.4
	Mathematics	88%	89%	85%	83%	72.2
	Science	81%	82%	85%	83%	78.0
Grade 11	Reading	77%	83%	74%*	80%	76.8
	Mathematics	83%	84%	85%	87%	78.6
	Science	75%*	81%	77%*	81%	79.0

Source: District Presentation to the Site Visit Team

* Not above the state average

2. The district is tracking ITBS and ITED student data by cohort groups over several years to look for trends in achievement and analyze student progress. Collapsing data across grades 7 through 10 reveals that over the past 3 years the district has made progress addressing the achievement gap in reading comprehension between students whose families qualify for free and/or reduced meals (Low Socioeconomic Status [Low SES]) and those students whose families do not (see Table 2).

The Percentage of Students Proficient in Reading Comprehension:
Subgroup Comparisons

Table 2

Subgroups	2003	2004	2005
Non Low SES Students	80%	79%	77%
Low SES Students	43%	46%	65%
Difference	-37%	-33%	-12%

Source: District Presentation to the Site Visit Team

3. The percentage of Alburnett students indicating intent to pursue post-secondary education was 98% for both 2002-03 and 2003-04, compared to the state average of 83.5 in 2004. The percentage of Alburnett students taking the American College Testing (ACT) is typically 70% or above. During the 2003-2004 school year 74% of Alburnett's seniors took the ACT, and during 2004-2005 78% of the seniors took the ACT. This compares to a state average of 67% (2004). During the past two school years, approximately 80% of Alburnett seniors who took the ACT scored 20 or better, a predictor of probable post-secondary success. Additionally, during the past four school years 100% of Alburnett's graduates completed a Core Program (i.e., four years of English, three years of Mathematics, three years of Science, and three years of Social Studies), compared to a state average of 66%.
4. The district has demonstrated its commitment to ensuring the success of all students. For example, at the secondary, the Success Center provides assistance to students who are identified as at-risk. Personal Education Plans (PEPs) are developed for each student, including specific student goals. Strategies are developed for parents, students, and teachers to ensure student success. The center also provides a setting for students with Individualized Education Plans (IEPs) to "trial out" of special education services. A full time teacher is assigned to the program, and data are collected to track student progress. Board members interviewed indicated that they have received presentations on this program and are kept informed as to its effectiveness.
5. The district has worked to develop a rigorous curriculum for its students. The district's high school graduation requirements (in place for at least 15 years) reflect the Iowa Learns Council's recommendation of four years of English, three years of mathematics, three years of science, and three years of social studies. Administrators indicated that all Alburnett High School students are required to take U.S. Government in grade 9, as well as at least one course in Algebra Concepts (includes the competencies of Algebra I). When necessary, students are provided two years to complete the competencies of the Algebra course. The first two years of the district's English courses emphasize writing, literature, and speech. All students in the district take a course in Physical Science, Chemistry, or Physics.
6. High school students interviewed reported numerous opportunities to participate in college level courses. The district staff reported that they "actively encourage" students to take advantage of these opportunities. The district works with Kirkwood Community College, Coe College, and Mount Mercy College to offer opportunities in Post-

Secondary Enrollment Options (PSEO) and dual credit courses (e.g., Business, Multimedia, and Accounting). The district plans to offer Advanced Placement (AP) courses in Calculus, English Literature/Composition, Spanish, and Chemistry (beginning with the 2005-06 school year). The district is also having conversations, including community input, regarding the possible “weightedness” of college level courses.

7. The district has obtained a grant to support its efforts with Positive Behavior Supports (PBS), K-12. The district is in its second year of participation and uses School Wide Information System (SWIS) data to track student behavior, including time, teacher, location, and type of behavioral issue. The secondary principal indicated that this system provides valuable data, helping to determine teacher classroom management needs and impact student behavior changes over time.
8. The Talented and Gifted program (TAG) program is providing many opportunities for elementary and middle school students, including activities such as mock trial experience and martial arts training. Teachers, administrators, and parents expressed their support for this program.
9. Numerous interviewees indicated that students at Alburnett are safe. They also reported that teachers care for kids and go out of their way to ensure that students succeed.
10. The district’s Career and Technical Education (CTE) teachers indicated they are enthusiastic about their role in ensuring the success of all students. CTE teachers indicated that the district supports their programs through equipment and other resources. They also indicated that some of the students they serve might not remain in school without the opportunity to participate in their programs. The hands on approach taken in these classrooms may account for the success of all students in these classes.
11. The district utilizes high school students as mentors for its elementary students. Additionally, the district has numerous community volunteers that support student learning.
12. The district provides opportunities for students to assume leadership roles. One example includes speech students making the daily announcements via the intercom.

Suggested Areas of Improvement

13. It was apparent through interviews that some teachers may not fully understand the purpose of the Instructional Decision-Making (IDM) Model. This model should not be viewed as a means to get students into special education; rather, it is a decision-making model intended to equip teachers with strategies for ensuring the success of all students in the regular classroom. The district may wish to establish a core leadership team, including members of administration, school counselor, and curriculum director, to plan and implement the IDM process as it helps both struggling and advanced learners.

14. District leaders indicated that the percentage of students with IEPs who are proficient on the ITBS/ITED (collapsed across grades 7-10) dropped dramatically from 2004 to 2005, particularly in reading comprehension (41% proficient in 2004 and 13% proficient in 2005). The district plans to study these and other data to determine an explanation and to plan for reversing this occurrence. The visiting team encourages the district to follow through with this plan.
15. The visiting team encourages the district to study the frequency of interruptions during the school via the intercom system and to find alternate ways to inform students and teachers. Students, parents, and teachers interviewed indicated concern regarding the frequency of interruptions. For example, during the second day of the site visit, at least 8 different announcements were made. Additionally, some students interviewed indicated that announcements are not heard in some areas of the school.
16. Parents and students interviewed indicated concern regarding the safety and organization of the parking lot. Specifically, elementary students walking in the midst of high school drivers was described as dangerous. The district may want to consider reviewing this situation and solicit parent and staff input prior to making changes.
17. The district is implementing Positive Behavior Supports (PBS) throughout the district. To date, teachers, associates, and secretaries have received PBS training. Students interviewed indicated that older students use foul language on the bus in front of younger students. The district reported that bus drivers would be trained in PBS next year at Grant Wood Area Education Agency (AEA 10). This should assist the district as it works toward a district-wide approach to PBS, which may help eliminate some of these behavioral issues.
18. Although documentation requirements are being met for the TAG program at the high school level, teachers interviewed indicated that instructional and curricula gaps have occurred in recent years. The district is encouraged to continue to look at ways to improve the opportunities for TAG students in the high school. Resources to consider include the Belin-Blank Center in Iowa City, as well as the talented and gifted consultant through GWAEA and other school districts in the area. Rosanne Malek at the Department of Education could provide assistance to the district as well: rosanne.malek@iowa.gov or 515-281-3199.
19. Most groups interviewed indicated that district facilities are a concern (e.g., space, number of classrooms, use of portables, small library, location of visiting team's locker room, and technology issues such as wiring and phone lines). The district is encouraged to continue to seek ways to address facilities needs.

Component #2

Leadership Aligned with School Improvement

Efforts of school/district leadership regarding:

- Involvement of stakeholders in leadership (students, parents, community, staff),
- Process used to establish goals,
- Development of content standards/benchmarks, and
- Planning to meet the educational needs of all students (special and general education, at-risk, talented and gifted, low-SES, minorities, ELL, and etc.).

Areas of Strength

20. The district's curriculum director is shared between two districts; however, most groups interviewed were appreciative of the level of support teachers and administrators receive, as well as the quality of information and data that is shared with the board, School Improvement Advisory Committee (SIAC), teachers, and other groups. Numerous interviewees indicated that, even when not embraced by all staff, she is able to deliver professional development in a manner that encourages participation and buy-in by most staff members.
21. The board attends Iowa Association of School Board (IASB) conferences and participates in Academy of Board Learning Experiences (ABLE) training. The Linn County board presidents also meet regularly to discuss local school issues.
22. Standards and benchmarks have been developed for every content area. Additionally, the district has been involved in curriculum mapping. Teachers revisit curriculum maps annually to make them "operational." Additionally, K-3 report cards are standards-based.
23. Numerous interviewees indicated that the district's K-12 Parent-Teacher Organization is strong. This organization is involved in annual fundraisers, volunteers to help with ice cream socials, fulfills teachers' wish lists, and donates approximately \$2,000 a year to the school.
24. Sports boosters and music boosters support the district. Sports boosters (7-12) run the concession stands and sell T-shirts, blankets, and hats. Approximately \$20,000 dollars a year is donated by this organization to the district for athletics. Music boosters chaperone contests and trips, and help with the Coffee House Musical in the fall. Additionally, they organize an annual carnival to raise funds for instruments and uniforms.
25. Alburnett Community School District Foundation supports both the community and the school district. The foundation plans to build a multi-million dollar community complex south of town. Phase I of this project will include a walking trail, playground, and a park pavilion. Phase II will include a baseball and football field, to be donated back to the district. Additionally, the foundation offers \$2000 annually in grant money for which teachers can apply.

26. The district's SIAC includes approximately 20 members and is active in school improvement efforts. The SIAC meets regularly to discuss data and student achievement. SIAC members interviewed indicated that members are committed, conscientious, and pragmatic. Interviewees indicated they recognize the need for facilities change, as well as the need for planning prior to any change.
27. Students with IEPs who are participating in the general education setting at least 80% of the time is higher than the AEA and state averages for students, ages 7-21 (Least Restrictive Environment [LRE]). At the district level, 56.67% of the students are served in the LRE, compared to 50.30% for the AEA and 44.75 for the state.

Suggested Areas of Improvement

28. Numerous interview groups (including district employees and community members) indicated that communication is an area of concern. Given the consistency and frequency of comments made by a variety of groups during the site visit, the district may want to find ways to identify specific concerns and to follow up on recommendations made by interviewees, including the following:
- The administration is encouraged to respond promptly to parent and staff concerns, communicate changes and decisions to staff in a timely manner, and communicate daily and monthly activities to the community in a way that is well-timed and easily accessible to all (e.g., website updates).
 - The district is encouraged to clearly outline the proper "chain of command" for communicating areas of concern to teachers, administrators, and the board. In order for concerns to be addressed effectively, communication must occur between the appropriate parties—in a timely manner, resulting in a swift response. This process, practiced consistently, can help maintain a healthy relationship between all parties. The district is encouraged to work to improve communication with stakeholders. This may impact stakeholder perception of what happens when concerns are raised.
29. As the district continues its work with standards and benchmarks, it is encouraged to ensure that all teachers understand the process by which they are to be developed. Some teachers interviewed indicated they wrote the standards and benchmarks for their curricular areas according to what they were already teaching and that the standards and benchmarks would be revised to match any new curriculum that the district adopts. The district is encouraged to help all staff understand that standards and benchmarks are developed according to what the district determines is important for all students to learn and that resources such as textbooks are tools to help teach that curriculum.
30. Numerous teachers interviewed indicated they have not benefited from their involvement with the Iowa Teaching Standards, the development of professional portfolios, and ASCC (Alburnett, Springville, and Central City) consortium projects. Teachers interviewed were unable to describe how these and other district initiatives have helped them as professionals or have caused them to do things differently with regard to their teaching. The district is encouraged to help teachers understand that teaching standards, portfolios, and projects are intended to assist in the identification

of areas for needed growth by helping staff to reflect on their own teaching and are to be used as tools for learning, not punitive processes. When teachers refer to the Iowa Teaching Standards by saying things like, "we already do all these things," it may be an indication that they do not understand the intent of the standards.

31. Numerous groups interviewed indicated that the district parents are supportive of the district and are willing to participate and volunteer where opportunities exist. Parents interviewed were unaware of the existence of volunteer opportunities other than the booster clubs and PTO; however, several indicated that they would do more for the district if they were aware of other opportunities. The district is encouraged to consider communicating other opportunities with parents. Existing means of communication may be useful (e.g., website and district newsletters). Additionally, the district is encouraged to seek out a volunteer coordinator who could keep track of where the needs are for volunteers and coordinate these efforts district-wide.
32. The district has designated teacher representatives to work with the Professional Development Consortium; however, no building leadership teams have been organized. The district indicated that these teams are planned for next year to serve as lead learning teams. The district is encouraged to consider how these teams might be interfaced with IDM core teams to more effectively look at both student-specific and district-wide data.
33. Members from community groups such as the PTO, Booster Clubs, and the Alburnett Foundation indicated that they would like to see greater administrative participation at their meetings. Because these groups provide volunteer and financial support to the district, the district is encouraged to consider how it might be more involved with these groups.
34. Numerous groups interviewed indicated concern regarding how administrators handle problems/concerns within the district. Some interviewees indicated a perception that many issues are not addressed in a timely manner, if at all. It is possible that the issues are addressed quietly, so as to not violate students' right to privacy. It is also possible that with the turnover in administration in the past few years stakeholders have not understood the change in style of leadership that has accompanied these leadership changes. Some interviewees reported going directly to board members because they perceive that is the only way to resolve issues. The district is encouraged to assist stakeholders to utilize the proper chain of command when they have concerns/questions.

Component #3

Implementation of Action Plans for School Improvement

Monitoring of the following:

- Classroom instruction based on standards and benchmarks,
- Instructional and behavioral strategies based on research,
- Iowa Teaching Standards, and
- Implementation of action plans including resource allocation (e.g., materials, money, time, and people).

Areas of Strength

35. The district has committed numerous resources to meeting the needs of all students, including full time guidance counselors and media support at each building level, a full-time nurse (K-12), numerous associates (K-12), Title I teachers, and a full-time Success Center teacher.
36. The district is using data to make curricular decisions. Examples include the adoption of specific curriculum for some classes that support struggling learners (e.g., AIMS for the Algebra Concepts class and History Alive curriculum). Other decisions driven by data include providing professional development to secondary teachers in the area of differentiated instruction and the possibility of hiring a learning strategist to work with students and teachers.
37. The district has incorporated the Iowa Teaching Standards into the teacher evaluation process for three years even though it is not yet a state requirement. Teachers are aware of the standards and criteria and are gathering artifacts for portfolios to exhibit their proficiency.
38. The district plans to open its elementary library to students and parents during the month of June. The library will be open three hours a day on Monday through Thursday. Additionally, the media specialist's extended contract has been revised to allow for the addition of a structured reading program for all interested elementary students. The district has also coordinated with the private daycare providers in the district and encouraged them to utilize the library. Alburnett does not have a public library, and the district's superintendent indicated that this is just one way the district is attempting to keep students reading during the summer months. The superintendent also indicated that if this program is successful during the month of June, the district would consider extending it into the month of July.

Suggested Areas of Improvement

39. The district's service delivery plan for special education is dated 1997. The district is encouraged to revise its plan to address several issues. One issue includes the increasing number of associates to meet the needs of the increasing number of students with high needs. As the needs of these students change, the district may want to develop criteria for adding/removing associates. Additionally, the district

utilizes associates (several of whom are certified teachers) for hall duty and to monitor study hall, when they might be more effectively utilized to provide direct services to students. Support staff interviewed also reported little opportunity for associates to participate in professional development. The district may be able to address all these concerns in its revised service delivery plan.

40. Several interviewees indicated a perception that the district is “lagging behind” in the area of technology. They also indicated, “technology is changing, but we are not.” Others reported that, with regard to technology, facilities are an issue (e.g., wiring, and lack of private area for phone use). Other interviewees stated, “we are so data driven now. The technology needs to support that.” As the district continues its conversations around facilities, it is encouraged to plan ways to increase technology opportunities.
41. Numerous interviewees indicated that teachers’ use of technology varies widely across the district. They reported that teachers use the district’s computer lab on an inconsistent basis and that several teachers do not answer e-mail from parents. The district is encouraged to ensure that all teachers use the district’s existing technology, especially with regard to responding to parent e-mails.
42. Parents and students interviewed were unaware of the district’s standards and benchmarks. The district is encouraged to use means that already exist (e.g., district newsletters and website) to inform stakeholders regarding district standards and benchmarks.
43. The Alburnett CSD developed a Special Education Instructional Delivery Service Plan in 1997. Since that time many changes have taken place in special education practice and legislation. The District is encouraged to review and revise its plan to reflect changes in the organization and delivery of special education services. The continuum of services should be addressed and the weightings of students reviewed by the Grant Wood AEA Regional Administrator as a part of this process.

Component #4

Professional Development Aligned with School Improvement

Progress with the following:

- The alignment of professional development (focused on instruction and student behavior) with the school's/school district's goals,
- The impact of professional development on improved teaching and learning (including summaries of data analysis),
- The impact of professional development on the achievement of the school's/school district's goals, and
- Mentoring and Induction.

Areas of Strength

44. The district is working with the ASCC Consortium to provide joint professional development. Teachers have focused on data collection and analysis with regard to reading. Secondary and elementary teachers indicated that meeting with other job-alike teachers through the consortium has been a valuable experience. As a part of the work through the consortium, teachers were required to complete a project based upon a teaching strategy they chose to implement in their classrooms and collect data to demonstrate progress. Teachers have opportunities to provide input for consortium through the district advisory committee.
45. Secondary teachers interviewed indicated they have unlimited access to professional development days (i.e., conferences and training sessions) as long as they are used to support the district's CSIP goals. They also reported that they are held accountable to share new information with other teachers.
46. Career and Technical Education (CTE) teachers expressed appreciation for being included in the district's professional development. They indicated that they value the instructional strategies learned and are able to adjust/apply these to their instruction.
47. Several interviewees indicated that the district's Mentoring and Induction program is effective. They also indicated that teachers who serve as mentors are strong instructional leaders. Numerous interviewees indicated that first- and second-year teachers receive tremendous support through this program.

Suggested Areas of Improvement

48. Teachers interviewed indicated that they have had little input into planning for professional development. Some teachers interviewed indicated that input had been limited to a teacher survey. Establishing Lead Learning Teams (one for elementary and one for secondary) may provide the impetus for teachers to have more input into the professional development in the future.
49. The purpose of professional development is to provide a structured, supportive, and collaborative environment to promote professional growth that will further the district's CSIP goals in order to increase student achievement. Interviews with teachers revealed, in numerous cases, a lack of understanding of the importance and value of

continuous improvement. The purpose of professional development and the Iowa Teaching Standards is for continuous teacher improvement. If teachers believe they already know what they need to know to be maximally effective, continuous improvement is not likely to exist. The district is encouraged to help teachers understand that while teachers are professionals, there is always room for improvement. The district is encouraged to find ways to increase teacher buy-in for professional development and continual reflection on the Iowa Teaching Standard.

50. The district has several days planned for in-service for the 2005-06 school year; however, only a limited number of days are actually allocated for professional development. The district is encouraged to consider ways to increase the number of days/hours designated for professional development to promote increased teacher effectiveness.

Component #5

Evaluation and Reporting of School Improvement Results

Processes to assess and evaluate:

- Assessment systems to evaluate student progress,
- Assessment systems to evaluate staff,
- Strategies to evaluate programs (academic and non-academic),
- Reporting to public and distribution of the APR, and
- Monitoring and adjustment of Action Plans.

Areas of Strength

51. In addition to administration of the Iowa Tests mid-year, the district uses the Measures of Academic Progress (MAP) in the fall and spring to assess student progress. Teachers interviewed indicated that the MAP provides them with information useful for grouping students, determining strengths and needs, making changes in instruction, and training staff in how to analyze data. The district utilizes the GWAEA Online Assessment System for analyzing and displaying data.
52. When ITBS data indicated a need for additional instruction in the areas of mathematics computation and Language Arts, courses were created to address these areas. These core extension classes were added at grade 7.
53. The district uses tools in addition to the ITBS to monitor reading progress at the elementary, including the following:
- Accelerated Reader (AR)
 - Basic Reading Inventory (BRI)
 - Linn County Kindergarten Assessment
- Additionally, the district is investigating the possibility of using Dynamic Indicators of Basic Early Literacy (DIBELS) next school year.

54. Numerous groups interviewed expressed an appreciation for the work of the district's curriculum director to implement a district-wide assessment system. Additionally, interviewees reported that she works effectively to analyze and display data in a way that helps teachers, board members, and SIAC members understand it.

55. The district has begun to collect data to evaluate the effectiveness of some of its programs. The Success Center teacher collects data on student achievement across multiple years to determine the effectiveness of that program. This information is presented to the board annually. The media specialist collects, analyzes, and presents data to the board as well. The Title I teacher receives information on the effectiveness of the program from parents through the use of a survey. Additionally, SWIS data are collected to assist in the evaluation of the Positive Behavior Supports (PBS) program.

Suggested Areas of Improvement

56. Multiple interview groups noted communication as an area of need for improvement. The district is encouraged to use its website and other existing/new means to communicate information to stakeholders regarding the APR, standards and benchmarks, teacher information, student work, school activities, and volunteer needs.

57. Parents interviewed indicated that an Emergency Information System, an automated e-mail notification system to inform parents about school closings and other last minute information, was donated to the district by the Parent-Teacher Organization but is not being used. The district is encouraged to review the use of this system to determine the current extent/possibility of its use to communicate with parents.

Component #6 Other Areas

The following specific areas were considered in this section:

- licensure and certification issues
- board policy manual review
- record keeping
- school calendar issues

Areas of Strength

58. None Noted

Suggested Areas of Improvement

59. Most groups interviewed indicated concerns regarding the hot lunch program, including quality, inadequate portions, lack of choice, lack of nutritional value, and high number of carbohydrates. The visiting team encourages the district leadership to cooperate with food service personnel to develop ways to address stakeholder concerns.

Alburnett 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.

60. The school district has corrected its citations of special education non-compliance issues resulting from the district's special education self-assessment that the district completed during the 2003-04 school year.

Alburnett School District's Compliance Status in other Federal Programs:

Alburnett 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.

Alburnett 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.

Alburnett 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.

Alburnett 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.

Alburnett School District's Title V (Innovative Programs) Compliance Status

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

Alburnett 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.

(Signature of Superintendent of Public School District or Administrator of Accredited Nonpublic School)



Debbie Boring, Consultant
Bureau of Administration and
School Improvement Services

A handwritten signature in black ink that reads "Pamela Pfitzenmaier". The signature is written in a cursive style with a large initial 'P'.

Pam Pfitzenmaier, Ph.D,
Administrator
Division of Early Childhood, Elementary, and Secondary Education
Iowa Department of Education

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