BOARD REPORT
August 17, 2015

Educating people to be life-long learners and respectful, responsible citizens
August 14, 2015

To: All School Board Members
From: Jean Peterson, Superintendent

Re: Working agenda for the public hearing and regular meeting on Monday, August 17, 2015 beginning at 5:45 p.m. at the School Administration Office, 1207 First Street West, Independence, Iowa

PUBLIC HEARING

1. PLEDGE OF ALLEGIANCE
   A. Call to Order

2. INSTRUCTIONAL SUPPORT LEVY
   Discussion

3. ADJOURNMENT
   Motion

REGULAR MEETING

1. CALL TO ORDER

2. FRIENDS OF EDUCATION
   A. Bob Beatty
   We would like to thank Bob Beatty for allowing the Buchanan County Success Center students to come to the Falcon Center to complete hours towards their PE credits.

   B. First Presbyterian Church
   We would like to thank the First Presbyterian Church for donating supplies and snacks for summer school students.

3. CONSIDERATION OF ACTION ON CONSENT ITEMS
   A. Approval of the minutes of the regular meeting on July 28, 2015.
   I am seeking approval of the minutes.
   Motion 3.A.

   B. Approval of Agenda
   I am seeking approval of the agenda.
C. Approval of Board Policies (*changes noted)

**Second Readings:**

<table>
<thead>
<tr>
<th>POLICY #</th>
<th>POLICY NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>905.2* Advertising and Promotion</td>
</tr>
<tr>
<td>2.</td>
<td>203 Board of Directors’ Conflict of Interest</td>
</tr>
<tr>
<td>3.</td>
<td>204 Code of Ethics</td>
</tr>
<tr>
<td>4.</td>
<td>205.1 Board Security and Protection</td>
</tr>
<tr>
<td>5.</td>
<td>205.2 Board Member Liability</td>
</tr>
<tr>
<td>6.</td>
<td>206.1 President</td>
</tr>
<tr>
<td>7.</td>
<td>206.2 Vice President</td>
</tr>
<tr>
<td>8.</td>
<td>206.3 Secretary-Treasurer</td>
</tr>
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<td>9.</td>
<td>207 Board of Directors’ Legal Counsel</td>
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<td>10.</td>
<td>208 Board of Directors’ Self-Evaluation</td>
</tr>
<tr>
<td>11.</td>
<td>209.1 and 209.1E1 Ad Hoc Committees and Ad Hoc Committees Exhibit</td>
</tr>
</tbody>
</table>

*I am seeking approval of the above policies’ second readings.*

**First Readings:**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>402.2* &amp; 402.2R1 Child Abuse Reporting and Child Abuse Reporting Regulation</td>
</tr>
<tr>
<td></td>
<td><em>(I am requesting the Board waive the second reading of this policy.</em></td>
</tr>
<tr>
<td>2.</td>
<td>503.1* &amp; 503.1R1 Student Conduct and Student Suspension</td>
</tr>
<tr>
<td></td>
<td><em>(I am requesting the Board waive the second reading of this policy.</em></td>
</tr>
<tr>
<td>3.</td>
<td>505.3* Student Promotion – Retention – Acceleration</td>
</tr>
<tr>
<td></td>
<td><em>(I am requesting the Board waive the second reading of this policy.</em></td>
</tr>
<tr>
<td>4.</td>
<td>210.1 Development of Policy</td>
</tr>
<tr>
<td>5.</td>
<td>210.2 Adoption of Policy</td>
</tr>
<tr>
<td>6.</td>
<td>210.3 Dissemination of Policy</td>
</tr>
<tr>
<td>7.</td>
<td>210.4 Suspension of Policy</td>
</tr>
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<td>8.</td>
<td>210.5 Administration in the Absence of Policy</td>
</tr>
<tr>
<td>9.</td>
<td>210.6 Review and Revision of Policy</td>
</tr>
<tr>
<td>10.</td>
<td>210.7 Review of Administrative Regulations</td>
</tr>
</tbody>
</table>

*I am seeking approval of the above policies’ first readings.*

**D. Resignations**

<table>
<thead>
<tr>
<th>NAME</th>
<th>ASSIGNMENT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben Knake</td>
<td>Assistant Boys Basketball Coach</td>
<td>07/28/2015</td>
</tr>
<tr>
<td>Michelle Kuper</td>
<td>West Elem 5.0 hr Custodian</td>
<td>08/17/2015</td>
</tr>
<tr>
<td>Nicolas Mendez</td>
<td>Marching Band</td>
<td>07/28/2015</td>
</tr>
<tr>
<td>Austin Pink</td>
<td>Assistant Baseball Coach</td>
<td>08/11/2015</td>
</tr>
<tr>
<td>Austin Pink</td>
<td>.5 FTE Strength and Conditioning Coach</td>
<td>08/11/2015</td>
</tr>
<tr>
<td>Barb Reck-Straw</td>
<td>West Elem 7.0 hr Special Ed Para</td>
<td>07/27/2015</td>
</tr>
</tbody>
</table>

*I am seeking approval of the above resignation(s).*
E. Transfers/Reassignments

<table>
<thead>
<tr>
<th>NAME</th>
<th>PREVIOUS ASSIGNMENT</th>
<th>NEW ASSIGNMENT</th>
<th>SALARY</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Bjorheim</td>
<td>West Elem 4.0 hr Custodian</td>
<td>West Elem 8.0 hr Custodian</td>
<td>$11.50/hr</td>
<td>08/18/2015</td>
</tr>
<tr>
<td>Mark Geertsma</td>
<td>JH Boys Basketball Coach</td>
<td>Assistant Boys Basketball Coach</td>
<td>$3,658</td>
<td>11/16/2015</td>
</tr>
<tr>
<td>Judi Ladeburg</td>
<td>BCSC 7.0 hr/3days/wk Sp Ed Para</td>
<td>West Elem 7.0 hr Sp Ed Para</td>
<td>$9.40/hr</td>
<td>08/31/2015</td>
</tr>
<tr>
<td>April Loomis</td>
<td>ECC 5.5 hr Special Ed Para</td>
<td>ECC 5.5 hr Sp Ed Para</td>
<td>$9.40/hr</td>
<td>08/31/2015</td>
</tr>
</tbody>
</table>

I am seeking approval of the above transfer(s)/reassignment(s)

F. New Hires (pending acceptable background checks)

<table>
<thead>
<tr>
<th>NAME</th>
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<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don Butler</td>
<td>Bus Garage 4.25 hr Bus Driver</td>
<td>$14.65/hr</td>
<td>08/31/2015</td>
</tr>
<tr>
<td>Jess Chesmore</td>
<td>Assistant Girls Basketball Coach</td>
<td>$2,845</td>
<td>11/16/2015</td>
</tr>
<tr>
<td>Amy Copenhaver</td>
<td>ECC/PK4 Sites .5 FTE PK4 Academic Interventionist</td>
<td>$18,700</td>
<td>08/24/2015</td>
</tr>
<tr>
<td>Amy Copenhaver</td>
<td>West Elem .5 FTE Reading Interventionist</td>
<td>$18,700</td>
<td>08/24/2015</td>
</tr>
<tr>
<td>Jamie Even</td>
<td>JH Volleyball Coach</td>
<td>$1,842</td>
<td>08/24/2015</td>
</tr>
<tr>
<td>Joseph Fisher</td>
<td>Marching Band</td>
<td>$2,311</td>
<td>08/17/2015</td>
</tr>
<tr>
<td>Cheryl Goins</td>
<td>Bus Garage 4.0 hr Special Education Para</td>
<td>$9.25/hr</td>
<td>08/31/2015</td>
</tr>
<tr>
<td>Kate Miller</td>
<td>Large Group Speech Director</td>
<td>$1,981</td>
<td>12/01/2015</td>
</tr>
<tr>
<td>Tim Nelson</td>
<td>Assistant Boys Basketball Coach</td>
<td>$3,658</td>
<td>11/16/2015</td>
</tr>
<tr>
<td>Andrea Schmadeke</td>
<td>JSH 3.0 hr Food Service Worker</td>
<td>$9.25/hr</td>
<td>08/28/2015</td>
</tr>
<tr>
<td>Ivan Steinbeck</td>
<td>Bus Garage 4.0 hr Bus Driver</td>
<td>$14.55/hr</td>
<td>08/31/2015</td>
</tr>
<tr>
<td>Dan Sweeney</td>
<td>JH Football Coach</td>
<td>$1,588</td>
<td>08/24/2015</td>
</tr>
</tbody>
</table>

I am seeking approval of the above new hire(s).

G. Approval of Financial Reports
   1. Approval of Bills – Director Donnelly will have reviewed the bills
   2. Vendor Report
   3. Board Report
   4. Budget Report

Motion 3.G.

ANNOUNCEMENTS, COMMUNICATIONS and PRESENTATIONS

A. Comments from the Public. Residents of the District, students attending the District, parents/guardians of students attending the District, and District staff members may address the Board about any topic relevant to the District whether on the current agenda or not. Those who wish to speak must sign up at the beginning of the meeting. Speaker’s participation is limited to three minutes once per board meeting. The Board President may need to reduce the three-minute time limit to accommodate more speakers in the 20 minutes allotted for the public forum. The Board must approve an extension of the 20-minute time allocation to allow all speakers up to three-minutes. The views and opinions of citizens addressing the Board do not necessarily reflect those of the Board, District administration, or staff. We ask speakers to remember that Iowa law prohibits the Board from discussing specific employees or students or their performance. Student speakers will state their name and school. Others will state their name and address.

B. Comments from the Board/Superintendent
C. Presentations
1. Buchanan County REAP Plan – Eric B. Smith
3. Professional Learning Communities Conference – Admin Team
4. Traffic Flow – Admin Team and Eric B. Smith

5. REPORTS
   A. Building Administrator Reports
      1. Junior-Senior High School Principal
      2. Junior-Senior High School Assistant Principal
      3. West Elementary Principal
      4. East Elementary/Early Childhood Center Principal
   B. Activities Director Report
   C. Director of School Improvement Report
   D. Director of Technology Report
   E. Director of Food Service Report
   F. Director of Buildings & Grounds Report
   G. Director of Transportation Report

6. OLD BUSINESS
   A. Sustainable Independence – Wendy VanDeWalle Discussion 6.A.
   B. Sustainable Independence – Wendy VanDeWalle Motion
   C. Board Policy 906.1 and 906.1E1 Community Use of School District Facilities & Equipment Discussion 6.C.
   D. Board Policy 906.1 and 906.1E1 Community Use of School District Facilities & Equipment Motion

7. NEW BUSINESS
   A. Instructional Support Levy Resolution Motion 7.A.
   
   **Roll Call Vote**
   B. Contract with Hawkeye Stages Charter #24664 for the Band Trip to Des Moines, IA Motion 7.B.
   C. Contract with Hawkeye Stages Charter #24665 for the Band Trip to Indianapolis, IN Motion 7.C.
   D. Travel Request – October, 2015 National FFA Convention in Louisville, KY Motion 7.D.
   E. Precision Drive LLC Agreement Motion 7.E.
F. Junior Achievement of Eastern Iowa Memorandum of Agreement for 2015-2016  Motion 7.F.

G. Level I, Level II Investigator and Alternate for 2015-2016  Motion 7.G.

H. Student/Parent Handbook for Activities Participation 2015-2016  Motion 7.H.

8. ADJOURNMENT  Motion

UPCOMING MEETINGS –

**Monday, September 21st** Regular Meeting 6:00 p.m. - Central Office Board Room, Independence
Independence Community School Board Minutes
Regular Meeting
July 28, 2015

A regular meeting of the Independence Community School Board was called to order at 6:30 p.m. by Chairperson Brian C. Eddy at the Administration Building, Independence, Iowa.

Members Present: Chairperson Brian C. Eddy, Heather Meador, Rusty Donnelly, Shelly Whited and Eric Smith- by phone

Superintendent Present: Jean Peterson

Board Sec. /Treas. Present: Lynnette Engel

1. CONSIDERATION OF ACTION ON CONSENT ITEMS – Motion Meador, second Whited to approve IA – F with the modification to waive the 1st reading of policy #904.5 and 904.5R1. All voted “aye”. Motion carried.

A. Approval of the minutes of the regular meeting on June 15, 2015, the public hearing on June 25, 2015, the public hearing on June 25, 2015 and the special meeting on July 1, 2015.

B. Approval of Agenda

C. Approval of Board Policies

Second Readings:

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<thead>
<tr>
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<tr>
<td>1. 200.1</td>
<td>Role of the Board of Directors</td>
</tr>
<tr>
<td>2. 200.2*</td>
<td>Organization of the Board of Directors</td>
</tr>
<tr>
<td>3. 200.3</td>
<td>Powers of the Board of Directors</td>
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<tr>
<td>4. 200.4</td>
<td>Responsibilities of the Board of Directors</td>
</tr>
<tr>
<td>5. 201</td>
<td>Board of Directors’ Elections</td>
</tr>
<tr>
<td>6. 202.1</td>
<td>Qualifications</td>
</tr>
<tr>
<td>7. 202.2</td>
<td>Oath of Office</td>
</tr>
<tr>
<td>8. 202.3</td>
<td>Term of Office</td>
</tr>
<tr>
<td>9. 202.4</td>
<td>Vacancies</td>
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<tr>
<td>10. 202.5</td>
<td>Individual Authority</td>
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<td>1.</td>
<td>904.5 and 904.5R1* Distribution of Materials and Distribution of Materials Regulation</td>
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<td>2.</td>
<td>905.2* Advertising and Promotion</td>
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<td>206.1 President</td>
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<td>13.</td>
<td>601.1* School Calendar</td>
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<td></td>
<td>(I am requesting the Board waive the second reading of this policy.)</td>
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<tr>
<td>14.</td>
<td>604.1* Competent Private Instruction</td>
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<td>(I am requesting the Board waive the second reading of this policy.)</td>
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<td>15.</td>
<td>604.8* Dual Enrollment</td>
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D. Resignations

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<tbody>
<tr>
<td>Ron Hearn</td>
<td>Assistant Boys Basketball Coach</td>
<td>07/06/2015</td>
</tr>
<tr>
<td>Donna Simmons</td>
<td>JSH 5.5 hr Special Education Para</td>
<td>07/10/2015</td>
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<tbody>
<tr>
<td>Carol Smith</td>
<td>ECC 5.5 hr Special Ed Para</td>
<td>JSH 7.0 hr Behavior Interventionist Para</td>
<td>$10.80/hr</td>
<td>08/31/2015</td>
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F. New Hires (pending acceptable background checks)

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<tbody>
<tr>
<td>Dave Martin</td>
<td>Assistant Boys Basketball Coach</td>
<td>$3,658</td>
<td>11/16/2015</td>
</tr>
</tbody>
</table>

G. Approval of Financial Reports – Motion Meador, second Whited to approve the Financial Reports. All voted “aye”. Eddy abstained. Motion carried 4-0
1. Approval of Bills
2. Vendor Report
3. Board Report
4. Budget Report
3. ANNOUNCEMENTS, COMMUNICATIONS and PRESENTATIONS
A. Comments from the Public – No comment cards were submitted

B. Comments from the Board/Superintendent
Mrs. Whited attended the Jazz Band Camp Concert and was amazed at the exceptional performance that was put on as well as the number of students involved. She also updated the board on the moonlight soccer group that has around 20 students grades 9-12 participating.
Mr. Smith also attended the Jazz Band Camp Concert and was impressed with the work that was done to turn our facility into a rock and roll venue. Was great to see the facility in full use.
Mr. Eddy gave an update on the baseball/softball portions of the Final Push projects and informed the board revisions are being made to the scope to get the project within budget. Additional features could be added in the future with donated funds.
Superintendent Peterson informed the board the administrators are busy planning for the new school year. She also invited the board for a tour of the newly remodeled East kitchen before the August board meeting.

4. OLD BUSINESS
A. Advertising Contract with Varsity Group Marketing through June 1, 2017 – Motion Meador, second Whited to approve. All voted “aye”. Motion carried.

5. NEW BUSINESS
A. Travel Request Form – November, 2015 Band Trip to Indianapolis, IN – Motion Whited, second Meador to approve. All voted “aye”. Motion carried.
B. Travel Request Form – December, 2016 Band/Choir Trip to Orlando, FL – Motion Meador, second Donnelly to approve. All voted “aye”. Motion carried.
C. Transportation Shared Services Agreement with Jesup Schools for 2015-2016 – Motion Meador, second Donnelly to approve. All voted “aye”. Motion carried.
D. Remote Deposit Services Agreement with BankIowa – Motion Meador, second Donnelly to approve. All voted “aye”, Whited abstained. Motion carried 4-0.
E. Originating Depository Financial Institution/Originator Agreement with BankIowa – Motion Meador, second Donnelly to approve. All voted “aye”, Whited abstained. Motion carried 4-0.
F. 2015-2016 Faculty Handbooks – Motion Meador, second Donnelly to approve subject to stated corrections being made. All voted “aye”. Motion carried.
G. 2015-2016 Student Handbooks – Motion Meador, second Whited to approve subject to state corrections being made. All voted “aye”. Motion carried.
H. 2015-2016 Activities Handbook – Motion Meador, second Whited to approve subject to stated corrections being made. All voted “aye”. Motion carried.
I. Discussion was held by the Board to choose their top four legislative priorities to send to Iowa Association of School Boards.
J. 2016 IASB Legislative Priorities – Motion Smith, second Whited to approve Finance A, Equity A, Equity M and Equity O as the top four legislative priorities. All voted “aye”. Motion carried.

6. ADJOURNMENT
Motion Meador, second Whited to adjourn the meeting at 7:23 p.m. All voted “aye”. Motion carried.

Brian C. Eddy Lynnette Engel
Chairperson Board Sec. /Treas.
ADVERTISING AND PROMOTION

The use of students, the school district name, school logos, or its buildings and sites for advertising and promoting products and/or services of entities and organizations operating for a profit shall be disallowed. Nonprofit entities and organizations may be allowed to use students, the school district name, school logos, or its buildings and sites if the purpose is educationally related and prior approval has been obtained from the board.


Cross Reference: 402.9 Solicitations from Outside
504.6 Student Fund Raising
905 Community Activities Involving Students

Approved 11/1/2004 Reviewed 04/19/2010 Revised _______
BOARD OF DIRECTORS’ CONFLICT OF INTEREST

Board members must be able to make decisions objectively. It is a conflict of interest for a board member to receive direct compensation from the school district, unless exempted in this policy, for anything other than reimbursement of actual and necessary expenses, including travel, incurred in the performance of official duties. A board member will not act as an agent for a school textbook or school supply company doing business with the school district during the board member's term of office. It will not be a conflict of interest for board members to receive compensation from the school district for contracts to purchase goods or services if the benefit to the board member does not exceed $2,500 in a fiscal year or if the contracts are made by the board, upon competitive bid in writing, publicly invited and opened.

The conflict of interest provisions do not apply to a contract that is a bond, note or other obligation of a school corporation if the contract is not acquired directly from the school corporation, but is acquired in a transaction with a third party, who may or may not be the original underwriter, purchaser, or obligee of the contract, or to a contract in which a director has an interest solely by reason of employment if the contract was made by competitive bid, in writing, publicly invited and opened, or if the remuneration for employment will not be directly affected as a result of the contract and duties of employment do not involve any of the preparation or procurement of any part of the contract. The competitive bid section of the conflict of interest provision does not apply to a contract for professional services not customarily competitively bid.

It will also be a conflict of interest for a board member to engage in any outside employment or activity which is in conflict with the board member's official duties and responsibilities. In determining whether outside employment or activity of a board member creates a conflict of interest, situations in which an unacceptable conflict of interest is deemed to exist includes, but are not limited to, any of the following:

(1) The outside employment or activity involves the use of the school district's time, facilities, equipment and supplies or the use of the school district badge, uniform, business card or other evidence of office to give the board member or member of the board member's immediate family an advantage or pecuniary benefit that is not available to other similarly situated members or classes of members of the general public. For purposes of this section, a person is not "similarly situated" merely by being related to a board member.

(2) The outside employment or activity involves the receipt of, promise of, or acceptance of more or other consideration by the board member or a member of the board member's immediate family from anyone other than the state or the school district for the performance of any act that the board member would be required or expected to perform as part of the board member's regular duties or during the hours in which the board member performs service or work for the school district.

(3) The outside employment or activity is subject to the official control, inspection, review, audit, or enforcement authority of the board member, during the performance of the board member's duties of office or employment.
BOARD OF DIRECTORS' CONFLICT OF INTEREST

If the outside employment or activity is employment or activity in (1) or (2) above, the board member must cease the employment of or activity. If the activity or employment falls under (3), then the board member must:

- Cease the outside employment or activity; or
- Publicly disclose the existence of the conflict and refrain from taking any official action or performing any official duty that would detrimentally affect or create a benefit for the outside employment or activity.

Official action or official duty includes, but is not limited to, participating in any vote, taking affirmative action to influence any vote, or providing any other official service or thing that is not available generally to members of the public in order to further the interests of the outside employment or activity.

When procurement is supported by Federal Child Nutrition funds, employees will not participate in the selection, award, or administration of a contract if there is a real or apparent conflict of interest in the contract. Contract, for purposes of this paragraph, includes a contract where the employee, employee's immediate family, partner, or a non-school district employer of these individuals is a party to the contract.

It is the responsibility of each board member to be aware of an actual or potential conflict of interest. It is also the responsibility of each board member to take the action necessary to eliminate such a conflict of interest. Should a conflict of interest arise, a board member should not participate in any action relating to the issue from which the conflict arose.

Legal Reference: Iowa Code §§ 55; 68B, 71.1; 277.27; 279.7A; 301.28 (2009).

Cross Reference: 201 Board of Directors' Elections
                  202.1 Qualifications
                  204 Code of Ethics
                  216.3 Board of Directors' Member Compensation and Expenses
                  217 Gifts to Board of Directors
                  401.3 Nepotism
CODE OF ETHICS

Board members' actions, verbal and nonverbal, reflect the attitude and the beliefs of the school district. Therefore, board members must conduct themselves professionally and in a manner fitting to their position.

Each board member shall follow the code of ethics stated in this policy.

AS A SCHOOL BOARD MEMBER:
1. I will listen.
2. I will respect the opinion of others.
3. I will recognize the integrity of my predecessors and associates and the merit of their work.
4. I will be motivated only by an earnest desire to serve my school district and the children of my school district community in the best possible way.
5. I will not use the school district or any part of the school district program for my own personal advantage or for the advantage of my friends or supporters.
6. I will vote for a closed session of the board if the situation requires it, but I will consider "star chamber" or "secret" sessions of board members unethical.
7. I will recognize that to promise in advance of a meeting how I will vote on any proposition which is to be considered is to close my mind and agree not to think through other facts and points of view which may be presented in the meeting.
8. I will expect, in board meetings, to spend more time on education programs and procedures than on business details.
9. I will recognize that authority rests with the board in legal session and not with individual members of the board, except as authorized by law.
10. I will make no disparaging remarks, in or out of the board meeting, about other members of the board or their opinions.
11. I will express my honest and most thoughtful opinions frankly in board meetings in an effort to have decisions made for the best interests of the children and the education program.
12. I will insist that the members of the board participate fully in board action and recommend that when special committees are appointed, they serve only in an investigative and advisory capacity.
CODE OF ETHICS

13. I will abide by majority decisions of the board.

14. I will carefully consider petitions, resolutions and complaints and will act in the best interests of the school district.

15. I will not discuss the confidential business of the board in my home, on the street or in my office; the place for such discussion is the board meeting.

16. I will endeavor to keep informed on local, state and national educational developments of significance so I may become a better board member.

IN MEETING MY RESPONSIBILITY TO MY SCHOOL DISTRICT COMMUNITY

1. I will consider myself a trustee of public education and will do my best to protect it, conserve it, and advance it, giving to the children of my school district community the educational facilities that are as complete and adequate as it is possible to provide.

2. I will consider it an important responsibility of the board to interpret the aims, methods and attitudes of the school district to the community.

3. I will earnestly try to interpret the needs and attitudes of the school district community and do my best to translate them into the education program of the school district.

4. I will attempt to procure adequate financial support for the school district.

5. I will represent the entire school district rather than individual electors, patrons or groups.

6. I will not regard the school district facilities as my own private property but as the property of the people.

IN MY RELATIONSHIP WITH SUPERINTENDENT AND EMPLOYEES

1. I will function, in meeting the legal responsibility that is mine, as a part of a legislative, policy-forming body, not as an administrative officer.

2. I will recognize that it is my responsibility, together with that of my fellow board members, to see the school district is properly run and not to run them myself.

3. I will expect the school district to be administered by the best-trained technical and professional people it is possible to procure within the financial resources of the school district.

4. I will recognize the superintendent as executive officer of the board.

5. I will work through the administrative employees of the board, not over or around them.
CODE OF ETHICS

6. I will expect the superintendent to keep the board adequately informed through oral and written reports.

7. I will vote to employ employees only after the recommendation of the superintendent has been received.

8. I will insist that contracts be equally binding on teachers and the board.

9. I will give the superintendent power commensurate with the superintendent's responsibility and will not in any way interfere with, or seek to undermine, the superintendent's authority.

10. I will give the superintendent friendly counsel and advice.

11. I will present any personal criticism of employees to the superintendent.

12. I will refer complaints to the proper administrative officer.

TO COOPERATE WITH OTHER SCHOOL BOARDS

1. I will not employ a superintendent, principal or teacher who is already under contract with another school district without first securing assurance from the proper authority that the person can be released from contract.

2. I will consider it unethical to pursue any procedure calculated to embarrass a neighboring board or its representatives.

3. I will not recommend an employee for a position in another school district unless I would employ the employee under similar circumstances.

4. I will answer all inquiries about the standing and ability of an employee to the best of my knowledge and judgment, with complete frankness.

5. I will associate myself with board members of other school districts for the purpose of discussing school district issues and cooperating in the improvement of the education program.

Legal Reference: Iowa Code §§ 21.6(3)(d); 68B; 69; 277.28; 279.7A, 279.8, 301.28 (2003).

Cross Reference: 202 Board of Directors Members
203 Board of Directors' Conflict of Interest
BOARD SECURITY AND PROTECTION

Public bodies must feel free to meet in the public setting as required by law without concern of risk of personal injury. The board shall take whatever action is necessary to maintain an orderly board meeting, free from interference or interruption by spectators, and to keep the board members safe while complying with the open meetings law.

Individuals who threaten the board with violence or who are continuously disruptive may be asked to leave the meeting. If the individuals do not leave, the board may have law enforcement officials escort the individuals from the board meeting. The board may hire a security officer if the board members' concern for safety or actions by spectators warrants it.

Legal Reference: Iowa Code §§ 21.7; 279.8; 716.7 (2003).

Cross Reference: 215 Public Participation in Board Meetings
904.4 Public Conduct on School Premises

Approved 11/1/2004 Reviewed 09/19/2005 Revised __________ 09/20/2010

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
BOARD MEMBER LIABILITY

Board members shall not be held personally liable for actions taken in the performance of their duties and responsibilities vested in them by the laws of Iowa and the members of the school district community. In carrying out the duties and responsibilities of their office, board members shall act in good faith.

The school district shall defend, save harmless and indemnify board members against tort claims or demands, whether groundless or otherwise, arising out of an alleged act or omission occurring within the scope of their official duties, unless it constitutes a willful or wanton act or omission. However, the school district shall not save harmless or indemnify board members for punitive damages.


Cross Reference: 709 Insurance

Approved 11/1/2004
Reviewed 09/19/2005
Revised 09/20/2010

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
PRESIDENT

It shall be the responsibility of the board president to lead a well-organized board in an efficient and effective manner. The board president shall set the tone of the board meetings and, as the representative of the consensus of the board, speak on behalf of the board to the public.

The president of the board shall be elected by a majority vote at the organizational meeting, in odd-numbered years, or at the annual meeting, in even-numbered years, to serve a one-year term of office.

The president, in addition to presiding at the board meetings, shall take an active role in board decisions by discussing and voting on each motion before the board in the same manner as other board members. Before making or seconding a motion, the board president shall turn over control of the meeting to either the vice president or other board member.

The board president has the authority to call special meetings of the board. Prior to board meetings, the board president shall consult with the superintendent on the development of the agenda for the meeting.

The board president, as the chief officer of the school district, shall sign employment contracts and sign other contracts and school district warrants approved by the board and appear on behalf of the school corporation in causes of action involving the school district.


Cross Reference: 200.2 Organization of the Board of Directors
202.2 Oath of Office
206.2 Vice President

Reviewed __________ Revised 11/17/2008

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
VICE PRESIDENT

If the board president is unable or unwilling to carry out the duties required, it shall be the responsibility of the vice president of the board to carry out the duties of the president. If the president is unable or unwilling to complete the term of office, the vice president shall serve as president for the balance of the president's term of office, and a new vice president shall be elected.

The vice president of the board shall be elected by a majority vote at the organizational meeting, in odd-numbered year, or at the annual meeting, in even-numbered years, to serve a one-year term of office.

The vice president shall accept control of the meeting from the president when the president wishes to make or second a motion. The vice president shall take an active role in board decisions by discussing and voting on matters before the board in the same manner as other board members.


Cross Reference: 200.2 Organization of the Board of Directors
202.2 Oath of Office
206.1 President

07/19/2010

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
SECRETARY-TREASURER

A secretary-treasurer may be appointed from employees, other than a position requiring a teaching certificate, or from the public. To finalize the appointment, the board secretary-treasurer will take the oath of office during the meeting at which the individual was appointed or no later than ten days thereafter. It is the responsibility of the superintendent to evaluate the secretary-treasurer annually.

It is the responsibility of the secretary-treasurer, as custodian of school district records, to preserve and maintain the records and documents pertaining to the business of the board; to keep complete minutes of special and regular board meetings, including closed sessions; to keep a record of the results of regular and special elections; to keep an accurate account of school funds; to sign warrants drawn on the school funds after board approval; and collect data on truant students. The secretary-treasurer will also be responsible for filing the required reports with the Iowa Department of Education.

In the event the secretary-treasurer is unable to fulfill the responsibilities set out by the board and the law, the superintendent secretary or payroll clerk will assume those duties until the secretary-treasurer is able to resume the responsibility or a new secretary-treasurer is appointed. The secretary-treasurer will give bond in an amount set by the board. The cost of the bond will be paid by the school district.

Legal Reference: Iowa Code §§ 12B.10; 12C; 64; 277.27; 279.3, .5, .7, .31-.33, .35; 291.2-.4, .6-.15; 299.10, .16 (2003).
281 I.A.C. 12.3(1).

Cross Reference:
202.2 Oath of Office
210.1 Annual Meeting
215 Board of Directors' Records
501.10 Truancy - Unexcused Absences
704.3 Investments
707 Fiscal Reports
708 Care, Maintenance and Disposal of School District Records

Approved 11/1/2004 Reviewed 11/21/2005 Revised ________

09/20/2010

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
BOARD OF DIRECTORS' LEGAL COUNSEL

It shall be the responsibility of the board to employ legal counsel to assist the board and the administration in carrying out their duties with respect to the numerous legal issues confronting the school district.

The superintendent and board secretary shall have the authority to contact the board's legal counsel on behalf of the board when the superintendent or board secretary believe it is necessary for the management of the school district. The board president may contact and seek advice from the school board's legal counsel. The board's legal counsel shall attend both regular and special school board meetings upon the request of the board or the superintendent. Board members may contact legal counsel upon approval of a majority of the board. It shall be the responsibility of each board member to pay the legal fees, if any, of an attorney the board member consulted regarding matters of the school district unless the board has authorized the board member to consult an attorney on the matter.

It shall be the responsibility of the superintendent to keep the board informed of matters for which legal counsel was consulted, particularly if the legal services will involve unusual expense for the school district.


Cross Reference: 200 Legal Status of the Board of Directors
BOARD OF DIRECTORS' SELF-EVALUATION

Annually, the board shall conduct an evaluation of itself. The goal of the self-evaluation is not to criticize fellow board members but rather to point out strengths as well as weaknesses of the board.

The evaluation will focus on board policies, board meetings, education program, financial management, board members' personal qualities, and the board's relationship with the superintendent, employees, school district community, and students.

It shall be the responsibility of the board president to develop a board evaluation program. The board may employ an outside facilitator if the board determines the facilitator is necessary.


Cross Reference: 105 Long-Range Needs Assessment


INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
AD HOC COMMITTEES

Whenever the board deems it necessary, the board may appoint a committee composed of citizens, employees or students to assist the board. Committees formed by the board shall be ad hoc committees.

An ad hoc committee is formed by board resolution which shall outline the duties and purpose of the committee. The committee is advisory in nature and has no duty or responsibility other than that specifically stated in the board resolution. The committee shall automatically dissolve upon the delivery of its final recommendation to the board or upon completion of the duties outlined in the board resolution. The board will receive the report of the committee for consideration. The board retains the authority to make a final decision on the issue. The committee will be subject to the open meetings law if the committee is established by statute or if the committee makes policy recommendations and is established by or approved by the board.

The method for selection of committee members shall be stated in the board resolution. When possible, and when the necessary expertise required allows, the committee members will be representative of the school district community and shall consider the various viewpoints on the issue. The board may designate a board member and the superintendent to serve on an ad hoc committee. The committee will select its own chairperson, unless the board designates otherwise.


Cross Reference: 104 The People and Their School District 105 Long-Range Needs Assessment 212 Open Meetings 213 Closed Sessions 218 Board of Directors' Records 605.1 Instructional Materials Selection 900 Principles and Objectives for Community Relations

Ad Hoc Committee Purpose and Function

The specific purpose of each ad hoc committee varies. Generally, the primary function of an ad hoc committee is to give specific advice and suggestions. The advice and suggestions should focus on the purpose and duties stated in the board resolution establishing the committee. It is the board's role to take action based on information received from the ad hoc committee and other sources. Ad hoc committees may be subject to the open meetings law.

Role of an Ad Hoc Committee Member

The primary role of an ad hoc committee member is to be a productive, positive member of the committee. In doing so, it is important to listen to and respect the opinions of others. When the ad hoc committee makes a recommendation to the board, it is important for the ad hoc committee members to support the majority decision of the ad hoc committee. An ad hoc committee will function best when its members work within the committee framework and bring items of business to the ad hoc committee.

Ad Hoc Committee Membership

Ad hoc committee members may be appointed by the board. The board may request input from individuals or organizations, or it may seek volunteers to serve. Only the board or superintendent has the authority to appoint members to an ad hoc committee. Boards must follow the legal limitations or requirements regarding the membership of an ad hoc committee.
CHILD ABUSE REPORTING

In compliance with state law and to provide protection to victims of child abuse, the board believes incidents of alleged child abuse should be reported to the proper authorities. Employees are encouraged, and licensed employees are required as mandatory reporters, to report alleged incidents of child abuse they become aware of within the scope of their professional duties. The definition of child abuse is in the accompanying regulation.

When a mandatory reporter suspects a student is the victim of child abuse, the mandatory reporter shall orally or in writing notify the Iowa Department of Human Services. If the mandatory reporter believes the child is in immediate danger, the local law enforcement agency shall also be notified. Within forty-eight hours of the oral report, the mandatory reporter shall file a written report with the Iowa Department of Human Services.

Within six months of their initial Prior to employment, all employees of the Independence Community School District are required to take a two-hour training course involving the identification and reporting of child abuse. The course shall be re-taken at least every five years.

441 I.A.C. 9.2; 155; 175.  

Cross Reference: 402.3 Abuse of Students by School District Employees  
502.11 Interviews of Students by Outside Agencies  
507 Student Health and Well-Being

Approved 11/1/2004 Reviewed 10/15/2007 Revised 09/19/2011
Iowa law requires licensed employees to report to the Iowa Department of Human Services (DHS) instances of suspected child abuse which they become aware of within the scope of their professional duties.

The law further specifies that a licensed employee who knowingly or willfully fails to report a suspected case of child abuse is guilty of a simple misdemeanor and that the licensed employee may be subject to civil liability for damages caused by the failure to report.

Employees participating in good faith in the making of a report or in a judicial proceeding that may result from the report are immune from liability.

**Child Abuse Defined**

"Child abuse" is defined as:

- Any nonaccidental physical injury, or injury which is at variance with the history given of it, suffered by a child as the result of the acts or omissions of a person responsible for the care of the child.
- The commission of a sexual offense with or to a child as a result of the acts or omissions of the person responsible for the child. Sexual offense includes sexual abuse, incest, and sexual exploitation of a minor.
- The failure on the part of a person responsible for the care of a child to provide for the adequate food, shelter, clothing or other care necessary for the child's welfare when financially able to do so. A parent or guardian legitimately practicing religious beliefs who does not provide specified medical treatment for a child for that reason alone shall not be considered abusing the child.
- The acts or omissions of a person responsible for the care of a child which allow, permit or encourage the child to engage in acts prohibited pursuant to Iowa Code, section 725.1 which deals with prostitution.
- Any mental injury to a child's intellectual or psychological capacities evidenced by an observable and substantial impairment in the child's ability to function within the child's normal range of performance and behavior as the result of the acts or omissions of a person responsible for the care of the child, if the impairment is diagnosed by a licensed physician or qualified mental health professional.
- An illegal drug is present in a child's body as a direct and foreseeable consequence of the acts or omissions of the person responsible for the care of the child.

Teachers in public schools are not "persons responsible for the care of the child" under this definition. However, a teacher who abuses a child is subject to civil, criminal, and professional sanctions.

**Reporting Procedures**

Licensed employees, including teachers and school nurses, are required to report, either orally or in writing, within twenty-four hours to the Iowa Department of Human Services (DHS) when the employee reasonably believes a child has suffered from abuse within the scope of employment. Within forty-eight hours of an oral report, a written report must be filed with DHS.
CHILD ABUSE REPORTING REGULATION

Each report should contain as much of the following information as can be obtained within the time limit. However, the law specifies a report will be considered valid even if it does not contain all of the following information:

- name, age, and home address of the child;
- name and home address of the parents, guardians or other persons believed to be responsible for the care of the child;
- the child's present whereabouts if not the same as the parent's or other person's home address;
- description of injuries, including evidence of previous injuries;
- name, age, and condition of other children in the same home;
- any other information considered helpful; and,
- name and address of the person making the report.

Board policy states it is not the responsibility of employees to prove that a child has been abused or neglected. Employees should not take it upon themselves to investigate the case or contact the family of the child. DHS is responsible for investigating the incident of alleged abuse.
STUDENT CONDUCT

The board believes inappropriate student conduct causes material and substantial disruption to the school environment, interferes with the rights of others, or presents a threat to the health and safety of students, employees, and visitors on school premises. Appropriate classroom behavior allows teachers to communicate more effectively with students.

Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Consequences for the misconduct will be fair and developmentally appropriate in light of the circumstances.

Students who fail to abide by this policy and the administrative regulations supporting it may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to participate in or obtain their education; conduct that is violent or destructive; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion.

A student who commits an assault against an employee on school district property or on property within the jurisdiction of the school district; while on school-owned or school-operated chartered vehicles; or while attending or engaged in school district activities will be suspended by the principal. Notice of the suspension is sent to the board president. The board will review the suspension and decide whether to hold a disciplinary hearing to determine whether to impose further sanctions against the student which may include expulsion. In making its decision, the board shall consider the best interests of the school district, which shall include what is best to protect and ensure the safety of the school employees and students from the student committing the assault. Assault for purposes of this section of this policy is defined as when, without justification, a student does any of the following:

- an act which is intended to cause pain or injury to, or which is intended to result in physical contact which will be insulting or offensive to another, coupled with the apparent ability to execute the act; or
- any act which is intended to place another in fear of immediate physical contact which will be painful, injurious, insulting or offensive, coupled with the apparent ability to execute the act; or
- intentionally points any firearm toward another or displays in a threatening manner any dangerous weapon toward another.

The act is not an assault when the person doing any of the above and the other person are voluntary participants in a sport, social or other activity, not in itself criminal, when the act is a reasonably foreseeable incident of such sport or activity, and does not create an unreasonable risk of serious injury or breach of the peace.

Removal from the classroom means a student is sent to the building principal’s office. It is within the discretion of the person in charge of the classroom to remove the student.

Detention means the student’s presence is required during non-school hours for disciplinary purposes. The student can be required to appear prior to the beginning of the school day, after school has been dismissed for the day, or on a non-school day. Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee disciplining the student or the building principal.

Approved 11/1/2004 Reviewed 10/27/2008 Revised 01/20/2014

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
STUDENT CONDUCT

Suspension means either an in-school suspension, an out-of-school suspension, a restriction from activities or loss of eligibility. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten consecutive school days. A restriction from school activities means a student will attend school and classes and practice but will not participate in school activities.

Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.

Expulsion means an action by the board to remove a student from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the board.

**Discipline of special education students, including suspensions and expulsions, will comply with the provisions of applicable federal and state laws.**

Following the suspension of a special education student, an informal evaluation of the student's placement will take place. The Individual Education Program (IEP) is evaluated to determine whether it needs to be changed or modified in response to the behavior that led to the suspension.

If a special education student's suspension, either in or out of school, equals ten days on a cumulative basis, a staffing team will meet to determine whether the IEP is appropriate.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

Legal Reference: No Child Left Behind, Title IV, Sec. 4115, P.L. 107-110 (2002).
Board of Directors of Ind. School Dist. of Waterloo v. Green, 259 Iowa 1260, 147 N.W.2d 854 (1967).
Iowa Code §§ 279.8; 282.4, .5; 708.1 (2003).

Cross Reference: 501 Student Attendance
502 Student Rights and Responsibilities
504 Student Activities
603.2 Special Education
904.5 Distribution of Materials
STUDENT SUSPENSION

Administrative Action

A. Probation

1. Probation is conditional suspension of a penalty for a set period of time. Probation may be imposed by the principal for infractions of school rules which do not warrant the necessity of removal from school.

2. The principal will conduct an investigation of the allegations against the student prior to imposition of probation. The investigation will include, but not be limited to, written or oral notice to the student of the allegations against the student and an opportunity to respond. Written notice and reasons for the probation will be sent to the parents.

B. In-School Suspension

1. In-school suspension is the temporary isolation of a student from one or more classes while under administrative supervision. In-school suspensions may be imposed by the principal for infractions of school rules which are serious but which do not warrant the necessity of removal from school.

2. The principal shall conduct an investigation of the allegations against the student prior to imposition of an in-school suspension. The investigation will include, but not be limited to, written or oral notice to the student of the allegations against the student and an opportunity to respond. In-school suspension will not be imposed for more than ten school days. Written notice and reasons for the in-school suspension will be sent to the student's parents.

C. Out-of-School Suspension

1. Out-of-school suspension is the removal of a student from the school environment for periods of short duration. Out-of-school suspension is to be used when other available school resources are unable to constructively remedy student misconduct.

2. A student may be suspended out of school for up to ten school days by a principal for a commission of gross or repeated infractions of school rules, regulations, policy or the law, or when the presence of the student will cause interference with the maintenance of the educational environment or the operation of the school. The principal may suspend students after conducting an investigation of the charges against the student, giving the student:

   a. Oral or written notice of the allegations against the student and

   b. The opportunity to respond to those charges.
STUDENT SUSPENSION

At the principal's discretion, the student may be allowed to confront witnesses against the student or present witnesses on behalf of the student.

3. Notice of the out-of-school suspension will be mailed no later than the end of the school day following the suspension to the student's parents and the superintendent. A reasonable effort shall be made to personally notify the student's parents and such effort shall be documented by the person making or attempting to make the contact. Written notice to the parents shall include the circumstances which led to the suspension and a copy of the board policy and rules pertaining to the suspension.

D. Suspensions and Special Education Students

1. Students who have been identified as special education students may be referred for a review of the student's Individual Education Program (IEP). The IEP may be revised to include a continuum of intervention strategies and programming to change the behavior.

2. Students who have not been identified as special education students may be referred for evaluation after the student's suspension to determine whether the student has a disability and is in need of special education.
STUDENT PROMOTION - RETENTION - ACCELERATION

Students will be promoted to the next grade level at the end of each school year based on the student’s achievement, age, maturity, emotional stability, and social adjustment.

Reading retention/promotion – grades kindergarten through three:

In accordance with law, students in grades kindergarten through three will be assessed for their level of reading or reading readiness. Those students who exhibit a substantial deficiency in reading will be provided intensive reading instruction, and their parents/guardians will be provided written notice at least annually of the deficiency and the services that will be provided which are designed to remediate the deficiency.

Beginning May 1, 2017, unless the school district is granted a waiver, if a student’s reading deficiency is not remedied by the end of grade three, the student’s parent/guardian will be informed that the student may enroll in an intensive summer reading program. If the student does not enroll in the intensive summer reading program, the student will be retained in grade three unless the student is exempt for good cause as provided by law. If the student is exempt from participating in an intensive summer reading program, or if the student completes the intensive summer reading program but is not reading proficient upon completion of the program, the student may be promoted to grade four; provided, however, that the student will continue to provide intensive reading instruction until the student is proficient in reading.

In determining whether to promote a student in grade three to grade four, the school district will place significant weight on any reading deficiency identified that is not yet remediated. The school district will also weigh the student’s progress in other subject areas as well as the student’s overall intellectual, physical, emotional, and social development. A decision to retain a student in grade three will be made only after direct personal consultation with the student’s parent/guardian and after the formulation of a specific plan of action to remedy the student’s reading deficiency.

Retention/promotion other than reading retention in grades kindergarten through three:

The district shall adhere to the following:

- Retention/Promotion in kindergarten – eighth grade: The retention of a student will be determined based upon the judgment of the licensed employee and the principal. When it becomes evident a student in grades kindergarten through eight may be retained in a grade level for an additional year, the parents will be informed. It shall be within the sole discretion of the board district to retain students in their current grade level and to deny promotion to a student.

- Retention/Promotion in ninth – twelfth grade: Students in grades nine through twelve will be informed of the required course work necessary to be promoted each year. When it becomes evident a student in these grades will be unable to meet the minimum credit requirements for the year, the student and parents will be informed. It shall be within the sole discretion of the board district to retain students in their current grade level and to deny promotion to a student.
**STUDENT PROMOTION - RETENTION - ACCELERATION**

- *Acceleration in kindergarten – twelfth grade:* Students in grades kindergarten through twelve with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the school district may be allowed when they do not conflict with the school district's graduation requirements.

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**Legal Reference:**

Iowa Code §§ 256.11, .11A; 279.8; 280.3 (2003). 281 I.A.C. 12.3(7); 12.5(16).

**Cross Reference:**

501 Student Attendance  
505 Student Scholastic Achievement

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Approved 11/1/2004  
Reviewed 12/15/2008  
Revised 03/17/2014  

*INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL*
DEVELOPMENT OF POLICY

The board has jurisdiction to legislate policy for the school district with the force and effect of law. Board policy provides the general direction as to what the board wishes to accomplish while allowing the superintendent to implement board policy.

The written policy statements contained in this manual provide guidelines and goals to the citizens, administration, employees and students in the school district community. The policy statements shall be the basis for the formulation of regulations by the administration. The board shall determine the effectiveness of the policy statements by evaluating periodic reports from the administration.

Policy statements may be proposed by a board member, administrator, employee, student or member of the school district community. Proposed policy statements or ideas shall be submitted to the superintendent's office for possible placement on the board agenda. It shall be the responsibility of the superintendent to bring these proposals to the attention of the board.

Legal Reference:
Iowa Code §§ 274.1-.2; 279.8; 280.12 (2003).
281 I.A.C. 12.3(2).

Cross Reference:
101 Educational Philosophy of the School District
200.1 Role of the Board of Directors
200.3 Powers of the Board of Directors
200.4 Responsibilities of the Board of Directors
210 Board of Directors' Management Procedures
ADOPTION OF POLICY

The board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two regular board meetings. The proposed policy changes shall be distributed and public comment will be allowed at both meetings prior to final board action. This notice procedure shall be required except for emergency situations. If the board adopts a policy in an emergency situation, a statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The board shall have complete discretion to determine what constitutes an emergency situation.

The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the board at the next regular meeting after the meeting allowing public discussion unless second reading was waived at the first meeting. The policy will be effective on the later of the date of passage or the date stated in the motion.

In the case of an emergency, a new or changed policy may be adopted by a majority vote of a quorum of the board. The emergency policy shall expire at the close of the third regular meeting following the emergency action, unless the policy adoption procedure stated above is followed and the policy is reaffirmed.

281 I.A.C. 12.3(2).  

Cross Reference: 200.1 Role of the Board of Directors  
200.3 Powers of the Board of Directors  
200.4 Responsibilities of the Board of Directors  
210 Board of Directors' Management Procedures


INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
A board policy manual shall be housed in the Central Administration Office. Board members shall have electronic access to the board policy manual. Persons wishing to review the board policy manual shall contact the board secretary, who shall have a board policy manual available for public inspection.

It shall be the responsibility of the board secretary to ensure copies of new and revised policy statements are distributed to the custodians of board policy manuals no later than the first regular board meeting following the policy's adoption. Changes in board policy shall be reflected in the minutes of the meetings in which the final action was taken to adopt the new or changed policy.


Cross Reference: 200.4 Responsibilities of the Board of Directors
210 Board of Directors' Management Procedures

SUSPENSION OF POLICY

Generally, the board shall follow board policy and enforce it equitably. The board, and only the board, may, in extreme emergencies of a very unique nature, suspend policy. It shall be within the discretion of the board to determine when an extreme emergency of a very unique nature exists. Reasons for suspension of board policy shall be documented in board minutes.

                281 I.A.C. 12.3(2).

Cross Reference: 200.4  Responsibilities of the Board of Directors
                   210    Board of Directors' Management Procedures

Approved 11/1/2004  Reviewed 12/20/2005  Revised ________
                   10/25/2010

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
ADMINISTRATION IN THE ABSENCE OF POLICY

When there is no board policy in existence to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances surrounding the situation keeping in mind the educational philosophy and financial condition of the school district.

It shall be the responsibility of the superintendent to inform the board of the situation and the action taken and to document the action taken. If needed, the superintendent shall draft a proposed policy for the board to consider.

281 I.A.C. 12.3(2).

Cross Reference: 200.4 Responsibilities of the Board of Directors
210 Board of Directors' Management Procedures
303.4 Superintendent Duties
306 Policy Implementation

Approved 11/1/2004 Reviewed 12/20/2005 Revised __________
10/25/2010

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
REVIEW AND REVISION OF POLICY

The board shall, at least once every five years, review board policy. Once the policy has been reviewed, even if no changes were made, a notation of the date of review shall be made on the face of the policy statement.

The board will review one-fifth of the policy manual annually according to the following subject areas:

- Board of Directors, Administration (Series 200, 300)
- Employees (Series 400)
- School District and Education Program (Series 100 and 600)
- Students (Series 500)
- Noninstructional Operations and Business Services, Buildings and Sites, School District-Community Relations (Series 700, 800 and 900)

It shall be the responsibility of the superintendent to keep the board informed as to legal changes at both the federal and state levels. The superintendent shall also be responsible for bringing proposed policy statement revisions to the board's attention.

If a policy is revised because of a legal change over which the board has no control or a change which is minor, the policy may be approved at one meeting at the discretion of the board.

281 I.A.C. 12.3(2).

Cross Reference: 200.3 Responsibilities of the Board of Directors
209 Board of Directors' Management Procedures

Approved 11/1/2004 Reviewed 01/16/2006 Revised 08/20/2012
10/25/2010

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
Board policy sets the direction for the administration of the education program and school district operations. Some policies require administrative regulations for implementation.

It shall be the responsibility of the superintendent to develop administrative regulations to implement the board policies. The regulations, including handbooks, will be approved by the board prior to their use in the school district.

The administrative regulations will be available within one day after the adoption of the board policy unless the board directs otherwise.


Cross Reference: 200.4 Responsibilities of the Board of Directors 210 Board of Directors' Management Procedures

Approved 11/1/2004 Reviewed 01/16/2006 Revised 10/25/2010
# Vendor Totals Report by Fund

## Fund: 10 OPERATING FUND

<table>
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<tr>
<th>Vendor Name</th>
<th>Description</th>
<th>Total</th>
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### Vendor Totals Report by Fund

#### Fund: 10 OPERATING FUND

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## Vendor Totals Report by Fund
### Fund: OPERATING FUND

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Vendors Listed: 101

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Vendors Listed: 22

Total: 16,466.25
### Vendor Totals Report by Fund

**Fund:** 22 MANAGEMENT FUND

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Vendors Listed: 1

Total: 30,000.00
## Vendor Totals Report by Fund

**Fund:** 33  
**Local Option Sales and Services Tax**

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**Vendors Listed:** 2  
**Total:** 16,380.40
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<td>Payments</td>
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<td>Other Credits</td>
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<td>Purchases/Debts</td>
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<td>Cash Advances</td>
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<tr>
<td>Finance Charges</td>
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<td>Available Credit</td>
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An amount followed by a minus (-) sign is a credit balance, unless otherwise indicated.

### Payment Information

- **Statement Closing Date**: 06/03/15
- **New Balance**: $7,699.03
- **Minimum Payment Due**: $7,699.03
- **Payment Due Date**: 06/28/15
- **Past Due Amount**: $0.00

### Transaction Information

#### Transaction Details

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<th>Transaction Date</th>
<th>Posting Date</th>
<th>Reference Number</th>
<th>Purchases, Cash Advances, Payments, Credits and Adjustments</th>
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<td>07/23</td>
<td>07/23</td>
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<td>LYNNEETE ENGEL TOTAL XXXX XXXX 5300 5975 51522.00</td>
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### REWARD SUMMARY

- **Points Earned This Statement**: 7,699
- **Points Adjusted This Statement**: 0
- **Points Redeemed This Statement**: 0
- **New Point Balance**: 0
- **Points Due to Expire**: 5,200
- **Due to Expire Date**: 08/30/20

Redeem your reward points at www.umbrewards.umb.com
### Transaction Information Continued

<table>
<thead>
<tr>
<th>Transaction</th>
<th>P.O. Date</th>
<th>Description</th>
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<tr>
<td>07227</td>
<td>01/27</td>
<td>AMAZON.COM - NEXT DAY DELIVERY</td>
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<td>07228</td>
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<td>07330</td>
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### Interest Charge Calculations

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<th>Type of Balance</th>
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<th>Interest Charge</th>
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<tr>
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<tr>
<td>Cash Advances</td>
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<td>0.00</td>
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<tr>
<td>Previous Billing Period</td>
<td>Percentage Rate (APR)</td>
<td>Interest Rate</td>
<td>Interest Charge</td>
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<tr>
<td>Purchases</td>
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<td>0.00</td>
<td>0.00</td>
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Periodic rates and APRs may vary. See your Cardmember Agreement for an explanation. There is a 25-day grace period for Purchases but not for Cash Advances. You can avoid additional finance charges on Purchases if you pay the New Balance within 25 days of the Statement Closing Date (which may not be the same as the Payment Due Date). See reverse side for important information and disclosures and, if an Annual Fee was posted above, regarding renewal.

Thank you for being a valued UMB customer. As of 9/1/13, UMB will no longer be charging UMB Business Rewards customers an annual fee. In addition, you are eligible to earn 5,000 reward points, the equivalent of a $50 account credit or gift card, if you spend $2,500 within a 90 day period.
BILLING RIGHTS SUMMARY

In case of Errors or Questions About Your Bill

If you have a problem with the accuracy of charges on your bill, you can talk to a company representative for assistance. You may also file a complaint with the Federal Communications Commission (FCC) or your state attorney general's office. If you are unsatisfied with your company's response, you may file a complaint with the Federal Communications Commission (FCC) or your state attorney general's office.

EXPLANATION OF FINANCE CHANGES

Finance Charges

The difference between the amount financed and the amount you pay over the term of the finance charge is called the "finance charge." The finance charge is based on the unpaid balance and the interest rate. The unpaid balance is the amount you owe on your account at the end of the billing cycle. The interest rate is the percentage of the unpaid balance that is charged as interest.

The amount you pay for a finance charge is called the "finance charge." The finance charge is based on the unpaid balance and the interest rate. The unpaid balance is the amount you owe on your account at the end of the billing cycle. The interest rate is the percentage of the unpaid balance that is charged as interest.

The finance charge is based on the unpaid balance and the interest rate. The unpaid balance is the amount you owe on your account at the end of the billing cycle. The interest rate is the percentage of the unpaid balance that is charged as interest.

The amount you pay for a finance charge is called the "finance charge." The finance charge is based on the unpaid balance and the interest rate. The unpaid balance is the amount you owe on your account at the end of the billing cycle. The interest rate is the percentage of the unpaid balance that is charged as interest.

The finance charge is based on the unpaid balance and the interest rate. The unpaid balance is the amount you owe on your account at the end of the billing cycle. The interest rate is the percentage of the unpaid balance that is charged as interest.

The amount you pay for a finance charge is called the "finance charge." The finance charge is based on the unpaid balance and the interest rate. The unpaid balance is the amount you owe on your account at the end of the billing cycle. The interest rate is the percentage of the unpaid balance that is charged as interest.

The finance charge is based on the unpaid balance and the interest rate. The unpaid balance is the amount you owe on your account at the end of the billing cycle. The interest rate is the percentage of the unpaid balance that is charged as interest.
<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td><strong>Salaries</strong></td>
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<td>Benefits</td>
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<td>Property</td>
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<td>AAS Flow-Through</td>
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**District Wide**

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**Curriculum**

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**Administration**

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**KIDSVILLE Pre-School Grant**

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**WEE CARE Pre-School Grant**

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<tr>
<td>Property</td>
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Grand Total: 16,831,278.45 15,936,173.97 94.68% 93,104.48
## GENERAL FUND

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<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
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<tbody>
<tr>
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<td>$</td>
<td>$</td>
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| Beginning Balance| $3,589,896.98 | $      | $         | $       | $        | $        | $       | $        | $     | $     | $   | $    |
| Revenues         | $541,235.04  | $      | $         | $       | $        | $        | $       | $        | $     | $     | $   | $    |
| Expenses         | $1,538,961.58 | $      | $         | $       | $        | $        | $       | $        | $     | $     | $   | $    |
| Ending Balance   | $2,592,170.44 | $      | $         | $       | $        | $        | $       | $        | $     | $     | $   | $    |

| Difference       | $1,997,726.54 | $      | $         | $       | $        | $        | $       | $        | $     | $     | $   | $    |
## SILO/PPEL Funds

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### Expenditures

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Combined Cash Balance on Hand: $113,867.55
Vision- Be the BEST Educational Environment in the state of Iowa.

Mission- The mission of Independence Jr/Sr High School is to provide a safe environment where students are provided the skills and opportunities to be productive and responsible citizens.

Motto- Together WE Can Reach the Top

Addressing School Goals- The school goals for 2015-2016 are the following: 80% of all students will demonstrate proficiency in reading comprehension, improve the educational environment specifically focusing on establishing and maintaining positive relationships among all stakeholders and enhance technology integration to improve student achievement. Here is what has been done so far to achieve these objectives:

- Student, Staff and Activities Handbooks have been finished.
- All certified staff vacancies have been filled- Matt Shannon- HS Science, Kelly Weber- HS Special Education and Kylee Winn- Family and Consumer Science.
- Mustang Time has been scheduled for 7-12 grades.
- We have ordered a software program called FlexiSched (which is used by Solon and Vinton) to help schedule students to see teachers for additional help during Mustang Time.
- Nearly 15 HS staff members, including myself, took the on-line Canvas training over the summer. Again, Canvas usage is an expectation for all teaching staff this year.
- We have changed teacher/staff hall duty assignments to both before school and after school in an effort to promote a safer environment. We will also establish a schedule for administrators to be in the senior high locker pods between classes.
- Classes will begin at 8:15 a.m. and at 3:25 p.m. to accommodate for Mustang Time. There are no changes in teacher contract time with this additional time.
- Administration attended a Professional Learning Communities Conference in Minneapolis, and we learned a lot regarding the process to implement in the district.
- We have added more security cameras for the building—both inside and outside.
- Our professional development for 2015-2016 is nearly finalized.
- We have scheduled a law enforcement officer from Waterloo, who specializes in cyberbullying prevention and internet safety, to speak to our students in September.

More Items-
- Congratulations to our summer activities’ programs on their success.
- Thank you to all the coaches/sponsors for organizing and monitoring the weight/agility programs.
- Good Luck to our fall activities participants and sponsors
- A big thank you to our custodial staff for all their work in getting the building “ready” for the school year.
- Let’s have a tremendous 2015-2016. Go Mustangs!
I stated in the June board report this summer was going to be a busy summer in preparation for the upcoming school year. Working with the admin team, we looked at the best way to implement Professional Learning Communities (PLC) to better support students during the school day. I assisted Mr. Howard in creating a schedule to provide a time to support struggling students utilizing Multi-Tiered Systems of Supports (MTSS).

Another big move this summer was hiring a Behavior Interventionist. The role of this person will support classroom teachers with lower level behaviors interventions, support at-risk students, and work with the PBIS Behavior team. I'm excited to have this extra level of support for our students and staff. I’ve spent some time this summer reviewing and updating emergency procedures, documents, and working with the admin team to ensure our verbiage is the same throughout the district. Specifically for the Jr/Sr High, we ordered six walkie-talkies to be used in the building during the school day and other events. This will greatly improve communications during the school day.

The admin team attended the School Administrators of Iowa’s (SAI) preconference on bully investigation. The facilitator was Amanda Eastman. She conducts this training throughout the state. Ms. Eastman presented the multiple definitions of bullying, criteria to be bullying, Iowa Code, and provided screening tools for administrators to know if the situation is a bullying incident or a student conflict. Ms. Eastman also did a great job providing scenarios to analyze and use the tools she provided.
New Staff:

West Elementary has added one full time teacher this summer. **Ricky Nolan** was hired as a new 5th grade teacher to fill the vacancy left by Jenny Ferres. Ricky student taught for us this past school year and did a great job. He will be a positive addition to our staff and will also be a good role model for our students.

**Amy Copenhaver**, a long time substitute teacher for our district, will be our .5 Reading interventionist for West Elementary. Amy will be working with our 4th and 5th grade students who are in need of extra reading support. We are excited about the passion and desire she has to help those struggling readers make positive gains.

**FAST Assessment:** 3rd grade students will be taking the FAST Assessment in the 2015-16 school year. This assessment will give the teachers a good idea of what students may need extra help and the exact area they need the intervention. As you know, starting in the school year of 2017, all 3rd grade students will need to be reading at grade level or go through a series of steps for academic intervention. This assessment will help teachers identify those areas of deficiency.

**FAST Forword and Reading Assistant:** These are the new reading intervention programs we will be utilizing for the students who are not reading at grade level. The students will be doing this program three times a week for a minimum of 30 minutes to help them gain the skills they are lacking. I am excited to see how this program will aid in their progress. The research behind these programs is impressive. I am confident our students will make great improvement.

**Summer School:** This past July, West Elementary had 18 students participate in Summer School. Teaching the two groups of students were Kay Reidy and Racheal Ohrt (Flanegin). We also had para professionals Amy Copenhaver, Terri Janaszak, and Kathy Hemsath help out with the students. I stopped in a number of times and was very impressed with how hard the students and teachers/para professionals were working. I heard many comments from students with how excited they were to be learning. 😊 I appreciate the hard work and extra time our students and staff put in to learn over the summer.

I know some of you are up for re-election, and some are not running again for another term on the Independence School Board. I want to thank all of you for your time and efforts. As employees of the Independence Community School District, we are obviously paid for our efforts. Yet, the only pay you receive is the few thank yous and often times, complaints. I am appreciative of your efforts and want to say I have enjoyed my first year as principal of West Elementary and look forward to a terrific second year.

Thanks for helping West Elementary be the best!

Respectfully-

Dewey Hupke

Principal, West Elementary
Summer School
It has been a busy summer around here as we welcomed over 55 students for summer school in July. The focus was on reading strategies while they were here. Overall everything went great and the kids had a beneficial experience. I personally enjoyed having the kids, paraprofessionals, and teachers in the building during my first month in my new office. I have always loved the buzz of a school office.

Kitchen
I hope you can find the time to stop in and check out the new kitchen, once it is complete. Chad and his crew have worked all summer to get the kitchen put together and its really starting to come together. I know the new freezer will be a huge benefit for our kitchen staff. The students will definitely notice the improvements.

Main Office
You may notice some changes in the main office. We have moved some desks around, took the border down, and freed up some needed space to best serve our guests. My office got a fresh coat of paint, different chairs, new ceiling fans, and we moved some shelves and storage units out. A huge thanks to Dennis and his crew for doing whatever Janette and I ask of them. Everything was done in no time! I believe the main office should make a good first impression for our guest we serve as many will never go past this point.

2015-2016
When I welcome back the staff at the end of the month, I will be sharing my vision for the year. As I am new to this position, I will have a lot to learn from the staff, and on the same note I want the staff to learn from me as well. Our motto for East/ECC will be "Learn Together." If you stop in my office, you will see it on my wall. I am a side-by-side leader and want the staff to be open to learning together. This is key to the PLC process. The other piece I will share with the staff is how I make decisions. I want all of us to keep these two very important questions at the forefront of our discussions:
- How does this impact learning?
- What is best for the child?

I have already had to make some tough decisions this last month but can find peace as I know it is best for our children and their learning.

Last spring I met with each staff member individually in both buildings in efforts to get to know them and what they need to be successful in their position. I am finding that the time and effort that it took is paying off greatly. We are ready to hit the ground running at East/ECC.
August is the official start of the fall activities. Students are wrapping up camps, and
offseason work and are getting ready for upcoming competitions. It is an exciting time and we
have high expectations for our fall activities.

Volleyball- Volleyball officially started practices on Monday August 10th. Coach Schmitz said he
expects 56-57 girls out for volleyball this year. Those are outstanding numbers for our program.
Coach Schmitz will have a freshman, sophomore, junior varsity, and varsity team.

Football- Football also officially started on Monday August 10th. The football team expects to
have around 65-70 athletes out for football. The football team has been busy doing 7 on 7
scrimmages, attending team camp at St. Ambrose University, hosting youth camp, and lifting
weights to get ready for the season. The football team will host the annual Buck Bowl against
Center Point-Urbana on August 21st.

Cross Country- This will be the first year in which we have a separate boys’ and girls’ cross
country team. Both cross country teams plan to start on Wednesday, August 12th. Coach Osvald
and Coach Crawford have hosted summer running opportunities to prepare for the season.

Marching Band- The marching band has been very busy preparing for the upcoming season. Mr.
Lang has held camps, practices, and drum line camp. The students have been working extremely
hard and the numbers are good. The reason for their success is obvious. The dedication that the
staff and students have is outstanding.

Clubs- This year Independence will have an archery and dance club. Both have recently held
camps. The dance team is looking to perform this fall and winter. The archery club just hosted a
camp and had over 60 students attend.

Strength and Conditioning- We are still currently running strength and conditioning this
summer. Our students have done a nice job showing up, working hard, and improving over the
course of the summer. The developmental sessions we did this summer have been very
beneficial to our younger athletes.

Summer Sports Wrap-Up:

   Baseball- The baseball team finished the season at 16-26 including 10 wins in the
conference. In addition, the baseball team had a first round victory over Decorah. They finished
their season with a 2-1 loss to West Delaware in the district championship. The game against
West Delaware was the best game they played during the season. The team showed progress
over a 6 win season the year before.

   Softball- The softball season ended the year 10-28. It was a very developmental year for
the young team. In addition, our schedule was tough as we played ten games against teams in the
state tournament. The girls played better and better as the season went on.
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Professional Learning Communities
As you know the administrative team attended the PLC conference in Minneapolis this last month. I need to let you all know that I love conferences and always look forward to them. That being said I was very pleased with this conference. Having the opportunity to hear the authors of book I have read speak in person was fantastic. The passion they have for student learning and achievement is inspiring.

It was so great to have the entire team there to debrief and discuss take-aways right away. The conversation we had on the way home from Minneapolis really encouraged me that we are headed in the right direction instructionally. I feel with a strong PD plan that we will be laying the foundation to challenge our teachers instructionally.

One area I have personally struggled with is provided differentiated PD for all our teachers. I have begun a plan to reach our Specials teachers. According to David Conley there are six skills our students need to be college ready.

1. Analytical reading discussion
2. Persuasive writing
3. Drawing inferences and conclusions
4. Analyzing conflicting source documents
5. Supporting arguments with evidence
6. Solving complex problems with no obvious answer

The goal for the related arts teachers would be to pick one of these skills and reinforce it in their classrooms.

All teachers will work collaboratively in teams to discuss students' work and their achievement. I am looking forward to the progress we will make this year.

On August 20, October 12, and February 15, AEA267 will be hosting a Professional Learning Communities Conference. Each building has invited their Building Leadership Teams to attend with the building principal. The hope is this conference will help provide our teacher the background knowledge they will need to help the buildings start to create PLC's.
The technology department has been very busy this summer. Here are the highlights:

- Ryan was married and had his honeymoon in Mexico
- Steve went on long vacation as part of PowerSchool University. My family went to Mt Rushmore, Yellowstone, Anaheim and San Diego.

The rest of the summer was the more normal technology preparation for a new school year.

We upgraded several district servers and retired the older servers. We are no longer running Windows Server 2003 on any server.

We used Microsoft Settlement money to purchase Chromebooks for East and West. These Chromebooks are primarily for our new Fast ForWard Intervention software program for grades K-3. When not being used for Fast ForWard, the buildings may use these to supplement their mobile computer carts.

After the initial bump in the road, the Registration process went smoothly this year. We are in the third year of our contract with InfoSnap and will consider all options for registration 2016-2017. It takes an entire year of planning for registration.

As always, once school starts, state reports become a priority and there are always changes in state reporting. I went to the State Wide Data Conference in Ames to learn about these changes. The changes are not dramatic, but will take effort to ensure we have correct data in PowerSchool.

Several teachers took the Canvas online course over the summer. I am using Canvas to identify technology problems during teacher PD days so the problems can be solved before students return.

We are looking forward to a great 2015-2016 school year.

Sincerely,

Stephen B. Noyes,

Director of Technology
The East Kitchen is under full remodel mode. With a few setbacks it looks like we will still be ready for the first day of school. Chad and his team have done a great job of keeping everything going. What a great way to start the school year at East. There will be a few changes with serving but we hope it will be for the better. Thanks to the Independence School for letting this happen.

We have been busy with freezing strawberries and sweet corn. In June we froze 1200 pounds of strawberries that we purchased from Baggie’s. We are in the process of doing sweet corn. On Monday, August 3rd, we froze 100 dozen which was 46 gallon and on Monday, August 10th we did 125 dozen. We purchased the sweet corn from Kehrli’s Sweet Corn. In September we are hoping the FFA sweet corn will be ready for our students to have fresh corn on the cob for lunch. I work with local producers for fresh produce for our salad bar and fresh fruit. I will be buying potatoes to do a potato bar at the JSHS. I hope to do this once a month in place of the salad bar. Thanks to all the volunteers and food service team members who have helped with all the freezing.

We are interviewing for a 3 hour position at the JSHS and we hope to have the position filled before school starts.

I went to several conferences over the summer- HACCP 101, Managing Food Allergies in School Nutrition Programs, Iowa School Nutrition Association’s 58th Annual Conference and the AEA Purchasing Food Show. I learned a lot and I will be passing the information on to my team. One thing that was brought up at all 4 of my conferences is the continuing training CEU’s for the food service team.

We are also busy with registration getting families signed up for free and reduced lunches and putting money into their lunch accounts. So far so good as we got our system up and running. Thanks Steve for your help.

We will also start getting things ready for our audit in October.

I am excited for the new school year to begin.

Respectfully Summitted,

Annette Harbaugh

Food Service Director
All summer projects are coming along on schedule.

East:
We have the speakers installed in the classrooms and in the gym.
We have all the air conditioners installed in the classrooms.
The kitchen should be 100% complete in a week and a half.
The floors at East will be done before school starts.

West:
We fixed all basketball backboards, hoists and safety straps and added two winches to the main goals.
Everything is wired up and ready to go.
We added outlets in the kitchen for the coolers we moved over from East.
We are continuing to work on air conditioning for West.
We trimmed trees around West.

Junior-Senior High School:
The gym floor was recoated.
We are sealing the floors.
The wire is run to the greenhouse. We will have it ready by the time school starts.

Grounds:
We continue to weed eat and mow around the district.
We installed the panel for electric for the busses.
We should have the lights for the tennis courts going by August 21st.
The busses and vans have been serviced, cleaned and ready for the start of the new school year.

Bremwood and River Hills will be starting on August 24th.

The new bus should be here in the next couple of weeks.

The school has an agreement with Hawkeye Community College to send potential drivers to their two week transportation class and come out with a CDL license. Hawkeye will do all the necessary training and test them at the college. We sent three new drivers to the class to become bus drivers with the air brake endorsement.

We are working on new shuttle routes for the after school transporting around town. We are trying to cut back on the traffic flow on Main Street after school. It will require 2-3 new drivers for the shuttles as the route drivers will not be transporting shuttles, only route children. The old high school will not be a drop off and pick up stop since it will be under demolition. The new stop will be the parking lot of the Methodist Church, where the busses can pull into.

I lost a total of 3 full time drivers and one part time driver this year. We are combining four of the southern routes into three routes. There will be two busses going into Brandon and one bus going into Rowley.
Independence High School District Bus Barn
Proposal for 11.34 kW Solar Photovoltaic System
August 12, 2015

Blue Sky Solar
1755 Radford Rd
Dubuque, IA 52001
563 542 5725
Ms. Jean Peterson  
Superintendent  
Independence Community School District  
700 20th Ave SW  
Independence IA, 50644

Dear Ms. Peterson,

Thank you for your interest in solar renewable energy. Blue Sky Solar is pleased to present the attached proposal for an 11.34 kW DC integrated solar photovoltaic (PV) system for your facility located at 700 20th Ave SW Independence, Iowa, 50644. Integrating solar PV into your energy portfolio will serve as a low maintenance high return compliment to the existing innovative energy management strategies you have already implemented in your operations.

Blue Sky Solar takes pride in delivering a state of the art, turn-key system with a long term warranty that is specifically designed to maximize your return on investment. As grid electricity rates continue to climb your savings will in turn continue to increase.

The project will take approximately 8 weeks to complete. The majority of this time will be scheduling and protocol with the utility. Our experienced installation team and administrative staff will keep an open line of communication with you and your staff throughout the project to ensure that the system and installation meet and exceed your expectations while avoiding any interruption to your daily operations.

We look forward to working together with Independence Community Schools to help achieve your economic and energy management goals.

Sincerely,

Raki Giannakouros  
Vice President  
Blue Sky Solar
Project Description

System Size
- Blue Sky Solar proposes to procure, install and fully integrate a 11,340 watt (DC power) solar photovoltaic array at the building located at the Bus Barn located at 700 20th Ave SW Independence, Iowa.
- SolarWorld SW315 mono is a 315 watt monocrystalline module.
- 36 modules x 315 watts/panel = 19,530 watts of total DC power
- SolarWorld modules carry a 25 year manufacturer’s performance warranty.

Roof Mounting
- The modules will be secured to an aluminum racking system that will be fastened directly to the standing seam of the new roof and requires no penetrations. The modules will be positioned at a 161 degree azimuth and a 22 degree tilt.
- The racking is rated for up to 120 mph wind speeds in compliance with the current building code.

Inverters
- DC electric current is delivered through conduit into combiner boxes and inverters which convert the DC power to AC power and then is delivered to the building’s main power panel.
- A bi-directional meter allows excess solar power to be delivered to the electric grid (when your building is using less electricity than the solar system is producing).

Blue Sky Solar Commitment to Quality
- The system will include disconnects for safety and maintenance and will be Utility and City inspected before commissioning.
- Once commissioned, the system will provide grid quality electricity to your facility for decades with virtually no maintenance required.
- Blue Sky Solar takes pride in delivering state of the art solutions and unequaled workmanship. Each installation carries a 5 year labor warranty and is monitored monthly for performance. Remote monitoring requires a reliable internet connection provided by the customer.
Financial Benefit

The Federal Government and the State of Iowa offer a variety of incentives for the implementation of solar renewable energy. Current incentives for Solar PV applicable to this project are as follows:

**Federal Business Energy Investment Tax Credit** - The credit is equal to 30% of expenditures with no maximum credit.

**Solar Energy Systems Tax Credit** - The state of Iowa offers a 18% corporate tax credit for solar energy systems. The credit is based on the federal tax credits for solar; a taxpayer may claim 60% of the value of the federal tax credit up to $20,000 on commercial systems.

**MACRS Depreciation** - Under the federal Modified Accelerated Cost-Recovery System (MACRS), businesses may recover investments in certain property through depreciation deductions. The federal *Economic Stimulus Act of 2008* included a 50% first-year bonus depreciation provision which expired at the end of 2013 but might be renewed for 2014. Businesses in Iowa may also claim depreciation on their state taxes.

**WPPI Renewable Energy Grants for Non-profits** - WPPI Energy will provide grants ranging from $5,000 to $25,000 to selected renewable energy projects interconnected to member utility distribution systems. These grant levels are expected to best apply to solar PV projects up to 20 kW and wind projects up to 10 kW.

The potential post incentive cost of the installed project is demonstrated below:

<table>
<thead>
<tr>
<th>System Size (watts):</th>
<th>11,340</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price/Watt:</td>
<td>$2.95</td>
</tr>
<tr>
<td>Gross System Cost:</td>
<td>$33,453</td>
</tr>
<tr>
<td>Federal ITC</td>
<td>N/A</td>
</tr>
<tr>
<td>MACRS +Bonus Depreciation</td>
<td>N/A</td>
</tr>
<tr>
<td>State Depreciation</td>
<td>N/A</td>
</tr>
<tr>
<td>WPPI Grant</td>
<td>$(12,000)</td>
</tr>
<tr>
<td><strong>Net System Cost</strong></td>
<td>$21,453</td>
</tr>
</tbody>
</table>

Blue Sky Solar does not give tax advice. We request that you verify this information with your personal accountant before making the decision to move forward and simply use these estimates as a general reference.
PV Watts Simulation

The system performance is based on industry standard formulas developed by the US Department of Energy's National Renewable Energy Laboratory and decades of solar data collected by the National Weather Service at the Dubuque Regional Airport. Based on this data we know that a 11.34 kW System will produce approximately 14,763 kWh annually with a higher percentage of the power being delivered during the summer months when energy costs are higher. The projected annual and monthly system production and the associated savings are as follows:

<table>
<thead>
<tr>
<th>PV System Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Month</td>
</tr>
<tr>
<td>Jan</td>
</tr>
<tr>
<td>Feb</td>
</tr>
<tr>
<td>Mar</td>
</tr>
<tr>
<td>Apr</td>
</tr>
<tr>
<td>May</td>
</tr>
<tr>
<td>Jun</td>
</tr>
<tr>
<td>Jul</td>
</tr>
<tr>
<td>Aug</td>
</tr>
<tr>
<td>Sep</td>
</tr>
<tr>
<td>Oct</td>
</tr>
<tr>
<td>Nov</td>
</tr>
<tr>
<td>Dec</td>
</tr>
<tr>
<td>Annual</td>
</tr>
</tbody>
</table>

The financial cash flow model on the following page demonstrates how the savings are likely to play out over the 25 year warranty of the panels. The PV system is expected to payback in approximately 8 years while yielding a 4% internal rate of return for Independence Community Schools. The model assumes that the historic annual average rate inflation of 3.5% will continue over the 25 year warranty of the panels and that the inverters, which are warranted for 12 years, will need to be replaced in year 15. It is worth noting that the expected useful life of the panels is much longer than the 25 year warranty period.
### 11.34 kW System Assuming 3.5% Rate Inflation

**System Size**: 11,340 Watts

<table>
<thead>
<tr>
<th>Year</th>
<th>Capital Cost</th>
<th>Tax Credit</th>
<th>MACRS + Bonus Depreciation</th>
<th>State Depreciation</th>
<th>WPPI Grant</th>
<th>Annual kWh</th>
<th>$/kWh</th>
<th>Annual Offset</th>
<th>Total</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 0</td>
<td>$ (33,453)</td>
<td>$</td>
<td>-</td>
<td>-</td>
<td>$12,000</td>
<td></td>
<td></td>
<td></td>
<td>$21,453</td>
<td>$21,453</td>
</tr>
<tr>
<td>Year 1</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$14,903</td>
<td>0.065</td>
<td>$969</td>
<td>$969</td>
<td>$20,484</td>
<td>$20,484</td>
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<tr>
<td>Year 2</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$14,844</td>
<td>0.067</td>
<td>$999</td>
<td>$999</td>
<td>$19,486</td>
<td>$19,486</td>
</tr>
<tr>
<td>Year 3</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$14,764</td>
<td>0.070</td>
<td>$1,029</td>
<td>$1,029</td>
<td>$18,456</td>
<td>$18,456</td>
</tr>
<tr>
<td>Year 4</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$14,725</td>
<td>0.072</td>
<td>$1,061</td>
<td>$1,061</td>
<td>$17,395</td>
<td>$17,395</td>
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<tr>
<td>Year 5</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$14,698</td>
<td>0.075</td>
<td>$1,094</td>
<td>$1,094</td>
<td>$16,301</td>
<td>$16,301</td>
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<tr>
<td>Year 6</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$14,608</td>
<td>0.077</td>
<td>$1,128</td>
<td>$1,128</td>
<td>$15,173</td>
<td>$15,173</td>
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<tr>
<td>Year 7</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$14,549</td>
<td>0.080</td>
<td>$1,163</td>
<td>$1,163</td>
<td>$14,011</td>
<td>$14,011</td>
</tr>
<tr>
<td>Year 8</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$14,491</td>
<td>0.083</td>
<td>$1,198</td>
<td>$1,198</td>
<td>$12,812</td>
<td>$12,812</td>
</tr>
<tr>
<td>Year 9</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$14,433</td>
<td>0.086</td>
<td>$1,235</td>
<td>$1,235</td>
<td>$11,577</td>
<td>$11,577</td>
</tr>
<tr>
<td>Year 10</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$14,375</td>
<td>0.089</td>
<td>$1,273</td>
<td>$1,273</td>
<td>$10,304</td>
<td>$10,304</td>
</tr>
<tr>
<td>Year 11</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$14,318</td>
<td>0.092</td>
<td>$1,313</td>
<td>$1,313</td>
<td>$8,993</td>
<td>$8,993</td>
</tr>
<tr>
<td>Year 12</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$14,261</td>
<td>0.095</td>
<td>$1,353</td>
<td>$1,353</td>
<td>$7,637</td>
<td>$7,637</td>
</tr>
<tr>
<td>Year 13</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$14,204</td>
<td>0.098</td>
<td>$1,395</td>
<td>$1,395</td>
<td>$6,242</td>
<td>$6,242</td>
</tr>
<tr>
<td>Year 14</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$14,147</td>
<td>0.102</td>
<td>$1,438</td>
<td>$1,438</td>
<td>$4,804</td>
<td>$4,804</td>
</tr>
<tr>
<td>Year 15</td>
<td>$ (1.134)</td>
<td>$</td>
<td>-</td>
<td>-</td>
<td>$14,090</td>
<td>0.105</td>
<td>$1,483</td>
<td>$1,483</td>
<td>$4,456</td>
<td>$4,456</td>
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<tr>
<td>Year 16</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$14,034</td>
<td>0.109</td>
<td>$1,528</td>
<td>$1,528</td>
<td>$2,928</td>
<td>$2,928</td>
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<tr>
<td>Year 17</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$13,978</td>
<td>0.113</td>
<td>$1,575</td>
<td>$1,575</td>
<td>$1,352</td>
<td>$1,352</td>
</tr>
<tr>
<td>Year 18</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$13,922</td>
<td>0.117</td>
<td>$1,624</td>
<td>$1,624</td>
<td>$272</td>
<td>$272</td>
</tr>
<tr>
<td>Year 19</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$13,868</td>
<td>0.121</td>
<td>$1,674</td>
<td>$1,674</td>
<td>$1,946</td>
<td>$1,946</td>
</tr>
<tr>
<td>Year 20</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$13,811</td>
<td>0.125</td>
<td>$1,726</td>
<td>$1,726</td>
<td>$3,672</td>
<td>$3,672</td>
</tr>
<tr>
<td>Year 21</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$13,755</td>
<td>0.129</td>
<td>$1,779</td>
<td>$1,779</td>
<td>$5,451</td>
<td>$5,451</td>
</tr>
<tr>
<td>Year 22</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$13,700</td>
<td>0.134</td>
<td>$1,834</td>
<td>$1,834</td>
<td>$7,285</td>
<td>$7,285</td>
</tr>
<tr>
<td>Year 23</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$13,646</td>
<td>0.139</td>
<td>$1,891</td>
<td>$1,891</td>
<td>$9,176</td>
<td>$9,176</td>
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<tr>
<td>Year 24</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$13,591</td>
<td>0.143</td>
<td>$1,949</td>
<td>$1,949</td>
<td>$11,124</td>
<td>$11,124</td>
</tr>
<tr>
<td>Year 25</td>
<td>$</td>
<td>- $</td>
<td>-</td>
<td>-</td>
<td>$13,537</td>
<td>0.148</td>
<td>$2,009</td>
<td>$2,009</td>
<td>$13,133</td>
<td>$13,133</td>
</tr>
</tbody>
</table>

**Cost of Capital**: 3%

**Net Present Value**: $(1.052,03)

**Internal Rate of Return**: 4%
Benefits to the Community & Environment
In addition to being a good financial investment, solar energy is a positive choice for clean air, a healthy environment, and a strong economy. A 11.34 kW solar array will demonstrate your commitment not only to smart energy practices, but to the health and welfare of the community and the strength of the American economy.

Clean Air
Renewable energy is growing, but the majority of energy from the electric grid still comes from fossil fuels, primarily coal. Burning fossil fuels produces air pollutants that affect human health, including ground level ozone (smog), fine particulate matter, and other pollutants which, among other effects, cause lung disease, asthma, and other respiratory ailments, particularly among sensitive groups such as children and older adults. By choosing Solar PV you will be helping to bring cleaner, healthier air to all Iowans for decades to come.

Healthy Climate
Burning fossil fuels also emits greenhouse gases that contribute to global climate change. Adopting solar energy will help to stabilize the climate and ensure a prosperous and healthy future for all. Solar is an emissions free technology, and the proposed 11.34 kW system will prevent approximately 20.1 tons of greenhouse gas emissions per year. This is equivalent to 46.9 barrels of oil, planting 517 trees, or taking 4 cars off the road every year the system is in operation. Over the long life of the system, this adds up to a significant positive impact on human health and the environment.

A Prosperous Future
Solar PV helps Iowa businesses and Residents take control of their energy costs, providing certainty and lower overhead costs as utility rates continue to rise in Iowa. It also helps the local economy by supporting a growing solar PV industry right here in Iowa.
Payment Terms

The integration of such a significant renewable energy project into Independence Community Schools’ energy portfolio will draw attention to your innovative investment in future operations as well as your leadership in corporate citizenry.

The system will be billed in three separate payments as follows:

<table>
<thead>
<tr>
<th>Payment Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2 upon signed commitment</td>
<td>$16,726</td>
</tr>
<tr>
<td>1/4 upon delivery of the system</td>
<td>$8,363</td>
</tr>
<tr>
<td>1/4 upon final system commissioning</td>
<td>$8,363</td>
</tr>
<tr>
<td><strong>Total System Cost</strong></td>
<td><strong>$33,453</strong></td>
</tr>
</tbody>
</table>

Blue Sky Solar looks forward to working with Independence Community Schools to deliver this state of the art renewable energy power production facility for the benefit of your business and the entire community.

Sincerely,

Raki Giannakouros
Vice President
Blue Sky Solar

Accepted ___________________________ Date ___________________________
WACO school district in SE Iowa goes 90% solar. (Google it!)

"It makes it meaningful when they can see what's happening and it makes a difference when you talk about science and green power and then say 'Let's go look at it.'" - Chad McClanahan
Teacher/Waco Elementary

Dave Franzman, KCBG TV9
June 2, 2015

WHAT CAN I DO?
There are many ways you can help the environment and conserve energy. Here are just a few ideas:

- Buy local, organic foods
- Trade in your car for an electric/hybrid
- Compost (no garden necessary)
- Insulate your home
- Invest in solar:
  Prices have dropped dramatically. Great incentives are available but they only last through 2016.

Sponsors:

BlueSky SOLAR
seven G

SUSTAINABLE INDEPENDENCE
clean.green.prosperous.

Sustainable Independence Members:

Bob Hill - City Council Representative
Raki Giannakouros - Green Dubuque
Dan Cohen - Buchanan Co. Cons. Board
John Klotzbach
Lisa Ross -Thedens
Patty Peterson - Trees Forever
Sondra Cabell - Fontana Nature Center
George & Susan Harper
Wendy VanDeWalle
Joe Olsen - Farmers Market
Roxanne Fuller - Buchanan Co. Extension
Mike Fisher - Impact 7G

If you have any questions please contact:
Wendy VanDeWalle
(319) 310-0739
wtvandewalle@iowatelecom.net

HELP THE MUSTANGS MARCH INTO THE MILLENNIUM
WHY SHOULD I DONATE?
Sustainable Independence is raising funds to purchase two solar arrays that will be donated to the Independence Jr/Sr. High School, along with instruction from UNI's Center for Energy & Environmental Education for the teachers. The school will be receiving a $12,000 grant from WPPI that will go towards an 11kw solar array on the bus barn. Along with this array, we hope to also donate a 3kw ground-mounted solar array to be placed by the FFA/Ag greenhouse. Both of these arrays will help offset the cost of electricity for those buildings.

For part of our fundraiser, we are offering a "solar garden" approach, where your donation of $1,000 will "purchase" a solar panel for the school. You will then be assigned the serial number of the panel, so you can check out "your" solar panel's production online.

PROJECT DESCRIPTION:
$33,500 Solar array on bus barn
$14,850 Solar array by FFA/Ag greenhouse
$8,780 Educational supplies and fees
$1,300 Educational kiosk at the High School
$2,400 Two outdoor educational signs at the solar arrays

Thank you to Blue Sky Solar and Impact 7G for donating $4500 worth of in-kind services.

Total project: $56,000

HOW WILL THIS BENEFIT OUR SCHOOL & COMMUNITY?
There are many benefits that come with using solar energy.

1. Educational Benefits
   • Kids and teachers will learn about solar and renewable energy.
   • Our community will be able to learn about solar and renewable energy.

2. Economic Benefits
   • Saves the school money
   • Savings in operating costs could potentially be used towards other educational items such as new textbooks or educational supplies.
   • Having solar panels now puts our school in a good position for when electricity rates go up in the future.

3. Benefits to Future Generations
   • Future generations will benefit from the education we recieve now.
   • Future generations will benefit from not having their resources depleted.
   • Future generations will benefit from a clean, healthy earth.

I WANT TO HELP!
I want to donate and help get solar panels at the Independence Jr./Sr. High School and bring the Mustangs into the new millennium.

Name: ____________________________
Address: __________________________
City: ___________________ State: ________ Zip: ___________
Phone: ____________________________
Email: ____________________________

I would like to donate:
___$25  ___$50  ___$100
___$250  ___$500* (1/2 of a panel)
___$1000* to purchase 1 panel to donate
____Other Amount: $_________

* $500 will get you half of a panel that will be shared with someone else. If your donation is $500 or more, your name will also be placed on the educational kiosk at the Jr./Sr. High School.

Please make checks out to Sustainable Independence and mail them to:
Sustainable Independence
3299 Finley Avenue
Brandon, IA 52210

Sustainable Independence is a 501-c-3 organization and your donation is tax deductible.

Like us on Facebook for updates!
Donate online with PayPal!
(This option is not visible on your smart phone)
COMMUNITY USE OF SCHOOL DISTRICT FACILITIES & EQUIPMENT

The use of District facilities as centers for community participation should be encouraged whenever those activities are beneficial to the community-at-large.

Activities should be scheduled so they do not conflict with the District’s academic or co-curricular programs, with due consideration given to the conservation of energy and District’s expense.

The Board of Education reserves the right to deny the use of District facilities at any time.

Community Use of Facilities--General Guidelines

1. Persons who attend activities must confine themselves to the area of the facility requested. Use of hallways, foyers, and other common areas of buildings, where safe egress is blocked are strictly prohibited.

2. Charges shall begin with the time designated for opening of the building and terminate with the closing.

3. Failure on the part of the renter to notify the Activity Director or Facility Manager by 2:00 p.m., of the cancellation of meeting or event scheduled for any time after 5:00 p.m., of that date shall render the renter liable for payment of the minimum rental fee. Group I users shall be liable for payment of any custodial overtime that may result.

4. Three cancellation or “no shows” in a multi-day contract may result in termination of the contract.

5. The use of buildings and/or facilities by outside organizations shall be automatically canceled when schools must close due to inclement weather or other emergency conditions.

6. Renters must assume full responsibility for crowd control. Satisfactory sponsorship and adequate adult supervision must be provided. This shall include police and/or fire protection where necessary, or when requested by the District.

7. Disrespectful behavior by renter or renter’s participants will not be tolerated and may result in contract termination.

8. The District will provide for normal custodial services in connection with the use of the building and/or grounds.

9. The renter shall indemnify the District for any damages to the school property. Damages must be immediately reported to a District staff member.

10. Organizations shall provide the District a “Certificate of Insurance” naming the District as additional insured or purchase liability insurance in accordance with the current requirements of the District.

11. Approval will not be granted for any activity, which may be prejudicial to the best interests of the schools.

12. Gambling (e.g., bingo, raffles, lotteries) may be permitted in schools or on school grounds only in strict accordance with Iowa Gaming Commission.

Approved 11/1/2004
Reviewed
Revised 06/15/2009
09/20/2010
11/18/2013
COMMUNITY USE OF SCHOOL DISTRICT FACILITIES & EQUIPMENT

13. The possession or use of intoxicating beverages or controlled substances shall not be permitted on school premises. The use of tobacco of any kind is strictly prohibited.

14. Gym shoes shall be required for all activity-type games such as basketball, volleyball and badminton, played on any gymnasium floor. Street shoes are prohibited.

15. Users shall be required to remove, or reimburse the District for the removal of any materials, equipment, furnishings or rubbish left after use of facilities.

16. The appropriate building administrator must approve all decorations or the application of materials to walls or floors. Such decorations shall be subject to state and local fire regulations.

17. The use of candles or other flammable material shall be prohibited.

18. Specially equipped rooms, such as life skills, computer labs, science labs, industrial technology, libraries, storage rooms, and administrative offices, etc., shall not be made available for use, except by specific permission from the appropriate building administrator.

19. The appropriate building administrator must approve the use of school-owned equipment when requested by the renter.

20. Public address systems (except at the stadium), lighting and special stage equipment must be approved by the activities coordinator and operated by experienced operators provided by the District. Charges will be assessed to the renter for these services.

21. Any unusual or unique electrical appliances or equipment furnished by the user must have the approval of the appropriate building administrator.

22. Furniture arrangement must be approved by the appropriate building administrator.

23. Kitchen equipment must be operated by an authorized Food and Nutrition Department employee. The user will be billed for the labor cost, which shall be paid to the District rather than the employee.

24. All regulations of the District governing the use of school facilities shall be observed and are considered a part of the formal contract.

Legal Reference: Iowa Code §§ 8D; 276; 278.1(4); 279.8; 288; 297.9-.11 (2003).
751 I.A.C. 14.

Cross Reference: 704 Revenue

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
COMMUNITY USE OF SCHOOL DISTRICT FACILITIES & EQUIPMENT

The following categories have been established for the purpose of determining rental fees:

**Category I**
School sponsored Groups - Any organized group or organization directly connected with Independence Community Schools (student councils, school bands, choirs, drama presentations, student lectures, workshops, student art displays, etc.). Must have a designated faculty member to supervise.

**Category II**
School Community Groups - (Booster Club, Music Boosters, PTO/Parent groups, Mustang Foundation, Mentors, and other groups) whose primary purpose is school related. Fees may be charged on the basis of services rendered.

**Category III**
Community Non-Profit Groups - Community non-profit groups are defined as governmental agencies or groups (Scouts, P.A.C., 4-H, church groups, Lions Club, Rotary, parochial schools), primarily comprised of District residents providing civic, educational, or cultural activities. Rent and service fees will be charged.

**Category IV**
Any private, non-district and/or profit-making group whose interests are limited primarily to the membership or for profit; e.g., for-profit businesses, vendors, entrepreneurs, commercial institutions, private agencies. Rent and service fees will be charged.
RESOLUTION

The Board of Directors of the Independence Community School District in the Counties of Buchanan and Benton, State of Iowa, does hereby resolve to participate in the Instructional Support Program for a period of five (5) years, to levy annually, as determined by the Board, an instructional support property tax upon the taxable property within the District, commencing with the levy of property taxes for collection in the fiscal year beginning July 1, 2017, and an instructional support income surtax imposed annually for each budget year, the percent of income surtax (not to exceed twenty percent (20%), to be imposed upon the state individual income tax of each individual income taxpayer resident in the District on December 31, 2017, and each year thereafter.

The funds thus collected, when combined with Instructional Support State Aid shall not exceed ten percent (10%) of the regular program district cost, including the budget adjustment pursuant to Iowa Code §257.14 for any budget year. Instructional Support Program funds may be used for any general fund purpose.

Passed and approved________________________, 20____.

______________________________
President, Board of Directors

Attest:

______________________________
Secretary, Board of Directors
**Itinerary:**

Please update report 7:15 am/ depart 8:00 am

**INDEPENDENCE:** Independence Junior/Senior High School, 700 20th Ave

Going to Waterloo first then to West Des Moines
Each 36p cost $2078

Return times are critical and should be adhered to as well as possible for subsequent driver & coach scheduling.
The cost specified above is based on the information supplied by you when placing your order and is subject to change based on actual service performed.

We are at this time holding equipment for Order 24664.

For final confirmation you will need to provide us with a brief itinerary, if you have not already done so, including details concerning pickup time and location along with estimated time of return. Please return itinerary, when established, and a signed copy of this agreement to our office in Decorah. Refer to Order 24664 on checks and correspondence.

Hawkeye Stages reserves its right to lease equipment from other companies in order to fulfill this agreement. Hawkeye Stages shall not be liable for items left on the coach or loss of time due to mechanical failure or inclement weather.

**** SMOKING IS PROHIBITED AT ALL TIMES ON THE VEHICLES ****

A service charge will be assessed on any unpaid balance of past due accounts at a rate of 1.5% per month (annual rate of 18%). Accounts will be considered past due if they are not paid in full within 14 days of the charters return date.

Thank You:  

Julie Swenson

**Total Cost:** $6,234.00

### Pick Up and Drop Off Schedule

<table>
<thead>
<tr>
<th>Pickup</th>
<th>Depart</th>
<th>Date</th>
<th># Coaches</th>
<th>Description</th>
<th>Total Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence, IA</td>
<td>07:15 am</td>
<td>10/10/15</td>
<td>3</td>
<td>55 Passenger Coach</td>
<td>165</td>
</tr>
<tr>
<td>Des Moines, IA</td>
<td>07:45 am</td>
<td>10/10/15</td>
<td></td>
<td></td>
<td>165</td>
</tr>
<tr>
<td>Des Moines, IA</td>
<td>10/10/15</td>
<td></td>
<td></td>
<td></td>
<td>165</td>
</tr>
<tr>
<td>Independence, IA</td>
<td>02:30 am</td>
<td>10/11/15</td>
<td></td>
<td></td>
<td>165</td>
</tr>
</tbody>
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**Toll Free:** 877-464-2954  
**Decorah Phone:** 563-382-3639  
**Fax:** 563-382-3945  
**Marshalltown Ph:** 641-752-6718  
**Fax:** 641-752-6719  

703 Dudley St.  
Decorah, IA 52101  
Email: sales@hawkeyestages.com  
Website: www.hawkeyestages.com  

Charter # 24664  
PO #: Q13401  
Group Name: Band  
Customer Phone: 319-334-7405  
Customer Fax: 319-334-6096  

**Terminal Locations:**

| DECORAH 703 Dudley St. Ph:563-382-3639 |
| MARSHALLTOWN 1409 E Anson St. Ph:641-752-6718 |
| OTTUMWA 1414 2nd Street West, Ph: 641-682-8093 |
| FORT DODGE 2911 7th Ave South Ph:515-576-1373 |
| WATERLOO 1118 LaPorte Rd. Ph:319-236-0621 |
| DES MOINES 6375 NE 14th St. Ph:515-288-0319 |

| July 31, 2015 |

| Independence H.S.  
David Lang  
700 20th Ave SW  
Independence, IA 50644 |
Initial_________ Date_________
Please initial here to indicate that you have read the terms and conditions on page 1 of this contract.
### Itinerary:

Please update:
- Report 10:30 am
- Load 10:45 am
- Leave 11 am
- Load at the High School
- Group provides the driver's lodging
- 10:45 AM - Report to the Choir Room
- 11:00 AM - Depart
- 12:15PM - Lunch Stop (IC Coral Ridge Mall)
- 1:00 PM - Depart for Indianapolis

Return times are critical and should be adhered to as well as possible for subsequent driver & coach scheduling.

The cost specified above is based on the information supplied by you when placing your order and is subject to change based on actual service performed. We are at this time holding equipment for Order 24665.

For final confirmation you will need to provide us with a brief itinerary, if you have not already done so, including details concerning pickup time and location along with estimated time of return. Please return itinerary, when established, and a signed copy of this agreement to our office in Decorah. Refer to Order 24665 on checks and correspondence.

Hawkeye Stages reserves its right to lease equipment from other companies in order to fulfill this agreement. Hawkeye Stages shall not be liable for items left on the coach or loss of time due to mechanical failure or inclement weather.

**** SMOKING IS PROHIBITED AT ALL TIMES ON THE VEHICLES ****

<table>
<thead>
<tr>
<th>Pickup</th>
<th>Arrive</th>
<th>Depart</th>
<th>Date</th>
<th># Coaches</th>
<th>Description</th>
<th>Total Capacity</th>
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<tbody>
<tr>
<td>Independence, IA</td>
<td>10:30 am</td>
<td>11:00 am</td>
<td>11/13/15</td>
<td>1</td>
<td>55 Passenger Coach</td>
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</table>

**Total Cost:** $4,350.00

A service charge will be assessed on any unpaid balance of past due accounts at a rate of 1.5% per month (annual rate of 18%). Accounts will be considered past due if they are not paid in full within 14 days of the charters return date.

Thank You: Julie Swenson

July 31, 2015
9:00 PM - Arrive at Hotel
Drury Inn & Suites, 8180 Shadeland Ave, Indianapolis, IN
317-849-8900 Group provides driver's lodging
11:00 PM - Room Check

6:30 AM - Breakfast in the Hotel
7:15 AM - Depart for Indianapolis
8:00 AM - Arrive at Lucas Oil Stadium
8:00 AM - 5:00 PM
- Watch top 30 Marching Bands
- Visit the Expo (Cool t-shirts and band stuff)
- Lunch on your own (Lots of good eats in the neighborhood)
5:15 PM - Depart for Dinner
8:00 PM - Arrive back at hotel
11:00 PM - Room Check

7:00 AM - Breakfast in the Hotel
8:00 AM - Depart for Independence
4:00 PM - Approximate Arrival at IHS

Initial_________ Date_________
Please initial here to indicate that you have read the terms and conditions on page 1 of this contract.
In dependence
Community
School
District
TRAVEL REQUEST FORM

Any staff member requesting permission to attend meetings, conventions, or field trips shall file this form with their building supervisor at least 10 working days prior to the meeting or trip. If you are requesting overnight travel, the Superintendent must also approve your request. If your travel request is outside a 200 mile radius and outside the state of Iowa you also need the approval of the Board of Education.

If you are approved this form will be returned to you with the appropriate signatures. At this time, you can make your requests for any registration fees, hotel/motel accommodations and request a vehicle if it is needed. DO NOT submit those requests until you are approved. Please submit requests timely.

Requested By: Rachel Emig

Date: 07/30/15

Check One: Professional Leave Educational Field Trip

Purpose of Leave/Field Trip: National FFA Convention - Educational/Fun Opportunity for chapter leaders

Dates of Meeting/Trip: October 27 - October 30

Departure Date: Tues. October 27

Date Returning: Fri. October 30

Sponsoring Organization: National FFA Organization

Meeting Held At: Louisville, KY

(City) (State)

Will this workshop allow you to apply for and receive graduate credit? Yes No

If yes, please explain

Are you being reimbursed by any other group or organization for any expenses or receiving a stipend for attending this meeting? Yes No

If yes, please explain

Rational for Attendance: Opportunity for members to hear from industry leaders, build relationships and see potential in the FFA Organization.

Others in the District who you know are going to this meeting or convention? None

Who are you coordinating your travel expenses/plans with? Subdistrict FFA Advisors

Is this meeting/in-service applicable to any of our special school projects (i.e. Eisenhower, School-to-Work, Title I, etc. or are you requesting it to be paid by the General Fund? No

Estimated Cost:

Transportation - (See Administration Office for current cost per mile.) $3.21/mile

Check One: X School Vehicle Public Transportation Own Vehicle

Meals $0

Lodging $0

Registration Fee $0

Cost of Sub $400

Other $0

TOTAL $400 plus transportation

Immediate Supervisor

Superintendent

(Outside 200 mile radius & outside Iowa ONLY)

Approved by Board of Education

Date Return to Employee by Central Office
Dear District Administrator and Board Member:

The company that I founded, Precision Drive LLC, would again like to make a formal bid to the Independence Community School District Board of Education to contract to offer driver's education services to the students of the district. If you are unaware, we are a locally owned and operated private driving school, which has been successfully operating since 2006. We offer driver's education services, and we are a state licensed, bonded and insured institution.

I have personally been teaching driver's education since 2000 (including the Independence Community School District program from 2011-2013) and have instructed approximately 900 students. Aside from teaching driver’s education, I am a full-time secondary instructor with the Independence Community School District, currently teaching in the district’s alternative education program. I have additionally been a licensed educational administrator/evaluator in the state of Iowa.

Please consider the following proposal. If there are any changes to the proposal that you wish to discuss please do not hesitate to contact me via my business email (precisiondrive@yahoo.com) or my cell phone (319-327-1324). I look forward to hearing from you so that we can discuss this further.

- The per student cost will be $325.00.
- Precision Drive will furnish a dual brake vehicle and all operating/maintenance costs of said vehicle.
- The Independence Community School District will furnish a classroom to Precision Drive for 30 hours of classroom utilization. The classroom will sufficiently accommodate the number of students that are enrolled in the program during that session.
- Precision Drive will offer fall, spring and summer sessions to students (each individual session may be cancelled if there are not at least 24 students registered/paid).
- The district will pay their share of free/reduced student fees prior to the first scheduled class.
- Precision Drive will be allowed to utilize district means to advertise the program (including but not limited to daily announcements at the Junior/Senior High School, district website, district newsletter, flyers posted at junior/senior high school, public access television channel).
- Precision Drive will make every reasonable attempt to hire instructors that are affiliated with the Independence Community School District.
- This agreement will be effective for the 2015/2016 academic year and include the summer of 2016.

Sincerely,

Jayme Hurley

School Board President
MEMORANDUM OF AGREEMENT

INDEPENDENCE COMMUNITY SCHOOL DISTRICT
AND
JUNIOR ACHIEVEMENT OF EASTERN IOWA

2015–2016 SCHOOL YEAR

WHEREAS, the Independence Community School District, hereinafter referred to as DISTRICT, and Junior Achievement of Eastern Iowa hereinafter referred to as JUNIOR ACHIEVEMENT, desire to enter into an Agreement for the purpose of enriching the DISTRICT curriculum, and

NOW THEREFORE IS AGREED:

Responsibilities of JUNIOR ACHIEVEMENT:

1. Provide economic education materials to each student. Classroom materials will be ordered and delivered directly to each participating classroom prior to the start of the Junior Achievement class as outlined in the 2015-2016 program timeline or provided the partner teachers at the District gives Junior Achievement one-month notice for new program pilots.

2. Will prospect, recruit, place, schedule, and train each volunteer as well as facilitate evaluation tools and recognition of each volunteer. Junior Achievement will serve as a liaison between the volunteer and teacher if any concerns arise during the Junior Achievement partnership.

3. Will provide an itemized cost statement of services to District’s Partnership Coordinator in December 2015 and May 2016 for agreed upon 2015-2016 program services.

4. Will compile all District community volunteer hours and report them to District’s Partnership Coordinator by June 30, 2016.

5. Will compile all program evaluation data and report impact and outcomes to District’s Partnership Coordinator no later than July 31, 2016.

6. Will facilitate a joint District/Junior Achievement volunteer recognition program for all participating volunteers.

7. Will be available to present partnership overview including volunteer, evaluation and impact details to District School Board at an agreed upon date each year.
8. Will provide all student text books, student study guides, teacher manuals, classroom volunteer manuals, test-generating software and other software licensing, shipping charges, classroom insurance, staff time for recruitment, placement, training and oversight of classroom volunteers and teachers, as well as other materials fees due to economic module participation (varies by class).

9. Junior Achievement will provide at no cost to the District:

   - All fees associated with facilitating the *JA Ourselves®* program in Kindergarten classrooms.
   - All fees associated with facilitating the *JA Finance Park®* program.
   - All fees associated with facilitating Elementary, Middle or High School Career Fairs.

**Responsibilities of DISTRICT:**

1. District will identify a partnership coordinator who will be the primary contact for the District-Junior Achievement partnership.

2. Will provide a list of participating classes to Junior Achievement by May 29, 2015 for the 2015-2016 school year. All lists will be by school, grade, time period (if applicable), teacher’s name and how many students will be participating in each classroom. Updates to this schedule should be received by Junior Achievement no later than September 14, 2015.

3. Will allow Junior Achievement to provide a 1-hour group teacher training to all teachers new to Junior Achievement during the school year. All training will be facilitated prior to the Junior Achievement partnership experience. Junior Achievement Education staff will provide the teacher training at a designated in-service or professional development workshop coordinated by the District.

4. All District teachers will facilitate a pre-program as well as a post-program evaluation instrument for each participating student in the Junior Achievement program. All program evaluations can be accessed on the Junior Achievement website: [www.JAEasternIowa.org](http://www.JAEasternIowa.org).

5. Will pay Junior Achievement semiannually (January and June) for services provided at the rate of $10.29 per student participating in the following Junior Achievement programs:

   - *JA Our Families®* (used in 1st grade)
   - *JA Our Community®* (used in 2nd grade)
   - *JA Our City®* (used in 3rd grade)
   - *JA Our Region®* (used in 4th grade)
   - *JA Our Nation®* (used in 5th grade)
   - *JA Global Marketplace®* (used in 6th grade)
   - *JA It’s My Future™
   - *JA Personal Finance®* (used in high school)
   - *JA Be Entrepreneurial®* (used in high school)
Any additional programs added per the request of the DISTRICT

These service fees includes all student curriculum materials, teacher materials, classroom volunteer materials, shipping charges, classroom insurance as well as Junior Achievement staff time for recruitment, placement, training, evaluation and coordination of classroom volunteers and participating school district teachers.

This Agreement shall be effective July 1, 2015 through June 30, 2016. On or before April 1st of any year, one party shall notify the other in writing of its intent to terminate this Agreement.

This Agreement may be amended at any time during its term by mutual consent of the parties. Any such amendment shall be in writing and signed by authorized representatives of both parties.

Independence Community School District Superintendent

Independence Partnership Coordinator’s Name

Partnership Coordinator’s E-mail Address

Independence Community School District School Board President

Junior Achievement of Eastern Iowa Area President

Junior Achievement of Eastern Iowa Regional Executive Board Chairperson
ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES

Physical or sexual abuse of students, including inappropriate and intentional sexual behavior, by employees will not be tolerated. The definition of employees for the purpose of this policy includes not only those who work for pay but also those who are volunteers of the school district under the direction and control of the school district. Employees found in violation of this policy will be subject to disciplinary action up to and including discharge.

The school district has appointed a Level I investigator and alternate Level I investigator. The school district has also arranged for a trained, experienced professional to serve as the Level II investigator.

Level I Investigator: Danielle Meyer
Alternative Investigator: Josh Payton
Level II Investigator: Independence Police Department
2015-2016
Student – Parent Handbook for Activities Participation

Independence Jr/Sr High School
700 20th Avenue SW
Independence, IA 50644
PHONE: (319) 334-7405 * FAX: (319) 332-1296
INDEPENDENCE WEBSITE: WWW.INDEPENDENCE.K12.IA.US

Start Here...Succeed Anywhere!
## 2015-2016 INDEPENDENCE JR/SR HIGH STAFF

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<thead>
<tr>
<th>Administrative</th>
<th>Psychology</th>
<th>Teachers</th>
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<tr>
<td>Howard, John</td>
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<td>Mark, David</td>
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Independence Community School District Vision, Mission, Values and Beliefs

Vision
What do we want to create?
Creating a climate in which individuals of the Independence Community School District will strive to become effective communicators, problem solvers, responsible citizens, and productive people.

Mission
Why do we exist?
Educating people to be life-long learners and respectful, responsible citizens.

Values
What are the personal attributes we promote?
- Compassion
- Honesty
- Integrity
- Perseverance
- Respect
- Responsibility
- Pursuit of Knowledge

Beliefs
What are our basic operating principles?
- All people want to succeed and are capable of learning.
- By providing a safe environment, we promote success.
- Diversity is an asset that must be dignified and respected.
- High expectations for all according to their potential.
- Our resources should promote student achievement.
- Problems are opportunities for improvement.

Independence Learner Performance Goals

Responsible Citizen
Respect for self and others
- Treats others with respect.
- Expresses a positive attitude towards self.
- Does not use violence, coercion, or intimidation.

Group Interaction
- Demonstrates the ability to work as a team player.
- Demonstrates positive leadership skills, contributes to the overall effort of the group.
- Uses conflict resolution skills.

Responsible Action
- Practices self-restraint.
- Considers choices and is accountable for consequences of decisions.
- Maintains a healthy self-concept.
- Obeys the law.

Active Community Involvement
- Protects the environment.
- Participates in civic functions.
- Appreciates the value of volunteering.
Appreciates Diversity
- Is aware of and examines stereotypes.
- Is aware of, understands, and works well with all individuals in any situation.
- Appreciates cultural differences.

Problem Solver
Gathering, Examining and Evaluating Date
- Collects, analyzes, organizes, and presents information from a variety of resources in an ethical manner.
- Demonstrates an understanding of and applies basic principles of hypothesis testing and scientific inquiry.
- Chooses an appropriate problem solving strategy
- Differentiates among fact, fiction, and opinion.

Applying Data
- Develops and presents an original product or performance for a specific audience.
- Generalizes ideas and communicates them effectively.

Technology
- Critically analyzes and interprets media.
- Uses information media and technology to access, evaluate, use, and share information.
- Understands, and applies a systematic approach to information problem solving.
- Understands basic computer hardware, software, and operating systems.

Productive Person
Work Ethic
- Sets and manages goals.
- Displays reliability and demonstrates responsibility.
- Perseveres.

Pride in Workmanship
- Uses tools and resources specific to a job including an understanding of the basic operations and concepts of technological systems.
- Completes quality work.
- Evaluates work according to high standards and demonstrates a willingness to improve.
- Acts in an appropriate and ethical matter.

Preparation for the Workplace
- Sets career goals and develops strategies to achieve them.
- Understands one’s role in the workplace including that of a team member.
- Leads or follows in appropriate situations.

Healthy Lifestyle
- Takes responsibility for career and life choices.
- Avoids substance abuse.
- Maintains personal hygiene.

Managing Daily Life
- Functions as an effective member of a family.
- Is aware of and applies strengths for managing money effectively.
- Displays effective interpersonal communication skills.

Decision Making
• Makes ethical decisions.
• Understands and applies basic problem solving strategies.
• Draws conclusions based on data collected, organized, and analyzed.

Effective Communicator

Reading
• Applies the necessary reading skills to a variety of material.
• Understands material read.
• Reads with confidence.
• Reads for personal satisfaction and understands the value of reading.

Technology
• Accesses, evaluates, and uses information media and technology.
• Uses appropriate technologies.

Vision Literacy
• Uses various visual media to accomplish tasks.
• Appreciates creative self-expression.

Listening
• Listens thoughtfully to the ideas of others and shows the ability to ask appropriately for clarification and respond to opinions.
• Gains information from listening.
• Follows oral directions.

Speaking
• Expresses ideas clearly and confidently.

Writing
• Applies the general skills and strategies of writing, including grammar and mechanics.
• Uses different types of writing.

Independence Jr/Sr High School Mission Statement
The mission of Independence Jr/Sr High School is to provide a safe environment where students are provided the skills and opportunities to be productive and responsible citizens. (Adopted 2014)

Independence Jr/Sr High School Missions/Beliefs
While at Independence Senior High, students will be working on a total education. Developing not only academic skills, but character traits as well. A report by the Advisory Committee on Character Education recommended character traits students should develop. These traits are listed below:

Compassion: Students should show care, concern, and empathy for the needs of other persons without regard to race, religion, gender, age, economic status, and/or physical and mental condition.

Courage: Students should develop inner strength and stability to draw upon in times of adversity.

Courtesy: Students should display good manners and politeness, showing the same respect for others as they would wish for themselves.

Diligence: Students should pursue worthwhile endeavors, showing persistence, care, and effort.

Honesty: Students should be truthful and trustworthy in their relationships with others.
**Integrity:** Students should acquire sound values, and making them their own, seek to live up to them in a consistent manner.

**Responsibility:** Students should exercise sound thinking and good judgment, as they are personally and ethically accountable for their actions. Students should work with others to strengthen the family and improve their community, the state, the nation, and the world for the common good.

**Self-Discipline:** Students should realize the motivations for their actions and give priority to duties and responsibilities rather than to conflicting impulses and desires, being willing to sacrifice present satisfaction in order to receive long-term benefits.

**Self-Respect:** Students should consider the person within themselves, realize their worth and dignity as human beings, and account for their strengths as well as their weaknesses.

**Tolerance:** Students should strive to discover and learn about people who are different from themselves and about cultures different from their own.
### Independence Community School District
#### 2015-2016 School Calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>Student Days</th>
<th>Hours</th>
<th>Events</th>
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</thead>
<tbody>
<tr>
<td>August</td>
<td></td>
<td></td>
<td>1008 Hour Calendar</td>
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<td>04</td>
<td>05</td>
<td>New Teacher Day</td>
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<td>06</td>
<td>07</td>
<td>Aug 24 - Non-Student Day - Prof Dev</td>
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<td>08</td>
<td>09</td>
<td>Aug 25-28 - Non-Student Days - Prof Dev</td>
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<td>10</td>
<td>11</td>
<td>Aug 27 - First Day of School (Grades 2-12)</td>
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<td>12</td>
<td>13</td>
<td>Aug 31 - 1:00 Early Dismissal - Prof Dev</td>
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<td>K-1st Grade - No School-Conferences</td>
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<tr>
<td>September</td>
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<td>Total: 173 Instruction Days</td>
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<td>01</td>
<td>02</td>
<td>Sept 1 - 1:00 Early Dismissal - Prof Dev</td>
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<td>03</td>
<td>04</td>
<td>Sept 3-4 - Full Days of School</td>
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<td>05</td>
<td>06</td>
<td>Sept 7 - Labor Day (No School)</td>
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<td>October</td>
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<td>Total: 130 Instruction Days</td>
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<td>01</td>
<td>02</td>
<td>Oct 8 - 7-12 Parent Teacher Conf 3:30-7:30</td>
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<td>03</td>
<td>04</td>
<td>Oct 15 - K-2 Open House 6-7:30</td>
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<td>05</td>
<td>06</td>
<td>Oct 16 - Non-Student Day - Prof Dev</td>
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<td>07</td>
<td>08</td>
<td>Oct 30 - End of 1st Term 7-12 (276:45)</td>
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<td>09</td>
<td>10</td>
<td>Nov 10 - Non-Student Day - Prof Dev</td>
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<td>11</td>
<td>12</td>
<td>Nov 19 - End of 1st Trimester K-6 (354:45)</td>
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<td>14</td>
<td>Nov 19 - 7-12 Parent Teacher Conf 3:30-7:30</td>
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<td>15</td>
<td>16</td>
<td>Nov 23 - 1:00 Early Dismissal</td>
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<td>17</td>
<td>18</td>
<td>Nov 24 - K-6 Parent Teacher Conf 1:30-8:00</td>
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<td>19</td>
<td>20</td>
<td>Nov 24 - 1:00 Early Dismissal</td>
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<td>21</td>
<td>22</td>
<td>Nov 25-27 - Thanksgiving Break (No School)</td>
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<td>23</td>
<td>24</td>
<td>Dec 23-31 - Winter Break (No School)</td>
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<td>25</td>
<td>26</td>
<td>Jan 1 - Winter Break (No School)</td>
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<td>27</td>
<td>28</td>
<td>Jan 1 - Winter Break (No School)</td>
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<td>29</td>
<td>30</td>
<td>Jan 15 - Classes Resume</td>
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<td>31</td>
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<td>Jan 18 - Non-Student Day - Prof Dev</td>
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<td>Feb 17 - End of 2nd Trimester K-6 (357:00)</td>
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<td>Feb 19 - No School</td>
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<td></td>
<td>Feb 22 - Non-Student Day - Prof Dev</td>
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<td>Feb 23 - 1:00 Early Dismissal</td>
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<td>Feb 25 - K-6 Parent Teacher Conf 1:30-8:00</td>
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<td>Feb 25 - 7-12 Prof Development p.m.</td>
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<td>Feb 25 - K-6 Parent Teacher Conf 3:30-7:30</td>
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<td>Mar 23 - End of 3rd Term 7-12 (300:45)</td>
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<td>Mar 24 - No School</td>
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<td>Mar 25 - Good Friday (No School)</td>
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<td>Mar 28 - No School</td>
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<td>Mar 29 - Non-Student Day - Prof Dev</td>
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<td>Apr 16 - Non-Student Day - Prof Dev</td>
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<td>Apr 21 - 7-12 Parent Teacher Conf 3:30-7:30</td>
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<td>May 16 - Graduation/End of School</td>
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<td>01</td>
<td>02</td>
<td>May 16 - Last Day of School for Seniors - 1500 hrs</td>
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<td>03</td>
<td>04</td>
<td>May 22 - Graduation/End of School (No School)</td>
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<td>05</td>
<td>06</td>
<td>May 27 - End of 3rd Term 7-12 (360:45)</td>
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<td>07</td>
<td>08</td>
<td>May 27 - End of 4th Term 7-12 (277:00)</td>
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<td>09</td>
<td>10</td>
<td>May 27 - Last Day of School</td>
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<td>11</td>
<td>12</td>
<td>May 30 - Memorial Day (No School)</td>
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<td>14</td>
<td>May 31 - Teacher Workday</td>
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<td>June 1 - Prof Dev</td>
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<td></td>
<td>1146:30 Instruction Days</td>
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<td></td>
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<td>131 Student Days</td>
</tr>
</tbody>
</table>

Note: In-service Days may be classified as Career Development, Collaboration and/or Professional Development depending on the content of the activities being performed.

Note: The first three full days of school missed due to weather will be made up at the end of the school year. Any additional days will be at the discretion of the superintendent.

This calendar was adopted by the Board of Education on April 8, 2015 and is part of each employee’s contract for the 2015-2016 school year.
District Policies

Bullying and Harassment

Bullying/Harassment of employees and students will not be tolerated in the Independence Community School District (Board Policy 405.5). This includes situations at school-related activities home or away. Harassment includes, but is not limited to, racial, religious, national origin, age, disability, gender, gender identity, sexual orientation, sexual harassment, and bullying.

Bullying/Harassment is a violation of the school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. Students whose behavior is found to be in violation of this policy will be subject to appropriate consequences as outlined in Board Policy and the Respect & Protect program. The school district has the authority to report students violating this policy to law enforcement officials.

In the event of a complaint, the following steps will be followed:
1. Tell the violator to stop!
2. Tell a staff member.
3. The staff member will inform the Principal who will fill out a Bullying/Harassment Complaint form requesting a Level 1 investigation.
4. The investigator will file a report with the Principal if the Principal is not the investigator.

If unfounded:
• No consequences issued but situation may be monitored.

If founded:
• Consequences will be issued, according to Respect & Protect.
• Law enforcement officials may be notified.
• An appeal may be made to the Superintendent.
• Documentation remains in the student’s permanent cumulative file.

Level 1 Investigator is the Director of School Improvement, Danielle Meyer, located at the Admin Building. Alternate Investigator is Josh Payton, Assistant Principal, Independence Jr-Sr High.

Definition of a Homeless Child/Youth
• A homeless child or youth ages 3-21
• A child who lacks a fixed, regular and adequate nighttime residence and includes the following:
  • A child who is sharing the housing of others (includes doubled-up families) due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, or camping grounds due to the lack of alternative accommodations; is living in an emergency or transitional shelter; is abandoned in a hospital, or is awaiting foster care placement.
  • A child who has a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
  • A child who is living in a car, park, abandoned building, substandard housing, bus or train station, or similar setting; or
  • A migratory child/youth who qualifies as homeless because of the living circumstances described above
    • Includes youth who have runaway or youth being forced to leave home.

Dissemination of Student Information

The following information may be released to the public in regard to any individual student of the school district as needed: name, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees and awards received, photograph and likeness and other similar information. Any student over the age of eighteen or parent not wanting this information released to the public must
make objection in writing to the Principal. The objection needs to be renewed annually.

**Equal Educational Opportunity**

The board will not discriminate in its educational activities on the basis of race, color, creed, national origin, religion, gender, socio-economic status, disability, sexual orientation, gender identity or marital status.

The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The board is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, color, creed, religion, gender, socio-economic status, marital status, national origin, sexual orientation, gender identity or disability. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

**Equal Employment Opportunity**

The Independence Community School District will provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity and affirmative action laws, directives and regulations of federal, state and local governing bodies. Opportunity to all employees and applicants for employment includes hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination.

The school district will take affirmative action in major job categories where women, men, minorities and persons with disabilities are underrepresented. Employees will support and comply with the district's established equal employment opportunity and affirmative action policies. Employees will be given notice of this policy annually.

Individuals who file an application with the school district will be given consideration for employment if they meet or exceed the qualifications set by the board, administration, and Iowa Department of Education for the position for which they apply. In employing individuals, the board will consider the qualifications, credentials, and records of the applicants without regard to race, color, creed, sex, national origin, religion, age, socio-economic status, sexual orientation, gender identity or disability. In keeping with the law, the board will consider the veteran status of applicants.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, will be directed to the Affirmative Action Coordinator by writing to Danielle Myer, Director of School Improvement, 1207 1st Street W, Independence, Iowa 50644; or by calling 319-334-7400.

**Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) also specify rights related to educational records. This Act gives the parent or guardian the right to: 1) inspect and review his/her child's educational records; 2) make copies of these records; 3) receive a list of the individuals having access to those records; 4) ask for an explanation of any item in the records; 5) ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights; and, 6) a hearing on the issue if the school refuses to make the amendment.

If there are questions, please contact the Superintendent of Schools, Section 504 Coordinator for the Independence Community School District, at 319-334-7400.

**Freedom of Expression**

Student expression, other than student expression in student-produced official school publications, made on the school district premises or under the jurisdiction of the school district or as part of a school-sponsored activity may be attributed to the school district; therefore, student expression must be responsible. Student expression must be
appropriate to assure that the students learn and meet the goals of the school activity and that the potential audience is not exposed to material that may be harmful or inappropriate for their level of maturity.

Students will be allowed to express their viewpoints and opinions as long as the expression is responsible. The expression shall not, in the judgment of the administration, encourage the breaking of laws, defame of persons, be obscene or indecent, or cause a material and substantial disruption of the educational program. The administration, when making this judgment, shall consider whether the activity in which the expression was made is school-sponsored and whether review or prohibition of the student’s speech furthers an educational purpose. Further, the expression must be done in a reasonable time, place, and manner that is not disruptive to the orderly and efficient operation of the school district.

Students who violate this policy may be subject to disciplinary measures. Employees shall be responsible for insuring students’ expression is in keeping with this policy. It shall be the responsibility of the superintendent to develop administrative regulations regarding this policy.

Interviews of Students by Outside Agencies

Generally, students may not be interviewed during the school day by persons other than parents and school district officials and employees.

Requests from law enforcement officers and from persons other than parents, school district officials, and employees to interview students shall be made through the principal’s office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Generally, prior to granting a request, the principal shall attempt to contact the parents to inform them of the request and to ask them to be present.

If a child abuse investigator wishes to interview a student, the principal will defer to the investigator’s judgment as to whether the student should be interviewed independently from the student’s parents, whether the school is the most appropriate setting for the interview, and who will be present during the interview.

Students will not be taken from school without the consent of the principal and without proper warrant.

Open Enrollment

Parents who wish to transfer their child out of the district under Open Enrollment may pick up appropriate forms in the office of the superintendent. These forms must be completed and returned to the superintendent’s office on or before March 1st of the year preceding the year in which the child wishes to transfer. This deadline may be waived if the parents show good cause that, for the purposes of open enrollment, means a change in the status of a child or a change in the status of the child’s resident district. A change in the status of a child includes a change in the child’s residence due to a change in the family residence, a change in the state in which the family residence is located, a change in a child’s parents’ marital status, a guardianship proceeding, placement in foster care, adoption, participation in a foreign exchange program, participation in a substance abuse or mental health treatment program, or a similar set of circumstances consistent with the definition of good cause. A change in the status of the resident district includes failure of negotiations for whole-grade sharing, reorganization, a dissolution agreement, rejection of a current whole-grade sharing agreement, a reorganized plan, or a similar set of circumstances consistent with the definition of good cause. If the good cause relates to a change in the status of a child’s school district of residence, however, action by a parent must be taken to file the notification within forty-five days of the 1st board action or within thirty days of the certification of the election, whichever is applicable to the circumstances.

Reasonable Force

Reasonable physical force may be used upon a student with or without advance notice when the use of such force is deemed essential by a reasonable person for self-defense, the preservation of order, or quell a disturbance, to end an action that is threatening to others, and to protect school property, or for the protection of others located on school property.
Search and Seizure

School district property is held in public trust by the board. School district authorities may, without a search warrant, search students or protected student areas based on a reasonable and articulable suspicion that a school district policy, rule, regulation or law has been violated. The search shall be in a manner reasonable in scope to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students, employees and visitors to the school district facilities. The furnishing of a locker, desk or other facility or space owned by the school and provided as a courtesy to a student, even if the student provides the lock for it, shall not create a protected student area and shall not give rise to an expectation of privacy with respect to the locker, desk, or other facility.

School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include, but are not limited to, nonprescription controlled substances, marijuana, cocaine, amphetamines, barbiturates, apparatus used for controlled substances, alcoholic beverages, tobacco, weapons, explosives, poisons and stolen property. Such items are not to be possessed by a student while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered buses; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Possession of such items will be grounds for disciplinary action including suspension or expulsion and may be reported to local law enforcement officials. The board believes that illegal, unauthorized or contraband materials may cause material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees, or visitors on the school district premises or property within the jurisdiction of the school district.

It shall be the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations regarding the policy.

Section 504 of the Rehabilitation Acts of 1973

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill obligations under Section 504, the Independence Community School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the school system.

The Independence Community School District has the responsibilities under Section 504, which includes the obligations to identify, evaluate, and, if the student is determined to be eligible under Section 504, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

Statement of Non-Discrimination

It is the policy of the Independence School District not to discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (employment only), marital status, sexual orientation, gender identity and socioeconomic status (students/program only) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the district's Equity Coordinator, Danielle Meyer, the Director of School Improvement at 319-334-7400, ext. 459, or dmeyer@independence.k12.ia.us.

Student Records -- Confidentiality and Access

All student records containing personally identifiable information are located in the Guidance Office and shall be kept confidential as directed by School Board policy. Only the local school district personnel and the area education agency personnel have access to students' records and have the right to view the records.

If the board policy that you need is not listed above, please log on to our website www.independence.k12.ia.us or contact the district office.
Academic Eligibility
In order to participate in extracurricular activities, a student must comply with all rules and/or regulations regarding student eligibility established by the Iowa Department of Education, the Iowa High School Athletic Association, the Iowa High School Girls’ Athletic Union, Independence Community School District, and any other entity that may establish applicable rules and regulations concerning student scholastic eligibility to participate in extracurricular activities.

Activities Department Goals and Objectives
1. To provide students with an enjoyable, safe and satisfying experience.
2. To provide the teaching of fundamentals appropriate to the various age groups.
3. To develop sportmanship and an appreciation for good sportmanship.
4. To develop a sense of self-worth, character, and purpose in each student.
5. To promote high standards of achievement.
6. To promote high ethical standards and integrity.
7. To provide leadership of the highest quality by the staff and to develop the same leadership qualities in our students.
8. To promote academic excellence for all students.
9. To provide opportunities for as many students as possible to participate with a broad variety of activities and the freedom of choice in selecting their participation.
10. Assist our students in goal setting and helping them direct steps in the pursuit of those goals.

Activities Philosophy
The activities programs at Independence Community Schools is an integral part of the total educational program. When a student participates in activities at Independence Community Schools, there are certain things he or she may expect. In turn, there are certain things the school expects of the participating student.

As a department, we are committed to honoring the dignity of each person; to taking a personal interest in you as an individual; helping you grow personally while you pursue and achieve your educational and extra-curricular goals. Although we cannot guarantee your success, we strive to make your participation one that is fulfilling and will have a positive impact on you both now and in your future. The school will support your efforts, but attitudes come from you.

Good Conduct rules will be uniform for all activities teams. In our district, the head coach/sponsor of each program has the prerogative of setting additional training rules and standards of behavior and discipline that are reasonable for the team. This could entail a clear understanding of what is expected by the player and the coach in terms of personal appearance and conduct. The athletic department will work with the coach in carrying out the policies governing his/her activity as long as they are reasonable and do not conflict with basic school policy.

A student’s association with the activities program is voluntary. But in addition to the rules and regulations governing all students, you must be willing to take on the additional obligations of self-discipline and team-discipline that are necessary to be committed to an extra-curricular activity. Time management and organization are critical to your success so that you can balance your commitments of participation while maintaining high academic standards. When you become a member of an activity, you’re an integral part of the team’s success regardless of your role. Commitment, sacrifice, discipline,
organization, etc. are not only qualities that will help you have a rewarding experience but will help you succeed well into your future.

When representatives from other schools come on our campus, we expect that they shall be treated with the courtesy and hospitality afforded to all guests. When we are guests on another campus, we expect you to conduct yourself properly. Likewise, you should be a person of high character and model respectful behavior both home and away. Character, integrity and ethics are foundations of good sportsmanship and are among the high ideals of your participation in extra-curricular activities.

We wish to excel in all activities and programs conducted in the name of Independence High School. Within the limitations of the objectives of similar schools in the WaMaC Conference, the official rules and regulations of the Iowa High School Athletic Association (IHSAA) and Iowa Girls High School Athletic Union (IGHSAU) which govern our programs, and our financial ability, we are determined to do our best to field competitive, well-coached programs. Our high standards include composed students who represent our school with pride, enthusiasm, loyalty and sportsmanship.

It is hoped that your academic and extra-curricular experiences at Independence Community Schools will hold satisfaction and rewards that will continue to enrich your life long after you graduate.

**Athletic Awards (High School only)**

In all sports, coaches recommend players for awards based on the level of participation and dedication. Unless there are unusual circumstances, athletes that do not finish a season for any reason other than injuries, do not qualify for awards. Coaches consider training, cooperation, sportsmanship, and attitude in making the list of athletes recommended for awards.

Students that do not earn a Varsity Letter award will receive a participation certificate. Coaches, especially the Head Coach, of each sport will determine which students earn a Varsity Letter. Each Head Coach has the prerogative to set up criteria to earn a Varsity Letter and should be given to students prior to the start of the season.

Students that have participated in a particular sport (for example Cross Country) for 4 years that would not “letter” by meeting the criteria, would receive a letter following their 4th year of participation. Students should ask the coaches for the lettering criteria prior to the start of the sport season. Some coaches have very detailed criteria; others may simply leave it to “coaches discretion”. In any case, communication with the coaching staff before the start of the season is critical, so the students know how the Varsity Letter can be obtained.

**Attendance**

Under normal circumstances students must attend classes no later than 12:00pm to be able to participate in practice and/or contests. Furthermore, a student that has been in attendance at school cannot incur an unexcused absence during the day to practice/compete in activities. Unexcused absences include, but are not limited to, leaving the building without permission (“skipping out” during the school day), failure to report to classes prior to appropriate dismissal times for away contests, and falsified parent notes or calls. Participants are also subject to regular school discipline for unexcused absences. If a student incurs an unexcused absence on the day of competition and the Coaching Staff/Administration is aware of the infraction, the student will not be allowed to compete that day or evening. Absences that are
exceptions to the rule include, but are not limited to, doctor/dentist appointments, family emergencies, and funerals.

Components of a Successful Program

I. Administration
   - Possess a real commitment on the part of school administrators to build a strong program. B. Must allow the coaches and sponsors time to build a successful program, providing security to concentrate on individuals showing solid character and citizenship.
   - Funds and facilitation to build strong young men and women physically and mentally.
   - The development of a strong coaching staff. (Excellent coaches are excellent teachers.) E. Must be loyal to staff and students.
   - Promote a community-based approach to program development. G. Model the ideals of integrity, ethical behavior and sportsmanship.
   - Must keep open and honest lines of communication with coaches, students, and parents.

II. Head Coach/Sponsor
   - Must have a plan, in which he/she believes and will not compromise. B. Must be dedicated to his/her sport/activity and knowledgeable of it.
   - Must possess a strong self-image.
   - Must possess a passion for working with and developing young people.
   - Must surround himself/herself with the best possible assistants/support staff.
   - Must be willing to work hard and make personal sacrifices.
   - Must be dedicated to continual improvement. H. Must be a motivator and a goal setter.
   - Must be loyal to the school, assistant coaches, and students.
   - Must keep open and honest lines of communication with Administration, Assistants, students, and parents.

III. Coaching Staff/Activity Assistants
   - Must be dedicated to his/her activity.
   - Must be willing to work hard and make personal sacrifices.
   - Must be an honest person.
   - Must be loyal to the school, program leader, program, and other staff members.
   - Must be an excellent teacher.
   - Must have a great deal of initiative.
   - Must be a solid thinker and problem solver.
   - Must possess a positive self-image.
   - Must model the ideals of integrity, ethical behavior and sportsmanship.
   - Must keep open and honest lines of communication with Administration, Head Coach, students, and parents.

IV. Participant
   - Must be dedicated to his/her activity.
   - Must have the desire, drive, and determination to succeed.
   - Must possess a positive self-image.
   - Must be willing to make personal sacrifices.
   - Must put team success in front of personal glorification.
   - Must be a positive leader in school and inactivities.
   - Must be a good student.
o Model the ideals of integrity, ethical behavior and sportsmanship.
o Must keep open and honest lines of communication with Administration, Coaches, fellow
students, and parents.

Every coach/sponsor should advise students as to proper conduct in meetings with the media and how
to conduct themselves in interviews for their protection and to avoid any embarrassment.

It is the duty of all concerned with High School Activities:
1. To emphasize the proper ideals of sportsmanship, ethical conduct, and fair play.
2. To eliminate all possibilities which tend to destroy the best values of the game/contest/performance.
3. To stress the values derived from competing fairly.
4. To show cordiality to visiting participants and officials.
5. To establish a cordial relationship between visitors and hosts.
6. To respect the integrity and judgment of officials.
7. To achieve a thorough understanding and acceptance of the rules of the game and the standards of
eligibility.
8. To encourage leadership, use of initiative, and good judgment by the members of the activity.
9. To recognize that the purpose of activities is to promote the physical, mental, moral, social, and
emotional well being of the individuals participating.
10. To remember that an athletic contest is only a game—not a matter of life or death for players,
coaches, fans, state, or nation.
11. To avoid unfavorable criticism of other coaches, sponsors, and school officials except that which is
formally presented to the proper authorities.

IOWA HIGH SCHOOL ATHLETIC
ASSOCIATION IOWA GIRLS HIGH SCHOOL
ATHLETIC UNION CONCUSSION
MANAGEMENT PROTOCOL

1. No student should return to play/competition (RTP) or practice on the same day of a concussion.
2. A licensed health care provider as defined in Iowa Code Section 280.13C should
evaluate a student suspected of having a concussion on the same day the injury
occurs.
3. After medical clearance by a licensed health care provider as defined in Iowa Code
Section 280.13C, RTP should follow a stepwise protocol with provisions for delayed
RTP based upon return of any signs or symptoms.

Iowa Code Section 280.13C states, in part, “Annually, each school district and nonpublic school
shall provide to the parent or guardian of each student a concussion and brain information sheet, as
provided by the Iowa High School Athletic Association and Iowa Girls High School Athletic Union.
The student and student’s parent or guardian shall sign and return the concussion and brain injury
information sheet to the student’s school prior to the student’s participation in any interscholastic
activity for grades seven through twelve. If a student’s coach or contest official observes signs,
symptoms, or behaviors consistent with a concussion or brain injury in an extracurricular
interscholastic activity, the student shall be immediately removed for participation. A student who has
been removed from participation shall not recommence such participation until the student has been evaluated by a licensed health care provider trained in the evaluation and management of concussions and other brain injuries and the student has received written clearance to return to participation from the health care provider.

For the purposes of this section, a licensed health care provider means a physician, physician's assistant, chiropractor, advanced registered nurse practitioner, nurse, physical therapist, or licensed athletic trainer.

For the purposes of this section, an extracurricular interscholastic activity means any extracurricular interscholastic activity, contest, or practice, including sports, dance, and cheerleading.”

4. Education of contest officials, school coaches and other appropriate school personnel, contestants, parents, and licensed health care providers.

The Iowa High School Athletic Association and Iowa Girls High School Athletic Union will provide a variety of educational materials related to concussions and brain injuries developed by the CDC and other organizations knowledgeable about concussions.

5. Removing an injured student from participation, deciding whether he or she has sustained a concussion, and return to participation protocol.

It is the responsibility of the contest officials’ and the student’s coach to recognize that a student may be exhibiting signs, symptoms, & behaviors of a concussion and remove him or her from the contest. Once the student has been removed from the contest, the officials’ responsibility for the student’s safety is over and the student is in the care of the school’s coach and/or a licensed health care provider as defined in Iowa Code 280.13C.

A student removed from participation due to exhibiting signs, symptoms, & behaviors of a concussion shall not recommence such participation until a licensed health care provider as defined in Iowa Code 280.13C has provided written clearance for the student to return to participation.

Licensed health care providers as defined in Iowa Code 280.13C should follow return to participation (practice and competition) protocol before allowing a student who has been exhibiting signs, symptoms, & behaviors of a concussion to return to any kind of participation (practice and/or competition).

6. In cases where the Iowa High School Athletic Association or Iowa Girls High School Athletic Union have designated licensed health care providers as defined in Iowa Code 280.13C for their sponsored events/tournaments, the decision of those licensed health care providers regarding a student who is exhibiting signs, symptoms, and behaviors consistent with a concussion returning to competition at any time during those events/tournaments shall be final.

RETURN TO PARTICIPATION PROTOCOL FOLLOWING A CONCUSSION
(INFORMATION FOR LICENSED HEALTH CARE PROVIDERS)
Return to participation following a concussion is a medical decision. Medical experts in concussion believe a concussed student should meet ALL of the following criteria in order to progress to return to activity. The protocol below will help licensed health care providers as defined in Iowa Code Section 280.13C determine when return to participation is appropriate:

1. Asymptomatic at rest, and with exertion (including mental exertion in school), AND have written clearance from physician, physician’s assistant, chiropractor, advanced registered nurse practitioner, nurse, physical therapist or licensed athletic trainer. *Written clearance to return by one of these licensed medical professionals is REQUIRED by Iowa Code Section 280.13C!

Once the criteria above are met, the student should progress back to full activity following the stepwise process detailed below. A licensed health care provider as defined in Iowa Code Section 280.13C, or their designee, should closely supervise this progression.

Progression to return is individualized and should be determined on a case-by-case basis. Factors that may affect the rate of progression include: previous history of concussion, duration and type of symptoms, age of the student, and sport/activity in which the student participates. A student with a history of concussion, one who has had an extended duration of symptoms, or one who is participating in a collision or contact sport may progress more slowly as determined by a licensed health care provider as defined in Iowa Code Section 280.13C, or their designee.

Step 1. Complete physical and cognitive rest. No exertional activity until asymptomatic. This may include staying home from school or limiting school hours (and studying) for several days. Activities requiring concentration and attention may worsen symptoms and delay recovery.

Step 2. Return to school full-time.

Step 3. Low impact, light aerobic exercise. This step should not begin until the student is no longer having concussion symptoms and is cleared by the treating licensed health care provider. At this point the student may begin brisk walking, light jogging, swimming or riding an exercise bike at less than 70% maximum performance heart rate. No weight or resistance training.

Step 4. Basic exercise, such as running in the gym or on the field. No helmet or other equipment.

Step 5. Non-contact, sport-specific training drills (dribbling, ball handling, batting, fielding, running, drills, etc.) in full equipment. Weight-training can begin.


*NOTE: Generally, each step should take a minimum of 24 hours. If post concussion symptoms occur at ANY step, the student must stop the activity and their licensed health care provider as defined in Iowa Code Section 280.13C should be contacted. If any post-concussion symptoms occur during this process the student should drop back to the previous asymptomatic level and begin the progression again after an additional 24-hour period of rest has taken place.

Good Conduct Code

The following Good Conduct Code establishes the standards by which students shall conduct themselves if they choose to take advantage of the privileges afforded them by participation in extracurricular activities. Students participating in extracurricular activities shall commit themselves to meet the standards of this code and of the Student Code of Conduct at all times and in all places (365 days a year).

I. STATEMENT OF PHILOSOPHY

Co-curricular activities are a part of Independence Community School District grades 7-12 because participation in these provide students with the opportunities to develop skills in teamwork, leadership, setting goals, conflict resolution, respecting the talent or others, and using their own abilities. Participants in school activities will be held to a higher standard than other students because they are representing Independence Community School District to our public. Students will be held to this standard throughout the calendar year. The Administrator may declare a student ineligible to participate in an activity when the conduct of that student has been determined to be contrary to or in violation of the established rules and regulations set out in this policy.

II. STUDENT AGREEMENT

Before participation in any activity is permitted, all students who wish to participate in extracurricular activities shall receive a copy of the Good Conduct Code and shall sign an agreement indicating they will abide by the Good Conduct Code.

III. APPLICABLE ACTIVITY PROGRAMS

Students who are participating in school activities are subject to the school rules, which apply to all students and to the rules of the Good Conduct Code. The Good Conduct Code applies to all extracurricular activities, including but not limited to:

1. all athletic teams
2. fine arts
3. speech contests
4. all co-curricular clubs
5. class officer
6. cheerleading
7. FFA
8. all honorary offices, including but not limited to, royalty
9. dance team
10. Student Council
11. National Honor Society
12. Any other school activity where the student represents the school outside the classroom. (i.e. overnight trips)

IV. DEFINITIONS

Competition/Performance means a specific event that is a component of an extracurricular program whether it is a contest, a social activity (including, but not limited to, prom and homecoming), a performance, a school-sponsored trip that is part of the extracurricular activity, etc.

Offense occurs when a student is determined by a school official to have violated the Good Conduct Code. Such violations shall be counted cumulatively from year to year (grades 9-12), regardless of the specific portion of the Good Conduct Code that is violated. Any offense(s) occurring under the District's previous policy shall count cumulatively toward any offense(s) under this Good Conduct Code. Middle School students must also abide by this Good Conduct Code. However, any violations incurred prior to ninth grade will not be carried forward to ninth grade.
Possession with regard to alcohol, drugs, simulated controlled substances, and tobacco, possession shall mean under the actual control of or on the student's person, contained in property under the student's personal control, or accessible to the student and the student has knowledge of the prohibited substance's presence.

School days shall mean days when school is in session, (i.e., Monday through Friday, except state and/or national holidays.)

Student Code of Conduct is a body of school rules and regulations independent from this Good Conduct Code. Any student behavior that violates both the Student Code of Conduct and this Good Conduct Code will incur penalties under both sets of rules and regulations.

Year, as it is used in this policy means one calendar year.

V. APPLICATION OF THE GOOD CONDUCT CODE

Appropriate student behavior is required by and impacts on all extracurricular activities in which a student participates. If a student is participating in multiple extracurricular activities at the time the student loses privileges under this policy, the loss of privileges shall apply to all activities.

If at the time of the violation, the student is not currently participating in any activity, then the student's period of ineligibility shall apply to the first extracurricular activity or activities in which the student participates.

A disciplinary action may carry over from one activity to another and may carry over from one school year to the next. A student must finish the activity in good standing with the Head Coach for the eligibility to count.

VI. CONDUCT REQUIREMENTS

Students shall abide by the Good Conduct Code at all times and in all places.

General Standards

Good Conduct consists of behavior which reflects the generally accepted social and moral requirements of the community, is legal, and at all times reflects respect for and sensitivity to other persons, regardless of nationality, gender, gender identity, sexual orientation, religion, race or disability, and a respect for their rights, property, and dignity.

VII. VIOLATIONS

Violations of the Good Conduct Code include but are not limited to the following prohibited conduct and actions.

Students shall not:

1. Sell, manufacture or distribute illegal drugs, controlled substances, imitation controlled substances or drug paraphernalia.
2. Possess, use or threaten to use any instrument that is generally considered a weapon or an imitation weapon or an explosive.
3. Possess, use, or be under the influence of illegal drugs, controlled substances, imitation controlled substances, or drug paraphernalia.
4. Possess, use, or be under the influence of alcoholic beverages.
5. Assault or physically or sexually abuse any person.
6. Use, possess and/or transmit tobacco or imitation substances.
7. Damage, destroy, vandalize or steal school property and/or personal property of employees, students, visitors to the school, or district patrons.
8. Participate in any conduct that, in Iowa, is illegal, whether or not an arrest or conviction occurs, except simple misdemeanor traffic violations.
VIII. DETERMINATION OF VIOLATION

When it comes to the attention of school officials that a student is suspected of violating the Good Conduct Policy or the rules of a specific extracurricular activity, the Activities Director and/or designee will determine whether the student has committed a violation.

Prior to making a final determination that there has been a violation, the Activities Director and/or designee shall: (i) be informed of the allegations and (ii) perform an appropriate investigation; and the student shall (i) be notified, orally or in writing, of the allegations against the student and the basis of the allegations and (ii) be given an opportunity to respond to the allegations.

The Independence Community School District may determine there has been a violation of its Good Conduct Code whether or not criminal charges have been filed, whether a student's trial is pending, or whether or not the student is found guilty by a court of law as long as there is reasonable evidence to support the finding of a Good Conduct Code violation.

Once the determination is made that a student has violated the Good Conduct Code, the Activities Director and/or designee shall make a determination of the appropriate penalty. The student and his/her parent(s)/guardian shall be informed in writing of this decision (the nature of the violation and the determination of the penalty) by mailing the same to the student's residence (or other address if the parents have a different address on file for mailing purposes with the school) within five school days of the determination. In addition, the parent(s) will be notified orally, if possible.

IX. PENALTIES FOR VIOLATION (S)

Any student who, after a hearing before the administration, is found to have violated the Good Conduct Rule, is subject to a loss of eligibility as follows:

First Offense: First offense within the student’s high school career will result in a 20% ineligibility period of activity contest or performance. In the cases where there are limited performances (musicals, plays, and speech contests) the penalty will be 1 contest or performance. This may be reduced to 10% if the student attends an approved professional counseling session within the two weeks of ineligibility and provides proof of attendance (except in case where penalty is already only 1 contest). The student will also be required to complete 4 hours of community service approved by Administration outside of regular school hours.

Second Offense: Second offense within the student’s high school career will result in the student being ineligible for 50% of the activities contests or performances. In case where there are limited performances (musicals, plays, and speech contests) the penalty will be 2 contests or performances. The student must attend an approved professional counseling session within the two weeks of ineligibility and provides proof of attendance. The student will also be required to complete eight (8) hours of community service approved by Administration outside of regular school hours.

Third Offense: Third offense within the student’s high school career will result in a One (1) year ineligibility period.

Fourth Offense: Fourth offense within the student’s high school career will result in the student being prohibited from participating in extracurricular activities for the remainder of the student’s high school career.

X. SUSPENSION/EXPULSION UNDER THE STUDENT CODE OF CONDUCT

If a student receives a disciplinary out of school suspension or expulsion because of a violation of the Student Code of Conduct, the student will not be allowed to participate for the comparable period of time in any extracurricular activity, including practices, meetings, and competitions/performances and will be denied all school transportation to or from such practices, meetings and/or competitions/performances for the duration of the suspension or expulsion.
In the event a student receives a disciplinary in school suspension, the coach/sponsor will determine whether attendance at a practice, meeting and/or competition/performance is permitted during the length of the in school suspension.

**XI. STUDENT APPEAL**

Any student who is found by the administration to have violated the Good Conduct Rule may appeal this determination to the Superintendent by contacting the Superintendent within three (3) days of being advised of the violation. The penalty will be in effect pending the Superintendent’s decision.

If the student is still dissatisfied, he or she may appeal to the Independence School Board by filing a written appeal with the Board Secretary at least 5 days prior to the next board meeting. The review by the Board will be in closed session unless the student’s parents/guardian (or the student, if the student is 18) requests an open session. The grounds for appeal to the School Board are limited to the following: the student did not violate the Good Conduct Rule; the student was given inadequate due process in the investigation and determination; or the penalty is in violation of this policy or Board Policy. The penalty will remain in effect pending the outcome of the meeting with the Board.

If the School Board reverses the decision of the administration, the student shall be immediately eligible and shall have any record of the ineligibility period and violation deleted from the students’ record.

************************************************************************

(Return to your coach/sponsor/director)

I have read, understand, and will abide by the above Code of Conduct.

Student’s Name

(print name)

Activity

Student’s signature	Parent or guardian signature

Date
Hazing
Many athletic programs today promote time-honored traditions in their sports. Many of these traditions are wholesome and a positive part of the athletic program. Unfortunately, some traditions are both dangerous and illegal. Many times these “traditions” are nothing more than disguised forms of hazing. These events can get out of hand and the physical and emotional welfare of all involved is at great risk.

Some examples of hazing are as follows, but not limited to:
- Assigning pranks such as stealing, painting objects or harassment of other groups.
- Modifying one’s appearance with unusual haircuts, shaving, tattoos or skin markings.
- Apparel that is embarrassing, lewd or interferes with the educational atmosphere.
- Agreeing to do demeaning tasks for others.
- Spanking, swatting or hitting with great force.
- Spreading of false rumors.
- Any act that produces mental anguish.
- Any act that could pose a safety risk to the student-athlete.
- Any act that could bring shame or discredit to the team or school.
Important Phone Numbers
Independence High School: 319-334-7405
West Elementary School: 319-334-7430
East Elementary School: 319-334-7425

WaMaC Conference Schools

EAST DIVISION
Anamosa: 319-462-3594
Beckman: 563-875-7188
Central DeWitt: 563-659-4715
Maquoketa: 563-652-2451
Mount Vernon: 319-895-8843
Solon: 319-624-3401
West Delaware: 563-927-3515
Western Dubuque: 563-876-3442

WEST DIVISION
Benton Community: 319-228-8701
Center Point-Urbana: 319-849-1102
Clear Creek-Amana: 319-545-2361
Columbus: 319-233-3358
Independence: 319-334-7405
Marion: 319-377-9891
Vinton-Shellsburg: 319-436-4728
Williamsburg: 319-668-1050

Recognized Conference Sports and Activities:

Sports Schedules located on-line at:
www.wamacconference.org then select Independence
Independence Schools Board Policy Regarding Club Sports Participation

STUDENT ACTIVITY PROGRAM

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and ability in the students during their school years and for their lifetime.

Students will have an opportunity to participate in a school activity unless the activity is not offered or the student cannot participate for disciplinary reasons. If the activity is an intramural or interscholastic athletic activity, students of the opposite sex will have a comparable opportunity for participation. Comparable opportunity does not guarantee boys and girls will be allowed to play on each other's teams when there are athletic activities available that will allow both boys and girls to reap the benefits of school activities, which are the promotion of additional interests and abilities in the students.

Student activity events must be approved by the superintendent unless they involve unusual travel expense, in which case the board will take action. The events must not disrupt the education program or other school district operations.

A high school student who participates in school sponsored athletics may participate in a non-school sponsored sport during the same season with approval of the high school principal and activities director.

Such outside participation shall not conflict with the school sponsored athletic activity.

It shall be the responsibility of the superintendent to develop administrative regulations for each school activity. These regulations shall include, but not be limited to, when physical examinations will be required, how and when parents will be informed about the risk of the activity, academic requirements, and proof of insurance on the student participating in certain activities. Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity.

Legal Reference:

Cross Reference:

Approved 11/1/2004


501 Student Attendance 502 Student Rights and Responsibilities 503 Student Discipline 504 Student Activities 507 Student Health and Well-Being

Reviewed 12/15/2008

Revised
Mustang Athletic Teams at Independence Community Schools

**FALL**

**Boys**
- Cross Country
- Football

**HIGH SCHOOL**
- Girls
  - Cross Country
  - Volleyball

**JUNIOR HIGH**

**Boys**
- Cross Country
- Football

**WINTER**

**Boys**
- Basketball
- Bowling
- Wrestling

**HIGH SCHOOL**
- Girls
  - Basketball
  - Bowling

**JUNIOR HIGH**
- Girls
  - Basketball (after winter break)
  - Wrestling (before winter break)

**SUMMER**

**Boys**
- Golf
- Track
- Soccer
- Tennis

**HIGH SCHOOL**
- Girls
  - Golf
  - Track
  - Soccer
  - Tennis

**JUNIOR HIGH**
- Girls
  - Track

**SUMMER**

**Boys**
- Baseball

**HIGH SCHOOL**
- Girls
  - Softball

**CHEERLEADING**
Parent Guide

Introduction

During a season your son(s) and/or daughter(s) will learn much about that specific activity they are participating in and probably even more about himself as a young person. The skills and self-discipline your student(s) will develop will be invaluable to them in the years to come.

Your student(s) will improve both physically and mentally and learn to handle the challenges that go along with high school activities. We feel there is no better preparation for life than your student(s) involvement in extracurricular activities. They will develop discipline, self-confidence and leadership skills as well as understanding the importance of working as a team while developing many friendships and memories.

This section is designed to help parents understand, appreciate and enjoy your student(s) participation in activities. It discusses a number of topics important for a student’s parents. Although there are many challenges that must be met while we strive for good effort, we always want to keep activities fun. When our students compete as a team and enjoy what they are doing, we will be successful.

Communication You Should Expect From Your Student’s Coach/Sponsor

Both parenting and coaching/sponsoring are extremely difficult vocations. By establishing an understanding of each position, we are better able to accept the actions of the other and provide greater benefits to students. As parents, when your student(s) becomes involved in our program, you have a right to understand the expectations of those programs. This begins with clear communication from the coach of your student(s) extracurricular program.

1. Program parameters of the coach/sponsor.
2. Expectations the coach has for your student(s) as well as team expectations of the program.
3. Locations and times of all practices and contests.
4. Team requirements: fees, special equipment, out-of-season work, etc.
5. Procedures to follow should your student(s) become injured or require medical attention during participation.
6. Discipline that result in the denial of your student(s) participation.

Communication Coaches Expect From Parents

1. Concerns expressed directly to the coach.
2. Notification of any schedule conflicts well in advance.
3. Specific concerns in regard to the program and/or expectations.

As your student(s) become involved in the programs at Independence High School, they will experience some of the most rewarding moments of their lives. It is important to understand that there may also be times of disappointment. It is important to communicate rewarding experiences as well as times of disappointment with the coach.
Developing Student-Athletes/Activity-Participants

First of all have fun! Help make their experience positive & productive. You have four short years to enjoy your student(s) participation and have them benefit from all the great things that go along with organized athletics/activities. It is very difficult to accept your student(s) not participating as much as you may hope. Coaches/sponsors are professionals. They make judgment decisions based on what they believe to be the best for all students involved. Certain items of discussion should be communicated to coaches; other items should be left to the discretion of the coach. Parents should consider guidelines when weighing their involvement in their children’s activities.

- Expect to have strong feelings when participants compete, and be prepared to control those feelings. Coaches/Sponsors have the team’s best interest in mind. Communicate with them but understand your role as a parent. Don’t lose sight of the goals of high school activities.
- As participants get older, try to get them into environments where they can grow.
- Pay attention to effort and improvement rather than winning and losing.
- Parents can show participants they value growth, learning and achievement by their own attitudes
- Help them set attainable, realistic goals and help them understand the concepts of being part of a team.
- Support your child’s efforts to participate... win or lose. Encourage them and be there for them.

Academics

1. Be Interested.
Make certain that your student(s) knows that their academic progress is important to you and should be to them. Attend all parent conferences. Know when grading periods end and see report cards when they come out. If you are concerned about your students(s) progress make contact with the school. Do not assume that someone will call you if there’s a problem.

2. Make sure your students(s) courses are appropriate.
Stay in contact with our counselor and choose courses carefully. If your student(s) has aspirations of competing at the collegiate level ask for information about guidelines and requirements.

3. Talk to your students(s) about time management.
Activities requires a substantial time commitment. Participants therefore need to develop good time management skills in order to get everything done. Help your students(s) create a study plan and help them learn to organize their time.

4. Make your students(s) accountable.
It’s human nature to be tempted to “slack off” when we’re not held accountable. Monitor your students(s) academic progress and encourage them to work to their potential. Let them know hard work has rewards. They should recognize poor performance will also be noticed.

5. Work with the school.
Teachers, counselors, coaches and principals are here to help your students(s) get the best education possible. Many personal issues can affect attitude and performance. Communication is a key to helping get through tough times.
Appropriate Concerns To Discuss With Coaches/Sponsors

1. The treatment of your student(s), mentally and physically.
2. Ways to help your student(s) improve.
3. Concerns about your student’s behavior

Issues NOT Appropriate To Discuss With Coaches/Sponsors

1. Playing time.
2. Team strategy.
3. Play calling.
4. Other student-athletes.

There are situations that may require a conference between the coach/sponsor and the parent. These are to be encouraged and should be appropriate in nature. It is important that both parties involved have a clear understanding of the others position. When these conferences are necessary, the following steps should be followed to help promote a resolution to the issue of concern:

- Call to set up an appointment.
  - Independence Junior Senior High School’s phone number is 319-334-7405. Ask to leave a message for the coach/sponsor.
- If the coach/sponsor cannot be reached, call the Activities Director. He will set up the meeting for you.
- ✶ Please DO NOT attempt to confront a coach/sponsor BEFORE or AFTER a contest or practice.
  - These can be emotional times for both the parent and the coach/sponsor. Meetings of this nature do not promote resolution.

If the meeting with the coach/sponsor does not provide satisfactory resolution, call the Activities Director to set up an appointment to discuss the situation.

What Every Coach/Sponsor Wants You To Know

The following are topics that may be of interest to parents of participants. Talk to your participants coach/sponsor for additional information.

1. Proper Nutrition & Sleep

Activities can be strenuous and physically demanding. Therefore it is necessary that participants eat as healthy as possible for strength and endurance. It is also extremely important for your participant(s) to drink enough fluids before, during and after practice. A very important part of overall health is adequate rest. You have the greatest influence on seeing that your participant(s) does not lack in this area. In today’s society the use of nutritional supplementation is encouraged through advertisement, high profile athletes and athletic programs. They may pose adverse physical and psychological consequences. Always check with your physician before using any type of supplementation. Eat, drink and sleep properly while you train for competition. You will improve physically while developing the right attitudes necessary for success.
2. The Importance of Training
Participants should follow a conditioning program that combines weight training and aerobic activity during the off-season. You will delay training benefits by waiting to begin a program. Conditioning is important for performance enhancement as well as injury prevention. They also help you get ready to compete at a high level. We have developed a strength and conditioning program for your participants(s) to follow. Your coach will help give you the direction you need in starting a program. Strength training develops attitudes that can influence intensity and consistency for both men and women. We highly recommend that students involved in activities especially athletics participate in weight training but not at the expense of eliminating participation in other activities. You become competitive by competing.

3. Injuries
Unfortunately, injuries are a part of activities. Your students(s) could get injured through participation in activities. Most often they are limited to cuts, sprains, strains, etc. although more significant injuries such as knee ligament injuries do occur. Make sure that your student(s) communicates with their coaches/sponsors and/or trainer for any injuries they might have. All injuries should be reported to a coach/sponsor. Follow through with all treatment and rehabilitation programs. Of course, preventing injuries should be of utmost importance to everyone. Participants can reduce their risk of injury by: 1) being in good condition when the season starts, 2) having the right equipment, 3) stretching properly before all practices and competition, 4) drinking enough water, 5) getting the proper rest and nutrition, and 6) working closely with the trainer.

4. Equipment
The school will be issuing your student protective gear and a uniform. You will need to provide shoes, socks and other sports specific items. There are rules governing the use of special equipment (e.g. braces, supports, etc.). Specific cleaning instructions should be followed when cleaning uniforms.

Participant Guide

Essential Questions

As coaches/sponsors evaluate you they will be asking core questions:

• Can we trust you?
  Will you work towards your goals and make our team better without having to be reminded?

• Are you committed?
  Do coaches/sponsors see you committed to your teammates and the team and working on the necessary things to make us better?

• Do you care?
  Do you care whether or not you get better? If others on the team are working harder, maybe you should reevaluate and work harder.

• Are you coachable?
  Coaches/Sponsors love to work with young people really want to improve and are willing to work at it.

• Are you willing to sacrifice?
  Will you do what it takes to be a champion?

• Are you mentally tough?
  Do you have a “no quit” attitude necessary to overcome obstacles?
• Do you believe?
  Do you believe in yourself, your team and your coaches along with the dedication and work ethic to help the team achieve?

• Are you willing to learn?
  Are you willing to give anything less than your best?

• Are you a person of high character?
  Are you self-disciplined enough to do what is right for yourself, your team, school and community.

Questions To Ask Yourself

• What do I want to get out of athletics?
• Am I competitive and do I have passion?
• Am I willing to practice?
• Can I take constructive criticism without looking for excuses?
• Do I want to improve?
• Will I accept the responsibilities that go along with being an athlete?
• What are my goals?
• Will I be eligible?
• Have I been a leader?
• Do I want to be a winner?

Pre-participation Information
All students wishing to participate in Independence Mustang Athletics must fill out the district’s forms BEFORE practice begins. These forms include emergency information, medical history, reading and signing the Good Conduct Policy, and proof of a valid physical examination. Physical exams are valid for one calendar year (365 days).

As of July 1, 2011 all participants in 7-12 athletics (including cheerleading) are REQUIRED by state law to sign the Concussion management protocol waiver. Students and parents must sign this document BEFORE being allowed to begin practice.

Commitment
Commitment means you dedicate yourself to the team. The team is counting on you to make every effort possible to help the team. Great things happen when all players make a commitment to the team.

"The true test of your commitment is your willingness to make personal sacrifices for the benefit of the team. Everyone wants to win, but not everyone is willing to pay the price for victory. Do it for the team!

Commitment means:
• You are always at practice.
• You listen and practice to improve.
• You discipline your personal life and be positive role model.
• You take the most important step to be a success, preparation.
• You always finish what you start.
• You push yourself and others around you.
• You make the right choices regardless of peer pressure.
In order to be a winner, you must make a complete commitment to be the best you can be. Committed athletes are able to overcome obstacles to their success. You must stand for what you believe in.

**Goal Setting**

The establishment of definite goals is recognized as possibly the strongest of all forces for personal motivation and therefore is the most important phase of any motivational program. You have already decided what you want to become in the athletic world and you know that you have the potential to do anything you want too. You understand the necessity for an intense, burning desire and are in the process of creating and maintaining this desire. It is now necessary for you to convert this desire into a well-organized plan for reaching your desired level of athletic success. The establishment of specific goals is the beginning of your plan.

What are goals? They are objectives, aims, targets to shoot for or a track to run on. Without goals you are like a ship without a rudder floundering along in no particular direction. With goals you are channeling your energies. You know exactly where you are going and exactly what you are working toward each day. Goals provide you with incentives and create such magnetic power that they literally propel you toward success. But the most amazing thing about goals is that they will keep you on course towards your target when obstacles and stumbling blocks make your progress slow and difficult.

Goals are not to be confused with daydreaming nor wishful thinking. Goals are dreams but they are dreams being acted upon. You must act on upon them to make them reality. You must establish your own specific goals before you can attain your desired achievement, your athletic success, your championship dream!

**Goals:**
- Need to be well thought out and action-oriented.
- Need to be always placed in writing.
- Need to be set close enough so that it is possible to achieve them yet far enough away that you need to extend yourself in order to reach them.
- Need to be measured in effort.
- Need a timeline.
• Should be shared only with those who will help you to attain them.
• Need to be achieved on a regular basis.
• Must be measurable.
• Need to be evaluated on a regular basis.
• Should be reset if too low or too high.

Attitude

Pride and winning attitude are attributes reserved for the dedicated, the compassionate, the diligent, and the extraordinary. By spending a few moments with a person, you can tell if they exhibit these qualities, because pride and winning attitude permeate one’s character, affecting every action of mind and body.

A person with pride and winning attitude knows it. He gives no less than his best and expects the same from those around him. He never backs down when faced with adversity, but rather meets the challenge with his best effort. He learns from his mistakes, which he takes full accountability for and improves himself constantly. He is not selfish or arrogant, because he has respect for the people who brought him into the position he holds. He doesn’t make excuses. He doesn’t under any circumstances quit. He is never satisfied.

Pride and winning attitudes are the essence of a successful person, because when his back is against the wall and he is stripped of everything but his character, he will stand tall and resilient, ready to meet a new day.

- Drew Quirk, Team Captain
Madison LaFollettee High School

Travel Expectations

Students are requested to travel with the team on school provided vehicles to away contests. Students riding home with parents must be cleared with coaches/sponsors and/or a written clearance from parents. Students riding home with parents/adults, other than your own, including older siblings must get administration approval.

WEATHER CANCELLATIONS—Contests and Practices

SCHOOL DELAY—NO MORNING PRACTICES
Common sense prevails in this situation. Obviously if the weather prohibits school transportation from getting students to school on time, we CANNOT expect them to drive themselves (or their parents) to practices. We understand the decision to delay school may often times come just before or at about the same time practices are scheduled to begin. Coaches/Sponsors utilize a phone tree or text messaging group so that information regarding practice cancellation can be delivered quickly to avoid students on the roads in adverse conditions.
**SCHOOL EARLY RELEASE—NO AFTERNOON PRACTICES, NO CONTESTS**

Again, if weather conditions deteriorate during the day to the point that school officials have concluded it is unsafe to transport students and be in session the entire day, we CANNOT have practices or contests.

**SCHOOL CANCELLATION—NO PRACTICES, NO CONTESTS**

If the weather is bad enough to cancel school, the district will NOT allow practices or contests to take place. However, if conditions significantly improve as the day progresses, voluntary workouts may be permitted at the discretion of the Activities Director. Student safety is our utmost priority and we will not place students in dangerous situations on behalf of sports or activities.

Only in extreme situations will consideration be given to playing contests on days of early release and/or school cancellation. Those situations may include, but are not limited to, IHSAA and IGHSAU State competitions. Those considerations will be made by the A.D., Principal, and Superintendent.

**HEAT RELEASE DAYS**

In the event school is let out early due to extreme HEAT conditions, practices MAY not be allowed to begin immediately after school. High School practices may occur in the evening if the temperature drops. EACH Heat Release day will be evaluated independently and a decision from the H.S. and M.S. Administration will be made in conjunction with the appropriate coaches in season.

In some situations, M.S. practices may be canceled while H.S. practices are allowed. In some situations, high school practices may be held later in the evening when temperatures and humidity levels are lower.