BOARD REPORT

May 21, 2012

Educating people to be life-long learners and respectful, responsible citizens
May 18, 2012

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

Brian C. Eddy – DD #1 ‘15
Stacy Henderson – At-Large ‘13
John Christensen – DD #3 ‘13
Rusty Donnelly – DD #3 ‘15
Eric B. Smith – DD #2 ‘15

Re: Working agenda for the regular meeting on Monday, May 21, 2012 beginning at 6:00 p.m.
at the Brandon Community Center, Brandon, Iowa

1. PLEDGE OF ALLEGIANCE
   A. Call to Order

2. FRIEND OF EDUCATION
   A. Independence Lions Club and Iowa KidSight
   We would like to recognize and thank the Independence Lions Club and Iowa KidSight for their joint effort to do vision screenings for the young children in the Independence Community School District.

3. SPOTLIGHT ON EDUCATION
   A. Future Problem Solving
   We would like to recognize and honor the 6th Grade Future Problem Solving Team for qualifying for the Future Problem Solving State Bowl. The team included Alma Cashen, Kelsey Gruber, Karlie Michael and Jayden Rice. Special thanks to Jackie Berryhill for sponsoring the students.

   We would also like to recognize Stephanie McMillan, Molly Gustafson, Cecily Corkery and Denver Studebaker for qualifying for the Future Problem Solving State Bowl.

   Special thanks to Megan Rawlins for sponsoring the students.

   B. Battle of the Books
   We would like to recognize and honor Rachel Wheelock, Sarah Lake, Abigail Goedken, Meg Harper, Molly Gustafson and Stephanie McMillan for qualifying for the Iowa High School State Battle of the Books Competition.

   Special thanks to Megan Rawlins for sponsoring the students.
CONSIDERATION OF ACTION ON CONSENT ITEMS

A. Approval of the minutes of the public hearing on April 10, 2012, the special session on April 10, 2012, the regular meeting on April 16, 2012, the special session on April 26, 2012, the work session on April 26, 2012, the special session on May 1, 2012 and the special session on May 11, 2012.

I am seeking approval of the minutes.

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>
<th>Motion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 411.6*</td>
<td>Classified Employee Transfers</td>
<td>4.A.</td>
</tr>
<tr>
<td>2. 411.7*</td>
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<td>10. 413.6*</td>
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I am seeking approval of the above policies’ second readings.

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<td>1. 414.1*</td>
<td>Classified Employee Vacations-Holidays-Personal Leave</td>
<td></td>
</tr>
<tr>
<td>2. 414.2*</td>
<td>Classified Employee Personal Illness Leave</td>
<td></td>
</tr>
<tr>
<td>3. 414.3*, 414.3E1, 414.3E2, 414.3R1 and 414.3R2</td>
<td>Classified Employee Family and Medical Leave, Classified Employee Family and Medical Leave Notice to Employees, Classified Employee Family and Medical Leave Request Form, Classified Employee Family and Medical Leave Regulation and Classified Employee Family and Medical Leave Definitions</td>
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<td>4. 414.4*</td>
<td>Classified Employee Bereavement Leave</td>
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<td>5. 414.5</td>
<td>Classified Employee Political Leave</td>
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<td>6. 414.6*</td>
<td>Classified Employee Jury Duty Leave</td>
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<tr>
<td>7. 414.7*</td>
<td>Classified Employee Military Service Leave</td>
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<tr>
<td>8. 414.10</td>
<td>Classified Employee Professional Purposes Leave Delete Policy</td>
<td></td>
</tr>
<tr>
<td>9. 415</td>
<td>Classified Employee Substitutes</td>
<td></td>
</tr>
<tr>
<td>10. 603.3*</td>
<td>Multicultural and Nonexist Education</td>
<td></td>
</tr>
<tr>
<td>11. 605.6*, 605.6E1 and 605.6R1</td>
<td>Internet – Appropriate Use, Internet Access Forms and Internet – Appropriate Use Regulation</td>
<td></td>
</tr>
<tr>
<td>12. 106*, 106E1, 106E2 and 106.R1</td>
<td>Anti-Bullying/Harassment Policy, Anti-Bullying/Harassment Complaint Form, Anti-Bullying/Harassment Witness Disclosure Form and Anti-Bullying/Harassment Investigation Procedures</td>
<td></td>
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### D. Transfers/Reassignments

<table>
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<tr>
<th>NAME</th>
<th>PREVIOUS ASSIGNMENT</th>
<th>NEW ASSIGNMENT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandi Davis</td>
<td>Kindergarten Teacher</td>
<td>1st Grade Teacher</td>
<td>8/15/2012</td>
</tr>
<tr>
<td>Heather Gilroy</td>
<td>ECC Special Education Teacher</td>
<td>ECC 4 Year Old Preschool Teacher</td>
<td>08/15/2012</td>
</tr>
<tr>
<td>Holly Honey</td>
<td>Guidance Counselor, Grades 9-12 (JSH &amp; BCSC)</td>
<td>Guidance Counselor, Grades K-2 &amp; 9-12 (BCSC)</td>
<td>08/13/2012</td>
</tr>
<tr>
<td>Brian Loughren</td>
<td>Junior High Football Coach (7th)</td>
<td>Assistant Football Coach (Gr 9-12)</td>
<td>7/01/2012</td>
</tr>
<tr>
<td>Robin Van Raden</td>
<td>2nd Grade Teacher</td>
<td>1st Grade Teacher</td>
<td>08/15/2012</td>
</tr>
<tr>
<td>Greg Moen</td>
<td>Guidance Counselor, Grades 5-8</td>
<td>Guidance Counselor, Grades 3-6</td>
<td>08/08/2012</td>
</tr>
<tr>
<td>Pam Wendel</td>
<td>JSH Lunch POS Op/Food Service</td>
<td>West Elem Food Service Secretary</td>
<td>08/06/2012</td>
</tr>
<tr>
<td>Kelsie Wittrock</td>
<td>4th Grade Teacher</td>
<td>3rd Grade Teacher</td>
<td>08/15/2012</td>
</tr>
</tbody>
</table>

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

### E. New Hires (pending acceptable background checks)

<table>
<thead>
<tr>
<th>NAME</th>
<th>ASSIGNMENT</th>
<th>SALARY</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cindi Barenz</td>
<td>Summer School Accelerated Reader Program Assoc</td>
<td>$9.30/hour</td>
<td>06/26/2012</td>
</tr>
<tr>
<td>Erin Blasberg</td>
<td>Summer Enrichment Camp – West Elementary</td>
<td>$22.11/hour</td>
<td>06/25/2012</td>
</tr>
<tr>
<td>Katie Flaucher</td>
<td>Junior High Softball Coach</td>
<td>$1,413</td>
<td>05/14/2012</td>
</tr>
<tr>
<td>Penni Gaul</td>
<td>Summer School Teacher, PK-2</td>
<td>$33.02/hour</td>
<td>06/26/2012</td>
</tr>
<tr>
<td>Jim Heinz</td>
<td>Summer School Teacher, Grades 7-8</td>
<td>$27.32/hour</td>
<td>06/04/2012</td>
</tr>
<tr>
<td>Scott Jennerjohn</td>
<td>Junior High Band Instructor</td>
<td>$34,711</td>
<td>08/14/2012</td>
</tr>
<tr>
<td>Scott Jennerjohn</td>
<td>Assistant Band Director</td>
<td>$3,135</td>
<td>07/01/2012</td>
</tr>
<tr>
<td>Scott Jennerjohn</td>
<td>Assistant Summer Band</td>
<td>$1,140</td>
<td>07/01/2012</td>
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<tr>
<td>Tori Joblinski</td>
<td>Summer Enrichment Camp – West Elementary</td>
<td>$11.30/hour</td>
<td>07/09/2012</td>
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<tr>
<td>Carol Kieler</td>
<td>Summer School Associate, Grades PK-2</td>
<td>$8.75/hour</td>
<td>06/26/2012</td>
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<tr>
<td>Sue Knott</td>
<td>Summer School Teacher, 2nd Grade At Risk</td>
<td>$36.73/hour</td>
<td>06/26/2012</td>
</tr>
<tr>
<td>Marlyce Kotouc</td>
<td>Summer School Associate, Grades PK-2</td>
<td>$9.30/hour</td>
<td>06/26/2012</td>
</tr>
<tr>
<td>Deana Miller</td>
<td>Summer School Associate, Grades PK-2</td>
<td>$9.30/hour</td>
<td>06/26/2012</td>
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<tr>
<td>Austin Pink</td>
<td>Assistant Baseball Coach (Grades 9-12)</td>
<td>$2,260</td>
<td>05/14/2012</td>
</tr>
<tr>
<td>Lisa Preuss</td>
<td>Summer School Associate, Grades 9-12 (BCSC)</td>
<td>$11.42/hour</td>
<td>06/04/2012</td>
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<tr>
<td>Lisa Preuss</td>
<td>Summer School Associate, 2nd Grade At Risk</td>
<td>$11.42/hour</td>
<td>06/26/2012</td>
</tr>
<tr>
<td>Amanda Sedlacek</td>
<td>Summer School Teacher, Grades 9-12 (BCSC)</td>
<td>$21.25/hour</td>
<td>06/04/2012</td>
</tr>
<tr>
<td>Cory Sormson</td>
<td>Summer School Teacher, Grades 3-6</td>
<td>$18.98/hour</td>
<td>06/26/2012</td>
</tr>
<tr>
<td>Diane Shonka</td>
<td>Summer School Associate, Grades 7-8</td>
<td>$9.05/hour</td>
<td>06/04/2012</td>
</tr>
</tbody>
</table>

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

### F. Resignations

<table>
<thead>
<tr>
<th>NAME</th>
<th>ASSIGNMENT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brad Arnold</td>
<td>Assistant Baseball Coach (Grades 9-12)</td>
<td>05/02/2012</td>
</tr>
<tr>
<td>Sonia Himlie</td>
<td>ECC 4 Year Old Preschool Teacher</td>
<td>05/25/2012</td>
</tr>
<tr>
<td>Darrel Wenzel</td>
<td>Assistant Boys Basketball Coach (Grades 9-12)</td>
<td>04/27/2012</td>
</tr>
</tbody>
</table>

*I am seeking approval of the above resignation(s).*

### G. Approval of Financial Reports

1. Approval of Bills – Director Eddy will have reviewed the bills
2. Vendor Report
3. Board Report
4. Budget Report
5. ANNOUNCEMENTS, COMMUNICATIONS and PRESENTATIONS
   A. Comments from the public
   B. Comments from the Board/Superintendent
   C. Presentations
      1. East Elementary – STARS Assemblies – Mary Jean Blaisdell
      2. Junior High School – Bullying and How We Will Respond Next Year – Rob Arnold
      3. Roof Water Runoff Mitigation (Rain Garden) – Alisha Thompson and Gary Waters
      4. Talented and Gifted – Jackie Berryhill and Megan Rawlins
      5. Special Education Delivery Plan – Sandy Merritt
      6. Classroom Observations – All Principals

6. REPORTS
   A. Building Administrator Reports 6.A.
      1. Senior High School
      2. Junior High School
      3. West Elementary
      4. East Elementary/Early Childhood Center
   B. Activities Director Report 6.B.
   C. School Improvement/Curriculum Director Report 6.C.
   D. Technology Report 6.D.
   E. Food Service Report 6.E.
   F. Buildings & Grounds Report 6.F.
   G. Transportation Report 6.G.

7. OLD BUSINESS
   A. New Junior-Senior High School Facility Discussion
   B. Approve Change Orders for the New Junior-Senior High School Facility Motion

8. NEW BUSINESS
   A. Approve 2012 Independence Junior-Senior High School Graduates Motion 8.A.
   B. Approve 2012 Buchanan County Success Center Graduates Motion 8.B.
   C. Approve 2012-2013 Milk Bid Recommendation Motion 8.C.
   D. Approve 2012-2013 Bread Bid Recommendation Motion 8.D.
   E. Approve 2012-2013 General Food Purchases Bid Recommendation Motion 8.E.
   F. Approve Jessica Weber’s Farm to School Travel Request Motion 8.F.
   G. Approve Agreement for Food Services Operations Between Kidsville and ICSD for the 2012-2013 School Year Motion 8.G.
H. Approve Green Cleaning Resolution

Roll Call Vote

I. Approve Contracted Services Agreement with Tri-County for 2012-2013

J. Approve Camp Ewalu Contract for the Fall of 2012

K. Approve Revised District Developed Special Education Delivery Plan

L. Approve Respect and Protect Goals for 2012-2013

M. Approve Student Achievement Goals for 2012-2013

N. Approve SIAC Recommendation to Change the Terminology Used in our Curriculum Data Base

O. Approve Audit Proposal with Nolte, Cornman & Johnson, P.C. for Three Years Ending June 30, 2014

P. 2013 IASB Legislative Action Priorities

9. ADJOURNMENT

UPCOMING MEETINGS –
Monday, June 18th Regular Meeting 6:00 p.m. - Central Office Board Room, Independence
Monday, July 16th Regular Meeting 6:00 p.m. - Central Office Board Room, Independence
Monday, August 20th Regular Meeting 6:00 p.m. - Central Office Board Room, Independence
Monday, September 17th Regular Meeting 6:00 p.m. - Central Office Board Room, Independence
Independence Community School Board Minutes
Public Hearing
April 10, 2012

A public hearing of the Independence Community School Board was called to order at 5:45 p.m. by Chairperson Brian C. Eddy at the Administration Office, Independence, Iowa.

Members present: Chairperson Brian C. Eddy, Eric Smith, Rusty Donnelly, Eric Smith and John Christensen

Superintendent: Jean Peterson

Board Secretary Present: Lynnette Engel


The Board allowed patrons to speak to the subject of the proposed Fiscal Year 2012-2013 Certified Budget. No one addressed the board.

Motion Smith, second Donnelly to adjourn the hearing at 5:55 p.m. All voted “aye”. Motion carried.

Brian C. Eddy
Chairperson

Lynnette Engel
Secretary
Independence Community School Board Minutes
Special Meeting
April 10, 2012

A special meeting of the Independence Community School Board was called to order at 6:00 p.m. by Chairperson Brian C. Eddy in the Administration Building, at 1207 First Street West, Independence, Iowa.

Members Present: Chairperson Brian C. Eddy, John Christensen, Rusty Donnelly, Eric B. Smith, Stacy Henderson

Superintendent Present: Jean Peterson

Board Secretary/Treasurer: Lynnette Engel

1. **Consideration of Action on Consent Items**
   Motion Christensen, second Smith to approve the following consent items: 1-A and 1-B. All voted “aye.” Motion carried.

1-A Approve Agenda

1-B New Hires

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<tbody>
<tr>
<td>Joseph Dalton</td>
<td>East/West Elementary K-3 Vocal Music Teacher</td>
<td>$37,249</td>
<td>08/14/2012</td>
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<tr>
<td>Brandon Krusey</td>
<td>JSH Social Studies Teacher (Grades 7-8)</td>
<td>$44,399</td>
<td>08/14/2012</td>
</tr>
<tr>
<td>Brandon Krusey</td>
<td>Head Football Coach (Grades 9-12)</td>
<td>$4,514</td>
<td>07/01/2012</td>
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2. **Announcements, Communications and Presentations**
   This time is reserved for patrons and Board members to speak to items not on the agenda and to request to speak to any items on the current agenda.
   2-A. Five community members/staff addressed the board and one email was read aloud regarding the possible staffing changes for the 2012-13 school year.

2-B. Mr. Smith thanked all the volunteers who helped put on an excellent PTO carnival.
   Mr. Donnelly shared that he has been hearing a lot of positive comments regarding the new football coach.
   Mr. Christensen stated that he too has been hearing good feedback regarding the new hires and appreciates all the comments.
   Mr. Eddy was also excited about the new hires and let everyone know that the High School Jazz Band received 4th place at the State competition that day.
   Superintendent Peterson spoke a little about Governor Branstad’s “World Class Schools” plan and encouraged everyone to get ahold of legislatures.
3. **Old Business**

3-A. **District Logo**
Discussion was held regarding the District mascot and “I” logo. Many examples were brought to share with the Board. A decision on which to use in the new JR/SR High School will be made at the Regular Board Meeting on April 16th.

4. **New Business**

4-A. **Approve 2012-2013 Certified Budget**
Motion Smith, second Henderson to approve the 2012-2013 certified budget. Roll call vote – Eddy – aye, Henderson – aye, Smith – aye, Christensen – aye and Donnelly – aye. Motion carried 5-0.

4-B. **Approve Usher Architecture LLC Contract**
Motion Christensen, second Smith to approve the Usher Architecture LLC contract. All voted “nay”, motion failed.
Motion Christensen, second Smith to approve the Usher Architecture LLC contract changing “completion of project no later than August 4, 2012” to May 1, 2012. All voted “aye”. Motion carried.

**ADJOURNMENT**
Motion Christensen, second Smith to adjourn the meeting at 6:58 p.m. All voted Aye.

Brian C. Eddy  
Chairperson

Lynnette Engel  
Secretary/Treasurer
Independence Community School Board Minutes
Regular Meeting
April 16, 2012

A regular meeting of the Independence Community School Board was called to order at 6:00 p.m. by Chairperson Brian C. Eddy at the Rowley Community Center, Rowley, Iowa.

Members Present: Chairperson Brian C. Eddy, John Christensen, Rusty Donnelly and Eric B. Smith

Members Absent: Stacy Henderson

Superintendent Present: Jean Peterson

Board Sec. /Treas. Present: Lynnette Engel


Visitors Present: Interested Patrons

1. Friend of Education

1-A Chef Jim Nadeau and Chef Jordan McConnell
Jessica Weber, Food Service Director thanked Chef Jim Nadeau and Chef Jordan McConnell from Cedar Falls Hy-Vee for their help with the Chef to School nights at West Elementary.

1-B Iowa School Board Recognition
Superintendent Peterson honored our current Board of Directors for the time, resources and energy in helping make our District the best it can be. Each board member was awarded a Recognition certificate. School Board Recognition Week is May 6-12, 2012.

2. Spotlight on Education

2-A Iowa Reading Association Creative Writing and Poetry Contest
Mrs. Sornson recognized the following students for reaching the state level for the Iowa Reading Association Creative Writing and Poetry Contests.

Poetry Contest State Qualifiers included:
- Audrey Scott, 1st grade – East Elementary
- Ericka Barloon, 7th Grade – Junior-Senior High School
- Calla Pricbe, 10th Grade – Junior-Senior High School

Creative Writing Contest State Qualifiers included:
- Zoe Harrison, 8th Grade – Junior-Senior High School
- Stephanie McMillan, 10th Grade – Junior-Senior High School
Audrey placed 1st at the State Poetry Contest while Zoe placed 3rd and Stephanie placed 2nd at the State Creative Writing Contest.

A special thanks also went out to Megan Rawlins for sponsoring the students.

**2-B Independence High School Jazz Band**
Mrs. Sornson recognized the following students form the Independence High School Jazz Band for finishing 4th at the Iowa Jazz Championships.
Aaron Allen, Rachel Barloon, Hannah Butler, Alex Coffman, Devan Cummings, April Donlon, Jasmine Fischels, Daemon Garrigus, Abigail Goedken, Nick Halverson, Peter Havercamp, Megan Jimmerson, Adam Kurt, Ryan Kurt, Angie McCardle, Nicolas Mendez, Brittany Robb, Leah Snyder, Peter Thedens, Rachel Wheelock and Austin Wright. Special congratulations to Hannah Butler for being named Outstanding Performer. A special thanks also went out to David Lang for sponsoring the students.

**2-C Angie McCardle**
Mr. Arnold recognized Angie McCardle for lettering in five sports and her involvement in Fine Arts, Band, Jazz Band, Play and Choir.

**3. Consideration of Consent Items:**
Motion Smith, second Christensen to approve the following consent items 3-A (with a correction to the minutes on the regular meeting March 19, 2012 to show that Brian Eddy abstained from the Consideration of Consent Items vote), 3-B (with the removal of 7-B off the agenda), 3-C, 3-D (with the last sentence of policy 413.6 to add the word “employee” back in.), 3-E and 3-F. All voted “aye”. Motion carried.

**3-A Approval of Minutes**
Approval of the minutes of the regular meeting on February 27, 2012, the special session on March 1, 2012 and the work session on March 1, 2012.

**3-B Approval of Agenda**

**3-C Approval of Board Policies** (all policies may be reviewed in the Admin. Building)
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<td>2. 411.1</td>
<td>Classified Employee Defined</td>
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<td>3. 411.2</td>
<td>Classified Employee – Qualifications, Recruitment, Selection</td>
</tr>
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<td>4. 411.3</td>
<td>Classified Employee Contracts</td>
</tr>
<tr>
<td>5. 411.4</td>
<td>Classified Employee Licensing/Certification</td>
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<td>6. 411.5</td>
<td>Classified Employee Assignment</td>
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<td>7. 411.8</td>
<td>Classified Employee Probationary Status</td>
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3-D. Transfers/Reassignments

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</thead>
<tbody>
<tr>
<td>Rick Alber</td>
<td>District Grounds, Maintenance, Sub Custodian</td>
<td>JSH 8.0 hour daytime Custodian</td>
<td>07/01/2012</td>
</tr>
<tr>
<td>Jon Carey</td>
<td>JSH Sp Ed Teacher (Grades 9-12)</td>
<td>JSH Sp Ed Teacher (Grades 7-8)</td>
<td>08/15/2012</td>
</tr>
<tr>
<td>Loren Staton</td>
<td>JSH 8.0 hour daytime Custodian</td>
<td>West Elem 8.0 hour day Custodian</td>
<td>07/01/2012</td>
</tr>
<tr>
<td>Kelsie Wittrock</td>
<td>4th Grade Teacher</td>
<td>5th Grade Teacher</td>
<td>08/15/2012</td>
</tr>
<tr>
<td>Michael Zimmerly</td>
<td>Junior High Football Coach (7th)</td>
<td>Assistant Football Coach (Gr 9-12)</td>
<td>07/01/2012</td>
</tr>
</tbody>
</table>

3-E New Hires

<table>
<thead>
<tr>
<th>NAME</th>
<th>ASSIGNMENT</th>
<th>SALARY</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jess Chesmore</td>
<td>Junior High Volleyball Coach (7th Grade)</td>
<td>$1,425</td>
<td>07/01/2012</td>
</tr>
<tr>
<td>Angie Jenkins</td>
<td>Assistant Volleyball Coach (Grades 9-12)</td>
<td>$2,554</td>
<td>07/01/2012</td>
</tr>
</tbody>
</table>

3-F Resignations

<table>
<thead>
<tr>
<th>NAME</th>
<th>ASSIGNMENT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa Appleby</td>
<td>East Elem 2.0 hour Dishwasher/Food Service Worker</td>
<td>04/13/2012</td>
</tr>
<tr>
<td>Christine Bagley</td>
<td>West Elem 5.5 hour Food Service Secretary</td>
<td>05/25/2012</td>
</tr>
<tr>
<td>Mike Donnelly</td>
<td>Director of Buildings and Grounds</td>
<td>06/30/2012</td>
</tr>
<tr>
<td>Heidi Evans</td>
<td>JSH 4.0 hour Media Associate</td>
<td>04/06/2012</td>
</tr>
<tr>
<td>Rob Ratchford</td>
<td>Assistant Football Coach (Grades 9-12)</td>
<td>04/05/2012</td>
</tr>
</tbody>
</table>
3-G Approval of Financial Reports
   1. Approval of Bills – Director Smith will have reviewed the bills
   2. Vendor Report
   3. Board Report
   4. Budget Report

3-H Approve Termination of Contract due to Programming/Staff Realignments
   • Casey Reinkoester, West Elementary School Administrative Manager

Roll call vote: Eddy – aye, Smith – aye, Christensen – aye & Donnelly – aye. Motion carried 4-0.

4. ANNOUNCEMENTS, COMMUNICATIONS AND PRESENTATIONS
   This time is reserved for patrons and Board members to speak to items not on the agenda and to request to speak to any items on the current agenda. Mr. Donnelly congratulated the Jazz Band on their performance at the State Jazz Championships. Mr. Christensen attended the ladies society musical at the Presbyterian Church where two students performed and did a tremendous job. Mr. Eddy also congratulated the Jazz Band and commended them for setting such a high expectation for their program. He also reported that the pre-bid meeting was very successful with 35-40 people showing up. Superintendent Peterson reminded everyone of the student film festival to be held at the Starlight on May 1st at 6:00. Everyone is welcome to attend. She also acknowledged that Mr. Eddy and herself will be getting interviewed and videotaped by IASB for their help in the process of producing board goals. This video will get used around the state to help promote some of IASB’s additional services.

Presentations:
   1. Trish O’Laughlin and Building and Trades students presented a slide show showcasing the many talents they learned during the building of their new home. An open house will be held at the home on May 6th from 1-3 p.m.
   2. Mrs. Sornson presented how the High School implements their Advisor-Advisee Program and explained the goals of the program.
   3. Ms. Blaisdell and Mr. Arnold presented the plans used at both the Junior High School and East Elementary for English Language Learner (ELL).
   4. Ms. Blaisdell, Mrs. Merritt and Mrs. Sornson presented their buildings Response to Intervention (RTI) plans.

5. REPORTS
   Building Administrators, Activities Director, School Improvement/Curriculum Director, Technology Director, Food Service Director and Transportation/Buildings and Grounds employees reported on their respective buildings or areas of assignment.

6. OLD BUSINESS

6-A Approve Usher Architecture LLC Contract
   Motion Christensen, second Donnelly to approve the Usher Architecture LLC contract. All voted “aye”. Motion carried.
7. NEW BUSINESS

7-A Approve Fiscal Year 2012-2013 Staffing Plan
Motion Smith, second Donnelly to approve the 2012-2013 staffing plan. All voted “aye”. Motion carried.

7-B Approve Vocal Music Department Travel Request Form
Motion Smith, second Christensen to approve the vocal music department travel request. All voted “aye”. Motion carried.

7-C Approve Indee Agricultural Education, Inc. Farm Lease
Motion Smith, second Donnelly to approve the Indee Agricultural Education, Inc. farm lease. All voted “nay”. Motion failed. Motion Smith, second Donnelly to approve the Indee Agricultural Education, Inc. farm lease with the following changes: 1) Payment due dates reflect 2012 instead of 2013. 2) “Agriculture” gets changed to “Agricultural” on signature block page. 3) Change President’s name to Scott Frye. All voted “aye”. Motion carried.

7-D Approve School Meal Prices for 2012-2013
Motion Donnelly, second Smith to approve the school meal prices for 2012-2013. All voted “aye”. Motion carried.

7-E Approve School Registration Fees for 2012-2013
Motion Christensen, second Donnelly to approve the school registration fees for 2012-2013. All voted “aye”. Motion carried.

7-F Approve Application for Cooperative Sharing Agreement with North Linn
Motion Smith, second Christensen to approve the Cooperative Sharing Agreement with North Linn. All voted “aye”. Motion carried.

7-G Approve Field Experience Contractual Agreement with Luther College
Motion Christensen, second Donnelly to approve the Field Experience Contractual Agreement with Luther College. All voted “aye”. Motion carried.

7-H Approve Cooperative Agreement for Pre-Service Clinical Placement with UNI
Motion Smith, second Donnelly to approve the Cooperative Agreement for Pre-Service Clinical Placement with UNI. All voted “aye”. Motion carried.

7-I Approve Buchanan County Success Center Early Graduation Applicant
Motion Smith, second Christensen to approve the Buchanan County Success Center Early Graduation Applicant. All voted “aye”. Motion carried.

7-J Approve Timberline Billing Service LLC Agreement
Motion Christensen, second Donnelly to approve the Timberline Billing Service LLC Agreement. All voted “aye”. Motion carried.

7-K Approve Deletion of GLE MA.05.02
Motion Smith, second Donnelly to approve the deletion of GLE MA.05.02. All voted “aye”. Motion carried.
7-L Approve Classified Non-Union, District Exempt Non-Union, Certified Non-Union and Administration Contracts for 2012-2013.
Motion Smith, second Donnelly to approve all contracts. All voted “aye”. Motion carried.

7-M Approve District Logo
Motion Christensen, second Smith to approve the official mustang head and “I” logo. All voted “aye”. Motion carried.

7-N Approve Resolution Appointing Paying Agent, Bond Registrar, and Transfer Agent, Approving the Paying Agent, Bond Registrar and Transfer Agent Agreement and Authorizing the Execution of Same. The full Resolution can be viewed at the Administration Office.
Motion Smith, second Christensen to approve the Resolution Appointing Paying Agent, Bond Registrar, and Transfer Agent, Approving the Paying Agent, Bond Registrar and Transfer Agent Agreement and Authorizing the Execution of Same. Roll call vote: Eddy – aye, Smith – aye, Christensen – aye & Donnelly – aye. Motion carried 4-0.

7-O Approve Form of Tax Exemption Certificate
Motion Christensen, second Donnelly to approve the Form of Tax Exemption Certificate. Roll call vote: Eddy – aye, Smith – aye, Christensen – aye & Donnelly – aye. Motion carried 4-0.

7-P Approve Continuing Disclosure Certificate
Motion Donnelly, second Smith to approve the Continuing Disclosure Certificate. Roll call vote: Eddy – aye, Smith – aye, Christensen – aye & Donnelly – aye. Motion carried 4-0.

7-Q Approve Resolution Authorizing the Issuance of Bonds. The full Resolution can be viewed at the Administration Office.
Motion Smith, second Christensen to approve the Resolution Authorizing the Issuance of Bonds. Roll call vote: Eddy – aye, Smith – aye, Christensen – aye & Donnelly – aye. Motion carried 4-0.

ADJOURNMENT
Motion Christensen, second Smith to adjourn the meeting at 8:12 p.m. All voted “aye.” Motion carried.

Brian C. Eddy Lynnette Engel
Chairperson Board Sec. /Treas.
Independence Community School Board Minutes
Special Meeting
April 26, 2012

A special meeting of the Independence Community School Board was called to order at 4:34 p.m. by Chairperson Brian C. Eddy in the Administration Building, at 1207 First Street West, Independence, Iowa.

Members Present: Chairperson Brian C. Eddy, John Christensen, Rusty Donnelly, Eric B. Smith, Stacy Henderson

Superintendent Present: Jean Peterson

Board Secretary/Treasurer: Lynnette Engel

1. **Consideration of Action on Consent Items**
   Motion Christensen, second Smith to approve 1-A and 1-B. All voted “aye”. Motion carried.

   **1-A Approve Agenda**

   **1-B Resignations**

<table>
<thead>
<tr>
<th>NAME</th>
<th>ASSIGNMENT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cecelia Peterson</td>
<td>East Elementary 5.5 hr Special Education Associate</td>
<td>05/24/2012</td>
</tr>
<tr>
<td>Julie Rouse</td>
<td>East/West Elementary Guidance Counselor (Grades K-4)</td>
<td>05/25/2012</td>
</tr>
<tr>
<td>Diana Sloan</td>
<td>West Elementary 7.0 hr Special Education Associate</td>
<td>04/23/2012</td>
</tr>
<tr>
<td>Jon TeStrake</td>
<td>.5 FTE Speech Coach</td>
<td>04/20/2012</td>
</tr>
</tbody>
</table>

2. **Old Business**

   **2-A Approve Certified Non-Union Contracts for 2012-2013**
   Motion Smith, second Henderson to approve the Certified Non-Union Contracts for 2012-2013. All voted “aye”. Motion carried.

3. **New Business**

   **3-A Approve Windstar Lines Contract for May Vocal Music Trip**
   Motion Smith, second Christensen to approve the contract with Windstar Lines for the May vocal music trip. All voted “aye”. Motion carried.
3-B Approve Marriott Chicago Schaumburg Contract for May Vocal Music Trip
Motion Christensen, second Henderson to approve the contract with Marriott Chicago Schaumburg for the May vocal music trip. All voted “aye”. Motion carried.

3-C Approve Amendment to the 28E Agreement for School-Based Supervision Program
Motion Smith, second Christensen to approve the amendment to the 28E agreement for School-Based Supervision Program. All voted “aye”. Motion carried.

3-D Approve Renewal Group Binder Agreement with Wellmark
Motion Henderson, second Christensen to approve the renewal group binder agreement with Wellmark. All voted “aye”. Motion carried.

3-E Approve Life Insurance and AD&D Policy with The Lincoln National Life Insurance Company
Motion Christensen, second Donnelly to approve the life insurance and AD&D policy with The Lincoln National Life Insurance Company. All voted “aye”. Motion carried.

3-F Approve Buy Down Claims Administration Agreement with Auxiant
Motion Henderson, second Smith to approve the buy down claims administration agreement with Auxiant. All voted “aye”. Motion carried.

3-G Approve Business Associate Agreement with Auxiant
Motion Smith, second Christensen to approve the business associate agreement with Auxiant. All voted “aye”. Motion carried.

ADJOURNMENT
Motion Henderson, second Christensen to adjourn the meeting at 4:44 p.m. All voted Aye.

Brian C. Eddy
Chairperson

Lynnette Engel
Secretary/Treasurer
Independence Community School Board Minutes  
Work Session  
April 26, 2012

A work session of the Independence Community School Board was called to order at 4:50 p.m. by Chairperson Brian C. Eddy at the Administration Building, Independence, Iowa.

Members Present: Chairperson Brian C. Eddy, Stacy Henderson, Eric Smith and Rusty Donnelly, John Christensen

Superintendent Present: Jean Peterson

1. Current Junior-Senior High School –  
   Mike Donnelly presented estimate costs to renovate portions of the current JR / SR high school. The Board discussed various options related to the future of the current JR / SR high school and surrounding land. The Board reached an informal consensus to withdraw from the Task Force that was formed to explore the City’s potential use of the existing facility. The Board will schedule a work session in the future to develop a plan on the existing facility.

2. ADJOURNMENT – Motion Christensen, second Henderson to adjourn the meeting at 5:38 p.m.  
   All voted “Aye”. Motion carried.

Brian C. Eddy  
Chairperson

Jean Peterson  
Superintendent
Independence Community School Board Minutes
Special Meeting
May 1, 2012

A special meeting of the Independence Community School Board was called to order at 5:00 p.m. by Chairperson Brian C. Eddy in the Administration Building, at 1207 First Street West, Independence, Iowa.

Members Present: Chairperson Brian C. Eddy, John Christensen, Rusty Donnelly, Eric B. Smith, Stacy Henderson
Superintendent Present: Jean Peterson
Board Secretary/Treasurer: Lynnette Engel

1. Consideration of Action on Consent Items
   Motion Smith, second Henderson to approve consent items 1-A & 1-B. All voted “aye”. Motion carried.

1-A Approve Agenda

1-B Transfers/Reassignments

<table>
<thead>
<tr>
<th>NAME</th>
<th>PREVIOUS ASSIGNMENT</th>
<th>NEW ASSIGNMENT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly Kress</td>
<td>3rd Grade Teacher</td>
<td>Lower Elementary Teacher (K or 1st)</td>
<td>08/15/2012</td>
</tr>
</tbody>
</table>

2. Old Business
   2-A Approve School Redistricting Resolution
   Motion Christensen, second Donnelly to approve the School Redistricting Resolution. Roll call vote: Henderson – aye, Smith – aye, Christensen – aye, Donnelly – aye & Eddy – aye. Motion carried 5-0.

3. New Business
   3-A Approve Low Bid (including Alternate #1) for New Junior-Senior High School.
   Motion Christensen, second Henderson to approve the low bid (including alternate #1) for the new Junior-Senior High School. Roll call vote: Henderson – aye, Smith – aye, Christensen – aye, Donnelly – aye & Eddy – aye. Motion carried 5-0.
3-B Approve 2012-2013 Application for Cooperative Sharing Agreement with North Linn for Girls’ Soccer
Motion Smith, second Christensen to approve the 2012-13 cooperative sharing agreement with North Linn for girls’ soccer. All voted “aye”. Motion carried.

3-C Approve 2012-2013 Application for Cooperative Sponsorship of an Activity with North Linn Boys’ Soccer
Motion Smith, second Donnelly to approve the 2012-13 cooperative sponsorship of an activity with North Linn boys’ soccer. All voted “aye”. Motion carried.

3-D Approve 2012-13 Application for Cooperative Sharing Agreement with East Buchanan for Girls’ Tennis
Motion Smith, second Donnelly to approve the 2012-13 cooperative sharing agreement with East Buchanan for girls’ tennis. All voted “aye”. Motion carried.

3-E Approve 2012-2013 Application for Cooperative Sponsorship of an Activity with East Buchanan for Boys’ Tennis
Motion Smith, second Christensen to approve the 2012-13 cooperative sponsorship of an activity with East Buchanan for boys’ tennis. All voted “aye”. Motion carried.

ADJOURNMENT
Motion Henderson, second Christensen to adjourn the meeting at 5:20 p.m. All voted Aye.

Brian C. Eddy Lynnette Engel
Chairperson Secretary/Treasurer
Independence Community School Board Minutes
Special Meeting
May 11, 2012

A special meeting of the Independence Community School Board was called to order at 4:15 p.m. by Chairperson Brian C. Eddy in the Administration Building, at 1207 First Street West, Independence, Iowa.

Members Present: Chairperson Brian C. Eddy, John Christensen, Rusty Donnelly, Eric B. Smith, Stacy Henderson

Superintendent Present: Jean Peterson

Board Secretary/Treasurer: Lynnette Engel

Press Present: Tari Robertson

1. Consideration of Action on Consent Items
Motion Smith, second Christensen to approve 1-A with an amendment to add 4 M. Approve change to upgrade electrical panels from G.E. to Square D in the new Junior-Senior High School. All voted “aye”. Motion carried.

1-A Approve Agenda

2. Announcements, Communications and Presentations
Presentations – Energy Committee
The Energy Committee presented to the Board their findings on whether to include geothermal in the new school facility. Due to many factors, including cost and lengthy payback periods, the Committee suggested that the school district not install geothermal at this time. The facility will feature a “hybrid HVAC” system, which will allow the district to add geothermal at any point in the future. A complete copy of the Energy Committee’s report and findings can be seen at the Administration Office.

3. Old Business
3-A Existing Junior-Senior High School Facility
It was announced that the school district has withdrawn from the task force with the City for use of the old JR/SR High School facility. A new task force of Mike Donnelly, Rusty Donnelly and John Christensen was formed to look at other options, such as tearing down the facility. The task force will evaluate the various costs and share pricing with the Board in the future.

3-B Approve the Amended Indee Agricultural Education, Inc. Farm Lease Agreement.
Motion Christensen, second Henderson to approve the amended Indee Agricultural Education, Inc. farm lease, changing the number of official acres to 48 and making the lease a one-year term. All voted “aye”. Motion carried.

4. New Business
4-A Additional Options for SILO Funds
Rob Robinson and Jennifer Sornson, members of the Oversight Committee for the new JR/SR High School project, suggested that the Board add two additional classrooms onto both the Junior High and Senior High wings of the new building. After the original drawings were designed and approved by the Board, the District has increased its full time staff creating a need for additional classrooms. The Board discussed the benefit of having a couple additional rooms to allow for future growth and the cost savings of adding rooms as opposed to 2-5 years in the future. The Board also discussed the need for a SILO work session in the future to talk about the District’s facility planning and available SILO funding.

4-B Approve to Change Original Drawings to Include Two Additional Classrooms on both the Junior High and Senior High Wings.
Motion Christensen, second Donnelly to approve adding two additional classrooms on both the Junior High and Senior High wings. All voted “aye”. Motion carried.

4-C Approve Larson Construction Contract for New Junior Senior High School.
Motion Christensen, second Henderson to approve the Larson Construction Co., Inc. contract for the New Junior - Senior High School. Roll call vote: Henderson – aye, Smith – aye, Donnelly – aye, Christensen – aye and Eddy – aye. Motion carried 5-0.

4-D Approve ISFIS Redistricting Participant Agreement
Motion Smith, second Donnelly to approve the ISFIS Redistricting Participant Agreement. All voted “aye”. Motion carried.

4-E Approve Change to Upgrade Electrical Panels and Systems from G.E. to Square D in the New Junior-Senior High School.
Motion Smith, second Donnelly to approve change to upgrade electrical panels and systems from G.E. to Square D in the new Junior – Senior High School. All voted “aye”. Motion carried.

ADJOURNMENT
Motion Christensen, second Donnelly to adjourn the meeting at 5:19 p.m. All voted Aye. Motion carried.

Brian C. Eddy
Chairperson

Lynnette Engel
Secretary/Treasurer
CLASSIFIED EMPLOYEE TRANSFERS

Determining the location where a classified employee's assignment will be performed is the responsibility of the superintendent and within the sole discretion of the Board. In making such assignments each year, the superintendent shall consider the qualifications of each classified employee and the needs of the school district.

A transfer may be initiated by the employee, the principal or the superintendent.

It shall be the responsibility of the superintendent to transfer classified employees and report such transfers to the Board.

The requirements stated in the Classified Employee Handbook Master Contract regarding Non-Teaching Employees shall be followed.

Iowa Code §§ 20.9; 35C; 216; 279.8; 294.1 (2003).

Cross Reference: 411.2 Classified Employee Qualifications, Recruitment, Selection
411.5 Classified Employment Assignment

Approved 11/1/2004 Reviewed 01/21/2008 Revised ________
CLASSIFIED EMPLOYEE EVALUATION

Evaluation of classified employees on their skills, abilities, and competence shall be an ongoing process supervised by the superintendent. The goal of the formal evaluation of classified employees shall be to maintain classified employees who meet or exceed the Board's standards of performance, to clarify each classified employee's role, to ascertain the areas in need of improvement, to clarify the immediate priorities of the Board, and to develop a working relationship between the administrators and other employees.

It shall be the responsibility of the superintendent to ensure classified employees are formally evaluated annually. New and probationary classified employees shall be formally evaluated at least twice a year.

The requirements stated in the Classified Employee Handbook Master Contract regarding Non-Teaching Employees shall be followed.

Saydel Education Association v. PERB, 333 N.W.2d 486 (Iowa 1983).
281 I.A.C. 12.3(4).

Cross Reference: 411.2 Classified Employee Qualifications, Recruitment, Selection
411.8 Classified Employee Probationary Status

Approved 11/1/2004 Reviewed 01/21/2008 Revised ________
CLASSIFIED EMPLOYEE COMPENSATION

The Board shall determine the compensation to be paid for the classified employees' positions, keeping in mind the education and experience of the classified employee, the educational philosophy of the school district, the financial condition of the school district and any other considerations as deemed relevant by the Board.

It shall be the responsibility of the superintendent to make a recommendation to the Board annually regarding the compensation of classified employees. *The compensation shall be subject to review and modification through the collective bargaining process.*

*The requirements stated in the Master Contract between employees in the classified collective bargaining unit and the Board regarding wages and salaries of such employees shall be followed.*


Cross Reference: 411.3 Classified Employee Contracts
412.2 Classified Employee Wage and Overtime Compensation

Approved 11/1/2004 Reviewed 01/21/2008 Revised _______
CLASSIFIED EMPLOYEE WAGE AND OVERTIME COMPENSATION

Each non-exempt employee compensated on an hour-by-hour basis, whether full-or part-time, permanent or temporary, will be paid no less than the prevailing minimum wage. Whenever a non-exempt employee must work more than forty hours in a given work week or more than eight hours per day, the employee shall be compensated at one and one-half times their regular hourly wage rate. This compensation shall be in the form of overtime pay. Overtime will not be permitted without prior authorization of the superintendent building principal.

Each non-exempt employee paid on an hour by hour basis must complete, sign, and turn in a daily time record showing the actual number of hours worked. Failure of the employee to maintain, or falsification of, a daily time record will be grounds for disciplinary action.

Each classified employee paid on an hour-by-hour basis must clock in and out using the District's time clock system to record actual hours worked. Failure of the employee to properly clock in and out or falsification of daily time worked will be grounds for disciplinary action, up to and including possible termination.

It is the responsibility of the Board secretary to maintain wage records.


Cross Reference: 411.3 Classified Employee Contracts
412.1 Classified Employee Compensation

Approved 11/1/2004 Reviewed 01/21/2008 Revised ________
CLASSIFIED EMPLOYEE GROUP INSURANCE BENEFITS

Classified employees may be eligible for group insurance benefits as determined by the Board and required by law. The Board shall select the group insurance program and the insurance company which will provide the program.

This policy statement does not guarantee a certain level of benefits. The Board shall have the authority and right to change or eliminate group insurance programs for its classified employees.

The requirements stated in the Master Contract between employees in the classified collective bargaining unit and the Board regarding the group insurance benefits of such employees shall be followed.

Legal Reference:  Iowa Code §§ 20.9; 85; 85B; 279.12; 509; 509A; 509B (2003).

Cross Reference:  411.1  Classified Employee Defined

Approved 11/1/2004  Reviewed 01/21/2008  Revised ________

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
CLASSIFIED EMPLOYEE TAX SHELTER PROGRAMS

The Board authorizes the administration to make a payroll deduction for classified employees' tax sheltered annuity premiums purchased from a company or program chosen by the board and collective bargaining units.

Classified employees wishing to have payroll deductions for tax sheltered annuities shall make a written request to the superintendent.

*The requirements stated in the Master Contract between employees in the classified collective bargaining unit and the Board regarding the tax sheltered annuities of such employees shall be followed.*

Legal Reference:  
Small Business Job Protection Act of 1996, Section 1450(a), repealing portions of IRS REG § 1.403(b)-1(b)(3).  
Iowa Code §§ 20.9; 260C; 273; 294.16 (2003).  

Cross Reference:  
706 Payroll Procedures

Approved 11/1/2004  
Reviewed 01/21/2008  
Revised 01/19/2009
CLASSIFIED EMPLOYEE RESIGNATION

Classified employees who wish to resign during the school year shall give the Board notice of their intent to resign and final date of employment and cancel their contract 10 days prior to their last working day.

Notice of the intent to resign shall be in writing to the superintendent.


Cross Reference: 411.3 Classified Employee Contracts
413 Classified Employee Termination of Employment

Approved 11/1/2004 Reviewed 02/18/2008 Revised ________
CLASSIFIED EMPLOYEE SUSPENSION

Classified employees shall perform their assigned job, respect and follow board policy and obey the law. The superintendent is authorized to suspend a classified employee with or without pay pending Board action on a discharge or during investigation of charges against the employee or for disciplinary purposes. It shall be within the discretion of the superintendent to suspend a classified employee with or without pay.

In the event of a suspension, due process will be followed.


Cross Reference: 404 Employee Conduct and Appearance
413 Classified Employee Termination of Employment

Approved 11/1/2004 Reviewed 02/18/2008 Revised _________
CLASSIFIED EMPLOYEE DISMISSAL

The Board believes classified employees should perform their jobs, respect board policy and obey the law. A classified employee may be dismissed upon thirty days notice or immediately for cause. Due process procedures shall be followed.

In the event that the superintendent does not want to exercise the authority to terminate a classified employee under board policy 411.1, it shall be the responsibility of the superintendent to make a recommendation for dismissal to the Board. A classified employee may be dismissed for any reason, including, but not limited to, incompetence, willful neglect of duty, reduction in force, willful violation of board policy or administrative regulations, or a violation of the law.


Cross Reference: 404 Employee Conduct and Appearance
413.4 Classified Employee Suspension
413.6 Classified Employee Reduction in Force

Approved 11/1/2004 Reviewed 02/18/2008 Revised 01/18/2010
CLASSIFIED EMPLOYEE REDUCTION IN FORCE

It is the exclusive power of the Board to determine when a reduction in classified employees is necessary. Employees who are terminated due to a reduction in force shall be given thirty-days notice as soon as practical. Due process will be followed for terminations due to a reduction in force.

It shall be the responsibility of the superintendent to make a recommendation for termination to the Board. The superintendent will consider the relative qualifications, skills, ability and demonstrated performance through evaluation procedures in making the recommendations.

The requirements stated in the Classified Employee Handbook *Master Contract* regarding employee reduction in force shall be followed.


Cross Reference: 407.6 Licensed Employee Reduction in Force
413.4 Classified Employee Suspension
413.5 Classified Employee Dismissal
703 Budget

Approved 11/1/2004       Reviewed 02/18/2008       Revised _______
CLASSIFIED EMPLOYEE VACATIONS - HOLIDAYS - PERSONAL LEAVE

The Board shall determine the amount of vacation, holidays and personal leave that will be allowed on an annual basis for classified employees through the negotiation process.

It shall be the responsibility of the superintendent to make a recommendation to the Board annually on vacation and personal leave for classified employees.

 Classified employees will be paid only for the hours they would have been scheduled for the day. Vacation shall not be accrued from year to year without a prior arrangement with the superintendent. Vacation days may be carried over from one year to the next, but the days carried over must be used before December 31st. Any vacation days carried over to the following year and not used by December 31st shall be considered lost. Classified employees, whether full-time or part-time, shall have time off in concert with the school calendar.

The requirements stated in the Classified Employee Handbook Master Contract regarding employee vacations, holidays and personal leave shall be followed.

Legal Reference: Iowa Code §§ 1C.1-.2; 4.1(34); 20.9 (2003).

Cross Reference: 409.1 Licensed Employee Vacations - Holidays - Personal Leave
601.1 School Calendar

Approved 11/1/2004 Reviewed _________ Revised 08/18/2008
CLASSIFIED EMPLOYEE PERSONAL ILLNESS LEAVE

Classified employees shall be granted fifteen days of sick leave in their first year of employment. "Day" is defined as one work day regardless of full-time or part-time status of the employee. A new employee shall report for work at least one full work day prior to receiving sick leave benefits. A returning employee will be granted the appropriate number of days at the beginning of each fiscal year. Sick leave may be accumulated up to a maximum of 120 115 days for classified employees.

Should the personal illness occur after or extend beyond the accumulated sick leave, the employee may apply for disability benefits under the group insurance plan. If the employee does not qualify for disability benefits, the employee may request to the Superintendent a leave of absence without pay.

Evidence may be required regarding the mental or physical health of the employee including, but not limited to, confirmation of the following: the employee's illness, the need for the illness leave, the employee's ability to return to work, and the employee's capability to perform the duties of the employee's position. It shall be within the discretion of the Board and the superintendent to determine the type and amount of evidence necessary. When an illness leave will be greater than three consecutive days, the employee shall comply with board policy regarding family and medical leave.

If an employee is eligible to receive workers' compensation benefits, the employee shall contact the Board secretary to implement these benefits.

The requirements stated in the Classified Employee Handbook Master Contract regarding personal illness leave shall be followed.

Iowa Code §§ 20; 85.33, .34, .38(3); 279.40 (2003). 

Cross Reference: 403.2 Employee Injury on the Job 
414.3 Classified Employee Family and Medical Leave

Approved 11/1/2004 
Reviewed _________ 
Revised 08/18/2008

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
CLASSIFIED EMPLOYEE FAMILY AND MEDICAL LEAVE

Unpaid family and medical leave will be granted up to 12 weeks per year to assist employees in balancing family and work life. For purposes of this policy, year is defined as fiscal year. Requests for family and medical leave shall be made to the superintendent.

Employees are required to substitute paid leave for unpaid family and medical leave by meeting the requirements set out in the family and medical leave administrative rules. Employees eligible for family and medical leave must comply with the family and medical leave administrative rules prior to starting family and medical leave. It shall be the responsibility of the superintendent to develop administrative rules to implement this policy.

The requirements stated in the Classified Employee Handbook Master Contract regarding family and medical leave of such employees will be followed.


Cross Reference: 409.3 Licensed Employee Family and Medical Leave 414.2 Classified Employee Personal Illness Leave

Approved 11/1/2004 Reviewed ________ Revised 09/21/2009
YOUR RIGHTS
UNDER THE
FAMILY AND MEDICAL LEAVE ACT OF 1993

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee’s child after birth, or placement for adoption or foster care;
- To care for the employee’s spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee’s job.

MILITARY FAMILY LEAVE ENTITLEMENTS
Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies.

Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a single 12-month period. A covered servicemember is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the servicemember medically unfit to perform his or her duties for which the servicemember is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

BENEFITS AND PROTECTION
During FMLA leave, the employer must maintain the employee’s health coverage under any “group health plan” on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee’s leave.

JOB ELIGIBILITY REQUIREMENTS
Employees are eligible if they have worked for a covered employer for at least one year, for 1,250 hours over the previous 12 months, and if at least 50 employees are employed by the employer within 75 miles.

DEFINITION OF SERIOUS HEALTH CONDITION
A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee’s job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

USE OF LEAVE
An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule.
when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer’s operations. Leave due to qualifying exigencies may also be taken.

**Substitution of Paid Leave for Unpaid Leave**

Employees may choose or employers may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer’s normal paid leave policies.

**Employee Responsibilities**

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer’s normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

**Employer Responsibilities**

Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees’ rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility.

Covered employers must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee’s leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

**Unlawful Acts by Employers**

FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

**Enforcement**

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

**NOTE:** FMLA section 109 (29 U.S.C. § 2619) requires FMLA covered employers to post the text of this notice. Regulations 29 C.F.R. § 825.300(a) may require additional disclosures.

If you have access to the Internet visit FLMA’s website: [http://www.dol.gov/esa/whd/fmla](http://www.dol.gov/esa/whd/fmla).


For a listing of records that must be kept by employers to comply with FMLA visit the U.S. Dept. of Labor’s website: [http://www.dol.gov/esa/all/cfr/ESA/Title_29/Part_825/29CFR825.500.htm](http://www.dol.gov/esa/all/cfr/ESA/Title_29/Part_825/29CFR825.500.htm)

**US Dept. of Labor – Revised July, 2009**
CLASSIFIED EMPLOYEE FAMILY AND MEDICAL LEAVE REQUEST FORM

Date: ________________

I, ________________, request family and medical leave for the following reason: (check all that apply)

___ for the birth of my child;
___ for the placement of a child for adoption or foster care;
___ to care for my child who has a serious health condition;
___ to care for my parent who has a serious health condition;
___ to care for my spouse who has a serious health condition;
___ because I am seriously ill and unable to perform the essential functions of my position;
___ because of a qualifying exigency arising out of the fact that my ___ spouse; ___ son or daughter;
___ parent is on active duty or call to active duty status in support of a contingency operation as a member of the National Guard or Reserves; or
___ because I am the ___ spouse; ___ son or daughter; ___ parent; ___ next of kin of a covered service member with a serious injury or illness.

I acknowledge my obligation to provide medical certification of my serious health condition or that of a family member in order to be eligible for family and medical leave within 15 days of the request for certification.

I acknowledge receipt of information regarding my obligations under the family and medical leave policy of the school district.

I request that my family and medical leave begin on ________________ and I request leave as follows: (check one)

___ continuous

I anticipate that I will be able to return to work on ________.

___ intermittent leave for the:

___ birth of my child or adoption or foster care placement subject to agreement by the district
___ serious health condition of myself, parent, or child when medically necessary
___ because of a qualifying exigency arising out of the fact that my ___ spouse; ___ son or daughter; ___ parent is on active duty or call to active duty status in support of a contingency operation as a member of the National Guard or Reserves
___ because I am the ___ spouse; ___ son or daughter; ___ parent; ___ next of kin of a covered service member with a serious injury or illness

Details of the needed intermittent leave:
________________________________________________________
________________________________________________________
________________________________________________________

I anticipate returning to work at my regular schedule on ________________.
CLASSIFIED EMPLOYEE FAMILY AND MEDICAL LEAVE REQUEST FORM

___ reduced work schedule for the:

___ birth of my child or adoption or foster care placement subject to agreement by the school district

___ serious health condition of myself, parent, or child when medically necessary

___ because of a qualifying exigency arising out of the fact that my ___ spouse; ___ son or daughter; ___ parent is on active duty or call to active duty status in support of a contingency operation as a member of the National Guard or Reserves

___ because I am the ___ spouse; ___ son or daughter; ___ parent; ___ next of kin of a covered service member with a serious injury or illness

Details of needed reduction in work schedule as follows:

____________________________________________________________________

____________________________________________________________________

I anticipate returning to work at my regular schedule on ________________.

I realize I may be moved to an alternative position during the period of the family and medical intermittent or reduced work schedule leave. I also realize that with foreseeable intermittent or reduced work schedule leave, subject to the requirements of my health care provider, I may be required to schedule the leave to minimize interruptions to school district operations.

While on family and medical leave, I agree to pay my regular contributions to employer sponsored benefit plans. My contributions shall be deducted from monies owed me during the leave period. If no monies are owed me, I shall reimburse the school district by personal check or cash for my contributions. I understand that I may be dropped from the employer-sponsored benefit plans for failure to pay my contribution.

I agree to reimburse the school district for any payment of my contributions with deductions from future monies owed to me or the school district may seek reimbursement of payments of my contributions in court.

I acknowledge that the above information is true to the best of my knowledge.

Signed __________________________________________

Date __________________________________________
CLASSIFIED EMPLOYEE FAMILY AND MEDICAL LEAVE REGULATION

A. School district notice.

1. The school district will post the notice in Exhibit 414.3E1 regarding family and medical leave.

2. Information on the Family and Medical Leave Act and the board policy on family and medical leave, including leave provisions and employee obligations will be provided annually. The information will be in the employee handbook.

3. When an employee requests family and medical leave, the school district will provide the employee with information listing the employee's obligations and requirements. Such information will include:
   a. a statement clarifying whether the leave qualifies as family and medical leave and will, therefore, be credited to the employee's annual 12-week entitlement or 26 week entitlement depending on the purpose of the leave;
   b. a reminder that employees requesting family and medical leave for their serious health condition or for that of an immediate family member must furnish medical certification of the serious health condition and the consequences for failing to do so or proof of call to active duty in the case of military family and medical leave;
   c. an explanation of the employee's right to substitute paid leave for family and medical leave including a description of when the school district requires substitution of paid leave and the conditions related to the substitution; and
   d. a statement notifying employees that they must pay and must make arrangements for paying any premium or other payments to maintain health or other benefits.

B. Employees are eligible for family and medical leave if three criteria are met.

1. The school district has more than 50 employees on the payroll at the time leave is requested;

2. The employee has worked for the school district for at least twelve months or 52 weeks (the months and weeks need not be consecutive); and

3. The employee has worked at least 1,250 hours within the previous year. Full-time professional employees who are exempt from the wage and hour law may be presumed to have worked the minimum hour requirement.

If the employee requesting leave is unable to meet the above criteria, then the employee is not eligible for family and medical leave.

C. Employee requesting leave -- two types of leave.

1. Foreseeable family and medical leave.
   a. Definition - leave is foreseeable for the birth or placement of an adopted or foster child with the employee or for planned medical treatment.
   b. Employee must give at least thirty days notice for foreseeable leave. Failure to give the notice may result in the leave beginning thirty days after notice was received.
CLASSIFIED EMPLOYEE FAMILY AND MEDICAL LEAVE REGULATION

c. Employees must consult with the school district prior to scheduling planned medical treatment leave to minimize disruption to the school district. The scheduling is subject to the approval of the health care provider.

2. Unforeseeable family and medical leave.
   a. Definition - leave is unforeseeable in such situations as emergency medical treatment or premature birth.
   b. Employee must give notice as soon as possible but no later than one to two work days after learning that leave will be necessary.
   c. A spouse or family member may give the notice if the employee is unable to personally give notice.

D. Eligible family and medical leave determination. The school district may require the employee giving notice of the need for leave to provide reasonable documentation or a statement of family relationship.

1. Six purposes.
   a. The birth of a son or daughter of the employee and in order to care for that son or daughter prior to the first anniversary of the child's birth;
   b. The placement of a son or daughter with the employee for adoption or foster care and in order to care for that son or daughter prior to the first anniversary of the child's placement;
   c. To care for the spouse, son, daughter or parent of the employee if the spouse, son, daughter or parent has a serious health condition;
   d. Employee's serious health condition that makes the employee unable to perform the essential functions of the employee's position;
   e. Because of a qualifying exigency arising out of the fact that an employee's ____ spouse; ____ son or daughter; ____ parent is on active duty or call to active duty status in support of a contingency operation as a member of the National Guard or Reserves; or
   f. Because the employee is the spouse; ____ son or daughter; ____ parent; ____ next of kin of a covered service member with a serious injury or illness.

2. Medical certification.
   a. When required:
      (1) Employees shall be required to present medical certification of the employee's serious health condition and inability to perform the essential functions of the job.
      (2) Employees shall be required to present medical certification of the family member's serious health condition and that it is medically necessary for the employee to take leave to care for the family member.
      (3) Employees shall be required to present certification of the call to active duty when taking military family and medical leave.
CLASSIFIED EMPLOYEE FAMILY AND MEDICAL LEAVE REGULATION

b. Employee's medical certification responsibilities:

(1) The employee must obtain the certification from the health care provider who is treating the individual with the serious health condition.

(2) The school district may require the employee to obtain a second certification by a health care provider chosen by and paid for by the school district if the school district has reason to doubt the validity of the certification an employee submits. The second health care provider cannot, however, be employed by the school district on a regular basis.

(3) If the second health care provider disagrees with the first health care provider, then the school district may require a third health care provider to certify the serious health condition. This health care provider must be mutually agreed upon by the employee and the school district and paid for by the school district. This certification or lack of certification is binding upon both the employee and the school district.

c. Medical certification will be required fifteen days after family and medical leave begins unless it is impracticable to do so. The school district may request recertification every thirty days. Recertification must be submitted within fifteen days of the school district's request.

d. Employees taking military caregiver family and medical leave to care for a family service member cannot be required to obtain a second opinion or to provide recertification.

Family and medical leave requested for the serious health condition of the employee or to care for a family member with a serious health condition which is not supported by medical certification shall be denied until such certification is provided.

E. Entitlement.

1. Employees are entitled to twelve weeks unpaid family and medical leave per year. Employees taking military caregiver family and medical leave to care for a family service member are entitled to 26 weeks of unpaid family and medical leave but only in a single 12 month period.

2. Year is defined as fiscal year.

3. If insufficient leave is available, the school district may:
   a. Deny the leave if entitlement is exhausted; or
   b. Award leave available.

F. Type of Leave Requested.

1. Continuous - employee will not report to work for set number of days or weeks.

2. Intermittent - employee requests family and medical leave for separate periods of time.
CLASSIFIED EMPLOYEE FAMILY AND MEDICAL LEAVE REGULATION

a. Intermittent leave is available for:
   (1) Birth, adoption or foster care placement of child only with the school district's agreement.
   (2) Serious health condition of the employee, spouse, parent, or child when medically necessary without the school district's agreement.
   (3) Because of a qualifying exigency arising out of the fact that my ___ spouse; ___ son or daughter; ___ parent is on active duty or call to active duty status in support of a contingency operation as a member of the National Guard or Reserves.
   (4) Because I am the ___ spouse; ___ son or daughter; ___ parent; ___ next of kin of a covered service member with a serious injury or illness.

b. In the case of foreseeable intermittent leave, the employee must schedule the leave to minimize disruption to the school district operation.

c. During the period of foreseeable intermittent leave, the school district may move the employee to an alternative position with equivalent pay and benefits. (For instructional employees, see G below.)

3. Reduced work schedule - employee requests a reduction in the employee's regular work schedule.

a. Reduced work schedule family and medical leave is available for:
   (1) Birth, adoption or foster care placement and subject to the school district's agreement.
   (2) Serious health condition of the employee, spouse, parent, or child when medically necessary without the school district's agreement.
   (3) Because of a qualifying exigency arising out of the fact that my ___ spouse; ___ son or daughter; ___ parent is on active duty or call to active duty status in support of a contingency operation as a member of the National Guard or Reserves.
   (4) Because I am the ___ spouse; ___ son or daughter; ___ parent; ___ next of kin of a covered service member with a serious injury or illness.

b. In the case of foreseeable reduced work schedule leave, the employee must schedule the leave to minimize disruption to the school district operation.

c. During the period of foreseeable reduced work schedule leave, the school district may move the employee to an alternative position with equivalent pay and benefits. (For instructional employees, see G below.)

G. Special Rules for Instructional Employees.

1. Definition - an instructional employee is one whose principal function is to teach and instruct students in a class, a small group or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors and special education assistants.

2. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule family and medical leave greater than twenty percent of the work days in the leave period may be required to:
   a. Take leave for the entire period or periods of the planned medical treatment; or
   b. Move to an available alternative position, with equivalent pay and benefits but not necessarily equivalent duties, for which the employee is qualified.

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CLASSIFIED EMPLOYEE FAMILY AND MEDICAL LEAVE REGULATION

3. Instructional employees who request continuous family and medical leave near the end of a semester may be required to extend the family and medical leave through the end of the semester. The number of weeks remaining before the end of a semester do not include scheduled school breaks, such as summer, winter or spring break.

   a. If an instructional employee begins family and medical leave for any purpose more than five weeks before the end of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last at least three weeks and the employee would return to work during the last three weeks of the semester if the leave was not continued.

   b. If the employee begins family and medical leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks and the employee would return to work during the last two weeks of the semester.

   c. If the employee begins family and medical leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, the school district may require the employee to continue taking leave until the end of the semester.

4. The entire period of leave taken under the special rules is credited as family and medical leave. The school district will continue to fulfill the school district's family and medical leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's family and medical leave entitlement ends before the involuntary leave period expires.

H. Employee responsibilities while on family and medical leave.

1. Employee must continue to pay health care benefit contributions or other benefit contributions regularly paid by the employee unless employee elects not to continue the benefits.

2. The employee contribution payments will be deducted from any money owed to the employee or the employee shall reimburse the school district at a time set by the superintendent.

3. An employee who fails to make the health care contribution payments within thirty days after they are due will be notified that their coverage may be canceled if payment is not received within an additional 15 days.

4. An employee may be asked to re-certify the medical necessity of family and medical leave for the serious medical condition of an employee or family member once every thirty days and return the certification within fifteen days of the request.

5. The employee must notify the school district of the employee's intent to return to work at least once each month during their leave and at least two weeks prior to the conclusion of the family and medical leave.
CLASSIFIED EMPLOYEE FAMILY AND MEDICAL LEAVE REGULATION

6. If an employee intends not to return to work, the employee must immediately notify the school district, in writing, of the employee's intent not to return. The school district will cease benefits upon receipt of this notification.

I. Use of paid leave for family and medical leave.

An employee must substitute unpaid family and medical leave with any paid leave available to the employee under board policy or individual contracts. Paid leave includes, but is not limited to, sick leave, family illness leave, vacation, personal leave, bereavement leave and professional leave. When the school district determines that paid leave is being taken for an FMLA reason, the school district will notify the employee within two business days that the paid leave will be counted as FMLA leave.
CLASSIFIED EMPLOYEE FAMILY AND MEDICAL LEAVE DEFINITIONS

Active Duty - duty under a call or order to active duty under a provision of law referring to in section 101(a)(13) of title 10, U.S. Code.

Common Law Marriage - according to Iowa law, common law marriages exist when there is a present intent by the two parties to be married, continuous cohabitation, and a public declaration that the parties are husband and wife. There is no time factor that needs to be met in order for there to be a common law marriage.

Contingency Operation - has the same meaning given such term in section 101(a)(13) of title 10, U.S. Code.

Continuing Treatment - a serious health condition involving continuing treatment by a health care provider includes any one or more of the following:

- A period of incapacity (i.e., inability to work, attend school or perform other regular daily activities due to the serious health condition, treatment for or recovery from) of more than three consecutive calendar days and any subsequent treatment or period of incapacity relating to the same condition that also involves:
  -- treatment two or more times by a health care provider, by a nurse or physician's assistant under direct supervision of a health care provider, or by a provider of health care services (e.g., physical therapist) under orders of, or in referral by, a health care provider; or
  -- treatment by a health care provider on at least one occasion which results in a regimen of continuing treatment under the supervision of a health care provider.

- Any period of incapacity due to pregnancy or for prenatal care.

- Any period of incapacity or treatment for such incapacity due to a chronic serious health condition. A chronic serious health condition is one which:
  -- requires periodic visits for treatment by a health care provider or by a nurse or physician's assistant under direct supervision of a health care provider;
  -- Continues over an extended period of time (including recurring episodes of a single underlying condition); and
  -- May cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.).

- Any period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer's, a severe stroke or the terminal stages of a disease.

- Any period of absence to receive multiple treatments (including any period of recovery from) by a health care provider or by a provider of health care services under orders of, or on referral by, a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), kidney disease (dialysis).

Covered Servicemember - a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness.
CLASSIFIED EMPLOYEE FAMILY AND MEDICAL LEAVE DEFINITIONS

Eligible Employee—the district has more than 50 employees on the payroll at the time leave is requested. The employee has worked for the district for at least twelve months and has worked at least 1250 hours within the previous year.

Essential Functions of the Job—those functions which are fundamental to the performance of the job. It does not include marginal functions.

Employment Benefits—all benefits provided or made available to employees by an employer, including group life insurance, health insurance, disability insurance, sick leave, annual leave, educational benefits, and pensions, regardless of whether such benefits are provided by a practice or written policy of an employer or through an "employee benefit plan."

Family Member—individuals who meet the definition of son, daughter, spouse or parent.

Group Health Plan—any plan or contributed to by, an employer (including a self-insured plan) to provide health care (directly or otherwise) to the employer’s employees, former employees, or the families of such employees or former employees.

Health Care Provider—
- A doctor of medicine or osteopathy who is authorized to practice medicine or surgery by the state in which the doctor practices; or
- Podiatrists, dentists, clinical psychologists, optometrists, and chiropractors (limited to treatment consisting of manual manipulation of the spine to correct a subluxation as demonstrated by X-ray to exist) authorized to practice in the state and performing within the scope of their practice as defined under state law; and
- Nurse practitioners, nurse-midwives, and clinical social workers who are authorized to practice under state law and who are performing within the scope of their practice as defined under state law; and
- Christian Science practitioners listed with the First Church of Christ Scientist in Boston, Massachusetts;
- Any health care provider from whom an employer or a group health plan's benefits manager will accept certification of the existence of a serious health condition to substantiate a claim for benefits;
- A health care provider as defined above who practices in a country other than the United States who is licensed to practice in accordance with the laws and regulations of that country.

In Loco Parentis—individuals who had or have day-to-day responsibilities for the care and financial support of a child not their biological child or who had the responsibility for an employee when the employee was a child.

Incapable of Self-Care—that the individual requires active assistance or supervision to provide daily self-care in several of the "activities of daily living" or "ADLs." Activities of daily living include adaptive activities such as caring appropriately for one's grooming and hygiene, bathing, dressing, eating, cooking, cleaning, shopping, taking public transportation, paying bills, maintaining a residence, using telephones and directories, using a post office, etc.
CLASSIFIED EMPLOYEE FAMILY AND MEDICAL LEAVE DEFINITIONS

Instructional Employee—an employee employed principally in an instructional capacity by an educational agency or school whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily noninstructional employees.

Intermittent Leave—leave taken in separate periods of time due to a single illness or injury, rather than for one continuous period of time, and may include leave or periods from an hour or more to several weeks.

Medically Necessary—certification for medical necessity is the same as certification for serious health condition.

"Needed to Care For"—the medical certification that an employee is "needed to care for" a family member encompasses both physical and psychological care. For example, where, because of a serious health condition, the family member is unable to care for his or her own basic medical, hygienic or nutritional needs or safety or is unable to transport himself or herself to medical treatment. It also includes situations where the employee may be needed to fill in for others who are caring for the family member or to make arrangements for changes in care.

Next of Kin—an individual’s nearest blood relative

Outpatient Status—the status of a member of the Armed Forces assigned to—
- either a military medical treatment facility as an outpatient; or,
- a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients.

Parent—a biological parent or an individual who stands in loco parentis to a child or stood in loco parentis to an employee when the employee was a child. Parent does not include parent-in-law.

Physical or Mental Disability—a physical or mental impairment that substantially limits one or more of the major life activities of an individual.

Reduced Leave Schedule—a leave schedule that reduces the usual number of hours per workweek, or hours per workday, of an employee.

Serious Health Condition—
- An illness, injury, impairment, or physical or mental condition that involves:
  -- Inpatient care (i.e. an overnight stay) in a hospital, hospice or residential medical care facility including any period of incapacity (for purposes of this section, defined to mean inability to work, attend school or perform other regular daily activities due to the serious health condition, treatment for or recovery from), or any subsequent treatment in connection with such inpatient care; or
  -- Continuing treatment by a health care provider. A serious health condition involving continuing treatment by a health care provider includes:

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-- A period of incapacity (i.e., inability to work, attend school or perform other regular daily activities due to the serious health condition, treatment for or recovery from) of more than three consecutive calendar days, including any subsequent treatment or period of incapacity relating to the same condition, that also involves:
  -- Treatment two or more times by a health care provider, by a nurse or physician's assistant under direct supervision of a health care provider, or by a provider of health care services (e.g., physical therapist) under orders of, or on referral by, a health care provider; or
  -- Treatment by a health care provider on at least one occasion which results in a regimen of continuing treatment under the supervision of the health care provider.

-- Any period of incapacity due to pregnancy or for prenatal care.
-- Any period of incapacity or treatment for such incapacity due to a chronic serious health condition. A chronic serious health condition is one which:
  -- Requires periodic visits for treatment by a health care provider or by a nurse or physician's assistant under direct supervision of a health care provider:
  -- Continues over an extended period of time (including recurring episodes of a single underlying condition); and
  -- May cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.).

-- A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer's, a severe stroke, or the terminal stages of a disease.
-- Any period of absence to receive multiple treatments (including any period of recovery from) by a health care provider or by a provider of health care services under orders of, or on referral by, a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), kidney disease (dialysis).

- Treatment for purposes of this definition includes, but is not limited to, examinations to determine if a serious health condition exists and evaluation of the condition. Treatment does not include routine physical examinations, eye examinations or dental examinations. Under this definition, a regimen of continuing treatment includes, for example, a course of prescription medication (e.g., an antibiotic) or therapy requiring special equipment to resolve or alleviate the health condition (e.g., oxygen). A regimen of continuing treatment that includes the taking of over-the-counter medications such as aspirin, antihistamines, or salves; or bed rest, drinking fluids, exercise and other similar activities that can be initiated without a visit to a health care provider, is not, by itself, sufficient to constitute a regimen of continuing treatment for purposes of FMLA leave.

- Conditions for which cosmetic treatments are administered (such as most treatments for acne or plastic surgery) are not "serious health conditions" unless inpatient hospital care is required or unless complications develop. Ordinarily, unless complications arise, the common cold, the flu, ear aches, upset stomach, ulcers, headaches other than migraine, routine dental or orthodontia problems, periodontal disease, etc., are examples of conditions that do not meet the definition of a serious health condition and do not qualify for FMLA leave. Restorative dental or plastic surgery after an injury or removal of cancerous growths are serious health conditions provided all the other conditions of this regulation are met. Mental illness resulting from stress or allergies may be serious health conditions, but only if all the conditions of this section are met.
CLASSIFIED EMPLOYEE FAMILY AND MEDICAL LEAVE DEFINITIONS

- Substance abuse may be a serious health condition if the conditions of this section are met. However, FMLA leave may only be taken for treatment for substance abuse by a health care provider or by a provider of health care on referral by a health care provider. On the other hand, absence because of the employee's use of the substance, rather than for treatment, does not qualify for FMLA leave.

- Absence attributable to incapacity under this definition qualify for FMLA leave even though the employee or the immediate family member does not receive treatment from a health care provider during the absence, and even if the absence does not last more than three days. For example, an employee with asthma may be unable to report for work due to the onset of an asthma attack or because the employee's health care provider has advised the employee to stay home when the pollen count exceeds a certain level. An employee who is pregnant may be unable to report to work because of severe morning sickness.

**Serious Injury or Illness** - an injury or illness incurred by a member of the Armed forces, including the National Guard or Reserves in the line of duty on active duty in the Armed Forces that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating.

**Son or Daughter** - a biological child, adopted child, foster child, stepchild, legal ward, or a child of a person standing in loco parentis. The child must be under age 18 or, if over 18, incapable of self-care because of a mental or physical disability.

**Spouse** - a husband or wife recognized by Iowa law including common law marriages.
CLASSIFIED EMPLOYEE BEREAVEMENT LEAVE

The requirements stated in the Classified Employee Handbook *Master Contract* regarding employee bereavement leave shall be followed.


Cross Reference: 414 Classified Employee Vacations and Leaves of Absence

Approved 11/1/2004 Reviewed 02/18/2008 Revised ________

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
CLASSIFIED EMPLOYEE POLITICAL LEAVE

The Board will provide a leave of absence to classified employees to run for elective public office. The superintendent shall grant a classified employee a leave of absence to campaign as a candidate for an elective public office as unpaid leave.

The classified employee will be entitled to one period of leave to run for the elective public office, and the leave may commence any time within thirty days of a contested primary, special, or general election and continue until the day following the election.

The request for leave must be in writing to the superintendent at least thirty days prior to the starting date of the requested leave.


Cross Reference: 401.15 Employee Political Activity  
414 Classified Employee Vacations and Leaves of Absence

Approved 11/1/2004 Reviewed 02/18/2008 Revised ________

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
CLASSIFIED EMPLOYEE JURY DUTY LEAVE

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

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

Classified employees will receive their regular salary. Any payment for jury duty shall be turned over to the school district.

*The requirements stated in the Classified Employee Master Contract regarding jury duty shall be followed.*


Cross Reference: 414 Classified Employee Vacations and Leaves of Absence

Approved 11/1/2004   Reviewed 02/18/2008   Revised ________

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
CLASSIFIED EMPLOYEE MILITARY SERVICE LEAVE

The Board recognizes classified employees may be called to participate in the armed forces, including the National Guard and Reserves. If a classified employee is called to serve in the armed forces, the employee shall have a leave of absence for military service until the military service is completed.

The leave shall be without loss of status or efficiency rating and without loss of pay during the first thirty calendar days of the leave.


Cross Reference: 414 Classified Employee Vacations and Leaves of Absence

Approved 11/1/2004 Reviewed ________ Revised 03/17/2008

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
CLASSIFIED EMPLOYEE PROFESSIONAL PURPOSES LEAVE

Professional purposes leave may be granted to classified employees for the purpose of attending meetings and conferences directly related to their assignments. Application for the leave must be approved by the building administrator.

It shall be within the discretion of the building administrator to grant professional purposes leave. The leave may be denied on the day before or after a vacation or holiday, on special days when services are needed, when it would cause undue interruption of the education program and school district operations, or for other reasons deemed relevant by the building administrator.

_________________________ 281 I.A.C. 12.7.

Cross Reference: 411 Classified Employees—General
_________________________ 408.1 Classified Employee Professional Development

Approved 11/1/2004 Reviewed 02/18/2008 Revised
CLASSIFIED EMPLOYEE SUBSTITUTES

The superintendent shall employ substitute and temporary classified employees. Such employment shall be subject to the Board's approval at its next meeting, when the superintendent shall present the names and salaries of the substitute or temporary employees to the Board.


Cross Reference: 411 Classified Employees - General

Approved 11/1/2004 Reviewed 02/18/2008 Revised _________

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
MULTICULTURAL AND NONSEXIST EDUCATION

Students will have an equal opportunity for a quality education without discrimination, regardless of their race, religion, socioeconomic status, color, sex, marital status, national origin, sexual orientation, gender identity or disability.

The education program is free of discrimination and provides equal opportunity for the students. The education program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, sex, disability, religion, creed, and socioeconomic background. The contributions and perspectives of Asian Americans, African Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities, as well as men and women, to society. Special emphasis is placed on Asian Americans, African Americans, Hispanic Americans and persons with disabilities. It will also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

                      281 I.A.C. 12.5(8).

Cross Reference: 103 Equal Educational Opportunity
                    600 Goals and Objectives of the Education Program

INTERNET - APPROPRIATE USE

Because technology is a vital part of the school district curriculum, the Internet will be made available to employees and students. Appropriate and equitable use of the Internet will allow employees and students to access resources unavailable through traditional means.

Individual student networks accounts will be assigned and used throughout the District. Students will also be assigned a valid District controlled email address. Students will be able to send and receive email from within and outside of the district. The email account is provided at no additional cost, but Internet access outside of the district will not be provided. The purpose of this email account is educational and should be treated as a professional-business account. If a student already has an electronic mail address, the student will not be permitted to use the address to send and receive mail at school. Students must use caution when opening email attachments. Attachments may contain viruses and other malicious code.

The Internet provides a vast collection of educational resources for students and employees. It is a global network which makes it impossible to control all available information. Because information appears, disappears and changes constantly, it is not possible to predict or control what students may locate. The District makes no guarantees as to the accuracy or appropriateness of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that may not be appropriate or of educational value. Student Internet records and access records are confidential to the extent possible and are treated like other student records. Student Internet records and access records are subject to access and examination by District personnel Administration. Students’ Internet activities will be monitored by the District to ensure, to the extent possible, that students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. (The District will use technology protection measures to help protect students from inappropriate access.) The school district will use technology protection measures to protect students from inappropriate access, including sites that include obscenity, child pornography or are harmful to minors.


Cross References: 502 Student Rights and Responsibilities 506 Student Records 605.5 Media Centers

INTERNET - APPROPRIATE USE

The school district will monitor the online activities of students and will educate students about appropriate online behavior, including interacting on social networking sites and chat rooms. Students will also be educated on cyberbullying, including awareness and response. Employees will provide age appropriate training for students who use the Internet. The training provided will be designed to promote the school district's commitment to:

- The standards and acceptable use of Internet services as set forth in the Internet Safety Policy;
- Student safety with regard to:
  - safety on the Internet;
  - appropriate behavior while on online, on social networking Web sites, and
  - in chat rooms; and
  - cyberbullying awareness and response.
- Compliance with the E-rate requirements of the Children's Internet Protection Act

Employees and students will be instructed on the appropriate use of the Internet. Parents will be required to sign a form stating they have read and understand the policies related to Internet use. Students need to have access to the Internet to complete many assignments and to successfully complete the curriculum goals of the District. Students will sign a form acknowledging they have read and understand the Internet - Acceptable Use policy and regulations, that they will comply with the policy and regulations and understand there are disciplinary consequences for violation of the policy or regulations.

In compliance with federal law, this policy will be maintained at least five years beyond the termination of funding under the Children's Internet Protection Act (CIPA) or E-rate.
ELEMENTARY INTERNET ACCESS FORM

I have read the District’s Internet - Appropriate Use policy and regulations. I understand that the Internet is a world-wide connection of millions of computers and network devices and that the Independence Community School District does not control its content. I understand that, while the District filters content to prevent access to inappropriate sites, the District cannot guarantee complete protection from questionable sites.

I understand that students at the Independence Elementary Schools will access the Internet only under direct adult supervision and only for educational purposes. I further understand that if my child violates the District’s Internet - Appropriate Use policy and regulations, he/she may be subject to disciplinary action. Finally, I understand that the District is not responsible for student Internet access outside the school setting.

I have read and understand the District’s Internet Policy. Once the form is signed, it is considered to be in effect while my child attends any elementary building in this district and for the duration my child is continuously enrolled within the District. Parents and students may review the District’s policy at any time and may ask for clarification from District personnel.

Student Name ___________________________ Grade ________________

School ___________________________ Date ______________________

(Parent or guardian's signature)
SECONDARY INTERNET ACCESS FORM

As a user of the Independence Community School District’s computer and Internet resources, I hereby agree to comply with the District’s Internet - Appropriate Use policy and regulations and to use these resources in a reliable fashion while honoring all relevant laws and restrictions.

(Date) (Student signature)

As the parent/guardian of the above named student, I have read and understand the District’s Internet - Appropriate Use policy and regulations. I understand that my child is expected to follow the guidelines in said policy and regulations concerning appropriate use of the School District’s computer network.

I further understand that the Internet is a world-wide connection among millions of computers and that the District does not control its content. I understand that, while the District filters content to limit access to appropriate sites, the District cannot guarantee complete protection from questionable sites. Additionally, I understand that there is a potential for my son/daughter to access information on the Internet that is inappropriate for students and that every reasonable effort will be made on the part of the faculty and staff of the District to restrict access to such information, but that my son/daughter is ultimately responsible for restricting himself/herself from inappropriate information.

I realize that if my child violates the District’s Internet - Acceptable Use policy or regulations, he/she may be subject to disciplinary action.

I expect my son/daughter to use the District’s Internet resources in compliance with the policy and regulations. I further understand if my son/daughter causes expense to the District by inappropriate Internet use, this cost will be passed to the student and to the undersigned. Once this form is signed it is considered to be in effect while my child continuously attends grades 7-12. Parents and students may review the District’s policy at any time and may ask for clarification from District personnel.

Student Name ________________________________ Grade __________________

School ___________________________ Date ______________

(Parent or guardian's signature)
INTERNET - APPROPRIATE USE REGULATION

I. Responsibility for Internet Appropriate Use.
   A. The authority for appropriate use of electronic Internet resources is delegated to the licensed employees. For the purpose of this policy, Internet is defined as:
      
      A collection of interconnected computer networks involving millions of computers and millions of users around the world. It is a collaboration of private, public, educational, governmental and industrial sponsored networks whose operators cooperate to maintain the network infrastructure.
      
   B. Instruction in the proper use of the Internet system will be available to employees who will then provide similar instruction to their students.
   
   C. Employees are expected to practice appropriate use of the Internet, and violations may result in discipline up to, and including, discharge.

II. Internet Access.
   A. Access to the Internet is available to teachers and students as a source of information and a vehicle of communication.
   
   B. Making Internet access available to students carries with it the potential that some students might encounter information that may not be appropriate for students. However, on a global network, it is impossible to control all materials. Because information on the Internet appears, disappears and changes, it is not possible to predict or control what students may locate.
   
   C. It is a goal to allow teachers and students access to the rich opportunities on the Internet.
   
   D. The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines which require efficient, ethical and legal utilization of network resources.
   
   E. To reduce unnecessary system traffic, users may use real-time conference features such as talk/chat/Internet relay chat only as approved by the supervising teacher.
   
   F. Transmission of material, information or software in violation of any board policy or regulation is prohibited.
   
   G. System users will perform a virus check on downloaded files to avoid spreading computer viruses.
   
   H. The school district makes no guarantees as to the accuracy of information received on the Internet.
INTERNET - APPROPRIATE USE REGULATION

III. Permission to Use Internet - Parents shall be required to sign the form appropriate for their student’s grade acknowledging they have read and understand the policy and regulations regarding Internet use. Once the form is signed, it is valid for continuous enrollment at either the K-6 or 7-12 grade levels. Students/parents will need to sign a new form if: they are new to the district, student entering the 7th grade; student has a policy violation; or when enrollment in the District has not been continuous from year to year.

IV. Student Use of Internet.

A. Equal Opportunity - The Internet shall be available to all students within the school district through teacher supervision. The amount of time available for each student may be limited by the number of available terminals and the demands for each terminal.

B. On-line Etiquette.

1. The use of the network is a privilege and is considered a necessity for successful education. As a user of the Internet, students may be allowed access to other networks. Each network may have its own set of policies and procedures. It is the user's responsibility to abide by the policies and procedures of these other networks.

2. Students should adhere to on-line protocol:
   a. Respect all copyright and license agreements.
   b. Cite all quotes, references and sources.
   c. Remain on the system long enough to get needed information, then exit the system.
   d. Apply the same privacy, ethical and educational considerations utilized in other forms of communication.

3. Student email accounts should adhere to the following guidelines:
   a. Keep in mind that e-mail is not confidential and may be read or accessed by third parties.
   b. Inappropriate messages should not be sent.
   c. Delete unwanted messages immediately.
   d. Use of objectionable language is prohibited.
   e. Always sign messages.
   f. Always acknowledge receipt of a document or file.
C. Restricted Material - Students shall not intentionally access or download any text file or picture or engage in any conference that includes material which is obscene, libelous, indecent, vulgar, profane or lewd; advertises any product or service not permitted to minors by law; constitutes insulting or fighting words, the very expression of which injures or harasses others; or presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

D. Unauthorized Costs - If a student gains access to any service via the Internet which has a cost involved or if a student incurs other types of costs, the student accessing such a service will be responsible for those costs.

E. If a student is engaged in network activity which causes harm to our District’s network, the District may collect payment from the student to reimburse the District for resulting costs.

V. Student Violations--Consequences and Notifications.

Students who access restricted items on the Internet shall be subject to the appropriate action described in board policy or regulations.

The District does not believe it is in the best interest of the student or our curriculum to restrict complete access to the Internet for violation of policies. The Internet and the vast resources are too valuable to restrict for a period of time. We do, however, recognize the need to have consequences in place for violation of policy. These consequences need to be age appropriate and may need to change as the Internet evolves. As part of the consequences, students/parents will need to review the Internet policy and re-sign their understanding of the policies and regulations. Students who violate the Internet - Acceptable Use policy shall be subject to the appropriate action described in the District’s discipline policy or student handbook.
ANTI-BULLYING/HARASSMENT POLICY

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the board. The board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by students, school employees, and volunteers who have direct contact with students will not be tolerated in the school or school district.

The board prohibits harassment, bullying, hazing, or any other victimization, of students, based on any of the following actual or perceived traits or characteristics, including but not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment against employees based upon race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age or disability is also prohibited.

This policy is in effect while students or employees are on property within the jurisdiction of the board; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures up to, and including, termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures up to, and including, exclusion from school grounds.

“Volunteer” means an individual who has regular, significant contact with students.

Harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student’s person or property;
- Has a substantially detrimental effect on the student’s physical or mental health;
- Has the effect of substantially interfering with the student’s academic performance; or
- Has the effect of substantially interfering with the student’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

“Electronic” means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. “Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging or similar technologies.
ANTI-BULLYING/HARASSMENT POLICY

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or
- Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student’s education or benefits;
- Submission to or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that student; or
- The conduct has the purpose or effect of substantially interfering with the student’s academic performance by creating an intimidating, hostile, or offensive education environment.

In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student’s education or participation in school programs or activities; and/or
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, shall be immune from civil or criminal liability relating to such report and to the person’s participation in any administrative, judicial, or other proceeding relating to the report. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.
ANTI-BULLYING/HARASSMENT POLICY

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The Principal or designee will be responsible for handling all complaints by students alleging bullying or harassment. The Principal or designee will be responsible for handling all complaints by employees alleging bullying or harassment.

It also is the responsibility of the superintendent, in conjunction with the principals, to develop procedures regarding this policy. The superintendent also is responsible for organizing training programs for students, school officials, faculty, staff, and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies. The superintendent will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment in the board. The superintendent shall report to the board on the progress of reducing bullying and harassment in the board.

The board will annually publish this policy. The policy may be publicized by the following means:
- Inclusion in the student handbook,
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district’s web site,

and a copy shall be made to any person at the Central Administrative Office located at 1207 1st Street West, Independence, IA.

Legal References:
Iowa Code §§ 216.9; 280.3 (2007).
281 I.A.C. 12.3(6).

Cross References:
403.6 Harassment
502 Student Rights and Responsibilities
503 Student Discipline
506 Student Records

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
ANTI-BULLYING/HARASSMENT COMPLAINT FORM

Name of complainant:  

Position of complainant:  

Date of complaint:  

Name of alleged harasser or bully:  

Date and place of incident or incidents:  

Description of misconduct:  

Name of witnesses (if any):  

Evidence of harassment or bullying, i.e., letters, photos, etc. (attach evidence if possible):  

Any other information:  

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature:  

Date:  /  /  

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
ANTI-BULLYING/HARASSMENT WITNESS DISCLOSURE FORM

Name of witness: ________________________________________________

Position of witness: ____________________________________________

Date of testimony, interview: ____________________________________

Description of incident witnessed: __________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Any other information: ____________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: ______________________________________________________

Date: __/__/____

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES

Individuals who feel that they have been harassed should:

- Communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the harasser, the individual should ask a teacher, counselor or principal to help.
- If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should:
  -- tell a teacher, counselor or principal; and
  -- write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including:
    o what, when and where it happened;
    o who was involved;
    o exactly what was said or what the harasser did;
    o witnesses to the harassment;
    o what the student said or did, either at the time or later;
    o how the student felt; and
    o how the harasser responded.

COMPLAINT PROCEDURE

An individual who believes that the individual has been harassed or bullied will notify the Principal, the designated investigator. The alternate investigator is appointed by the Superintendent. The investigator may request that the individual complete the Harassment/Bullying Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible.

The investigator, with the approval of the principal, or the principal has the authority to initiate an investigation in the absence of a written complaint.

INVESTIGATION PROCEDURE

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser. The alleged harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the principal. The investigator will provide a copy of the findings of the investigation to the principal.
ANTI-BULLYING/ HARASSMENT INVESTIGATION PROCEDURES

RESOLUTION OF THE COMPLAINT

Following receipt of the investigator's report, the principal may investigate further, if deemed necessary, and make a determination of any appropriate additional steps which may include discipline.

Prior to the determination of the appropriate remedial action, the principal may, at the principal's discretion, interview the complainant and the alleged harasser. The principal will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation. The principal will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

POINTS TO REMEMBER IN THE INVESTIGATION

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliationists will be disciplined up to and including suspension and expulsion.

CONFLICTS

If the investigator is a witness to the incident, the alternate investigator shall investigate.
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<td>NABBY'S FRAMING &amp; GIFTS</td>
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<td>NORTH FAYETTE COMMUNITY SCHOOL</td>
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Checking 3 Fund: 91 AGENCY POF FUND

HAUSERS WATER SYSTEM                       | SUPPLIES               | 26.00         |

Checking 4 Fund: 36 PHYSICAL PLANT & EQUIPMENT

INFRASTRUCTION TECHNOLOGY SOLUTIONS       | SRV/EQUIP              | 755.05        |

Checking Account Total: 25,922.27
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<th>Vendor Name</th>
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<td>HSR ASSOCIATES INC</td>
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<td>% of Budget</td>
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<td>$303.85</td>
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<tr>
<td>800</td>
<td>Debt Services</td>
<td>$500.00</td>
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<td>SCHOOL ACTIVITIES</td>
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Board Report for May
Jennifer Sornson, Junior/Senior High School Principal

Dollars for Scholars Awards night was May 9. Over $69,000 in scholarships was awarded. Excellent night, very well attended.

National Honor Society inductions were May 6. Twenty-two students were inducted. Thank you to Charles Bare and Trish O’Loughlin for being great sponsors.

Choir Night was held May 7 and Band Night was held May 14. Outstanding performances!!! It is always interesting to see the development of students as they progress through the vocal and instrumental programs.

Baccalaureate is May 23 at 7:00 in the Jr.-Sr. High gym.

Last day for seniors will be May 22. Graduation rehearsal will be at 9:00 am on May 24. We will have seniors complete a survey. I will have those results for the board at the June board meeting. Commencement ceremony will be May 27 at 2:00. We need to discuss if all board members will be in attendance and how you would like to divide the class for the presentation of diplomas.

As you may remember we gave a survey to graduates last year. We are going to complete a one-year follow up survey this summer. We will also contact the 2011 graduates after five years. This will become our regular routine so we have data about our graduates.

Orientation for 6th graders will be Monday, May 21. They will get a tour of the building and have the opportunity to ask questions. St. John’s 8th graders are coming over for a tour on Thursday, May 17. There are eleven 8th graders. I believe most of them are planning on attending Independence Senior High.

NWEA-Map testing is complete. Students adjusted very quickly to taking these tests. Some students had not taken the Map tests for a couple of years. This should give the senior high teachers data on how much growth takes place during the year. Students took reading, language arts, math, and science tests in early September and late April.
May Junior High Board Report by Rob Arnold

The Junior High has had a very busy end to the school year. On May 11th, we took the 7th Graders on a field trip to Dubuque and Dyersville as part of the Farm to School Program. I would like to thank Jess Weber and Sue Henkes who did all the heavy lifting on this project from the planning to all the logistics of coordinating 3 buses and time schedules for the trip.

The 7th Graders got to see Farm-Tek in Dyersville. At Farm-Tek they got to observe hydroponic plant growth in the green houses there. The guides where very informative and really understood their audience. They kept the students moving but also gave them great insight into home grown vegetation.

The 7th graders also got to see the Dubuque Land Fill. This was also a very eye opening experience as the students got to witness the City of Dubuque Garbage trucks dumping at the site. Again, our guide was wonderful and full of extensive knowledge about the regulation and rules that govern the land fill. I know many students where struck by the sheer volume of garbage that basically just gets dumped and covered up. It was a perspective change for many.

The other location the students got to witness was the Arboretum in Dubuque. This was a very neat experience for many of the students. The Arboretum is run solely on volunteer help. The students seemed to enjoy hiking through the trails and appreciated all the work that the volunteers put in to make it so beautiful.

We will also be having our JH Awards Ceremony on May 18th to honor academic and citizenship achievement in the Junior High. The awards we will be handing out include the Spelling Bee Champion, The Presidential Academic Awards, and the Schrage Award. We look forward to honoring our students who have achieved so much this year.
Report to the Board of Education  
West Elementary  
May 21, 2012

Community Clean Up Day  
Our 6th graders recently spent a couple of hours picking up trash in parks and other public areas in Rowley, Brandon, and Independence. This service project was a way for our 6th, 7th and 8th grade students to demonstrate their interest in keeping our parks clean.

Book Club Celebrations  
Many of our 5th and 6th graders have participated in grade level book clubs this year. Students met during their noon recess one day a week to discuss a common book they were reading. The discussion was led by either a teacher or volunteer. This project was student initiated last year and began as a 5th grade project and was expanded to 6th grade this year.

Students had an end of the year celebration last week in an after school event that celebrated reading.

Boxtops Fundraiser  
Our last check for this school year totaled $1332.88! This has been a great fundraiser for us and has helped fund class field trips.

Kids of Character  
Students at West recognized as exemplifying the Citizenship Pillar of Character include: 3rd graders-Koby Beatty, Alexis Gunningham, Ivan Soto, and Justin Wood; 4th graders-Kaitlyn Arnold, Jenna Smith, Alaina Butters, Makenzie Homan, Jordan Miller, and Grant Lympus; 5th graders-Will Whited, Morgan Frisbey, Allyson Hearn, Kaleb Van Gorder, and Matt Halverson; 6th graders-Tara Dryml, Daytona Greenwood, Olivia Wolf, Dylan Erdelt, and Blake Schommer.

Talent Show  
Approximately 100 students from all grade levels have participated in the tryout phase of our first annual West Talent Show. Students performed on the stage in front of their grade level peers and teachers and 4 judges. Judges selected 5-6 acts from each grade level to be part of the final talent show. The show will be held on May 22nd in the West gym and will begin at 1:00. The public is welcome to come see our talented youth perform.

End of Year Testing  
Teachers are working on end of the year testing. Data is shared with me in their end of the year career development meeting.

Sandy Merritt
May Inservice
a. May 2: Data Analysis & End of Year reporting

2. Four Year Old Preschool update
a. Will go to 4 days/week next year due to CC Gold load
b. Looks like budget is holding it's own. This year we were able to make some major purchases: Smart Boards, IPads

3. K-2 Spring Assessment
a. Has been completed, analyzed

4. Spring Events
a. May 11 – Fitness Day activities
b. May 24 – Last Day – Mileage Club recognition/Lunch with parents

5. Summer
a. Special Education Extended Year will take place for those students who qualify at ECC/East. This will be held at the ECC due to the air conditioning availability.
b. 2nd grade – At Risk Summer School will be offered June 26-July 26 also (same time frame as EYSE) for students below 40th percentile, letters have gone home. This will be held at the ECC also.
c. Summer AR will again occur at East this year
d. Parent year end memos will go out at end of year: giving explanation about how to sign up for Orientation/Beginning of Year Conferences, how to see class lists, etc. when done online.
May Activities Report by Rob Arnold

May marks the beginning of the tournament runs for our spring sports. Boys and Girls Tennis have played their district tournament, which was held in Decorah for the Boys and Dubuque for the Girls. Both teams had tough match ups but competed well against top competition.

The Girls Soccer team will host a Regional Game on May 24 at 6:00pm. This marks the first step in a tough road to state. The girls have been playing some very good soccer and are ready to take on that challenge. They have quality leadership from the Senior’s and great support from their underclassmen as they strive for another State Tournament birth.

The Boys Soccer team has shown great improvement over the course of the season. The team is made up largely of underclassmen. The growth this team has shown over the course of the season is remarkable. They begin their tournament run with May 23rd. If Iowa Falls wins on Monday May 21, then we will play at a neutral site. If NU High Wins, we will host the match here. The boys have continued to work hard, compete, and have represented Independence well.

The Girls Golf team has also continued to perform well. As a team they have taken on quality competition. Led by multiple medalists MacKenzie Black and multi-sport athlete Taryn Tarpy, they have positioned themselves for a great run to the State Meet.

Boys Golf has shown great improvement this year. This team has had success as a group throughout the season. They are looking to continue that as they play district golf at Waverly.

The Girls Track Team has another strong contingent running in Des Moines. They have had an outstanding year and are capping it off with a great run in Des Moines. At the time of writing this, they have the following events qualified: High Jump, Distance Medley, 200M dash, 400M dash 4X200, 4x400

The Boys Track team has also qualified two events, the Long Jump and 400m Hurdles.

I would also like to express my sincere gratitude to all the volunteers who helped us run some very efficient track meets this spring. We hosted the WaMac JV CO-ED Meet on May 7th. There were 622 athletes registered to run at this event. Without the help of our 7-12 Track Coaching staff and a lot of volunteers, the meet would not have been possible. We were done at 9:15pm which was a testament to all those who helped us.
Fundraising Report

West Elementary Book Club
Raise money to purchase books for club
Snacks
Year Long

West El.
Classroom Activities and Field Trips
Box Tops
Year Long

West El.
Classroom Activities and Field Trips
Milk Moola
Year Long

West El.
Field Trips
QSP magazine names
February

West
Percent of Spring Pictures Parents choose pict. Group
May-12

Organization  Purpose  Items Sold  Dates
Girls Soccer  Raise program funds  Car Wash  4/20

* New Fundraising requests for this month are in Bold.
Iowa Core Curriculum
Subject Area Committees (SAC)

Science - The team concluded their year’s learning on upcoming science curriculum requirements. At this time it is estimated that the new science requirements will be available mid January, 2013. The team will continue to study and prepare for new requirements next year. When the new science requirements are finalized, we will move to adjusting our curriculum to meet those requirements.

Social Studies - When the K-12 team met earlier this year, they determined that 5-12 team representatives should closer examine that part of the curriculum to identify any gaps in learning. That sub committee met to review GLEs and identified only one area that could use more focus-map skills. Teachers in grades 4-12 need to incorporate such things as latitude, longitude, general map reading skills, and special purpose maps into their instruction.

Math - Elementary teachers will have heard presentations from both Everyday Math and Investigations by the time of this month’s board meeting. Staff will be expressing their preference and a decision to purchase made in the near future.

District Iowa Core Implementation Plan - Our Iowa Core District Leadership Team met to begin reviewing our current plan to implement the Iowa Common Core and plan for the 2012-13 school year. The team continues to believe that we are making good progress and that we must continue to focus on the characteristics of effective instruction—primarily student centered classrooms with rigorous and relevant instruction.

School Improvement Advisory Committee (SIAC) Meeting - The April meeting focused on analyzing the survey data from this year’s Respect and Protect Survey and communication regarding Grade Level Expectations (GLEs), mastery, and re-teaching. The district and building Respect and Protect committees will also review survey data and will send recommendations to SIAC for consideration of 2012-13 goals.

A 7-12 committee has been established to look at assessment/grading practices and re-teaching. One recommendation from the committee was that the terminology of GLE and components be changed to standard and benchmarks. This is only a change in labeling and aligns with Iowa Common Core terminology. The committee approved this change and will be asking for board approval at this month’s meeting.
District Assessments

The Iowa Assessments were changed this year to better align with the Iowa Common Core Curriculum. Districts were told to expect lower percentages (up to 15%) especially in the elementary grades this year because the test is more difficult. In an attempt to focus more on student growth, the state will be looking at the National Standard Score (NSS). The NSS provides a more precise way to monitor growth from year to year and is shown as a 3 digit number. The NSS will also be used in Iowa to determine students' level of proficiency in reading, mathematics and science.

The National Percentile Rank (NPR) is still reported and shows how student performance compares to other students in the nation who are in the same grade and were tested at the same time of year. An NPR of 60% means that a child's performance was better than 60% of the students who took the test.

We have our Iowa Assessment data and I will be sharing it at this month's board meeting. The state use of this data is still not finalized. If the state passes legislation that allows Iowa's waiver to be accepted at the federal level, Iowa will move to the new formula discussed above, using National Standard Scores (NSS) to determine proficiency. If we don't get the waiver passed, we will continue with the current No Child Left Behind guidelines for another year.

Because the test is different this year and the state recognizing that scores will be lower, it is not appropriate to compare percentile scores over multiple years. The attached report presents data in the form of percentiles and NSS scores for 2 years so that we have some comparison.

Because the state looks at the number of students who are non-proficient to determine SINA status, I felt it was important to share the number of students who were non-proficient last year compared to those who are non-proficient this year. The second set of tables on the attached report illustrates that data.

The MAP Assessment is also aligned with the Iowa Common Core Curriculum. The MAP data illustrate student growth from fall to spring using RIT numbers. RIT stands for Ready for Instruction Today. The numbers are banded together into groups with instructional concepts attached to each group. This provides staff information about what skills and concepts students have and which they are ready to learn.

3rd-11th graders have just finished taking their spring Measures of Academic Progress (MAP) MAP assessment. Data will be shared with the board at the June board meeting.

Sandy Merritt
May 21, 2012

The ground-breaking ceremony was fantastic. It is great to see the land being prepared for the new building. The new building has made everyone busier but in fun and exciting ways. The new facility will truly add value to Independence.

In April, I was a guest judge for the annual ITEC conference held at UNI. The conference featured student-based technology projects from northeast Iowa. There were probably 75 student projects. We are looking into the possibilities of sending our students next year.

The district is well into implementation for on-line registration for fall 2012. We expect to see the initial forms available within a week or so. Once we get the forms back, we will be able to modify and correct them. We expect to have everything ready to go by the end of June with online registration opening July 23, 2012. We have already identified several beta testers of the new process. The district will have “live” registration on July 30. People are welcome to come to Heartland Acres even if they have already registered.

Ryan and I will be busy all summer upgrading our computers and network for 2012-2013. This summer is kind of a lull to prepare us for Big Move #2 next summer. I will be leaving for PowerSchool University near the end of June. I have my schedule already setup and am preparing all of my materials to receive expert advice on how to proceed with PowerSchool.

The transition to our upgraded financial package is on schedule. The new version is running, but there are differences and we are working through them. We have seen a noticeable increase in performance with reports running much faster.

The summer will go by quickly and fall will be here in no time. There is plenty of work to keep Ryan and I busy all summer, but we expect to be in great shape for the fall.

I am training to ride the Independence RASH ride on June 9. If you are planning to ride, let me know.

Sincerely,

Stephen B. Noyes
District Technology Director
May 14, 2012  Nutrition/Food Services  Board Report

Farm to School

The students at West & East Elementary have been busy in the gardens! We have all of our potatoes and half of our onions planted in the 2 acres. The beds behind the Administration Building are also filling up fast. The students are very excited that they will actually get to eat the veggies that they planted for next year’s lunches.

An update on a grant: Fuel Up To Play 60 has awarded us $2,000 for Farm to School. This will help out a lot with the needs of our vastly growing gardens.

On May 11, myself and Junior High staff took all of the 7th graders on a trip to FarmTek in Dyersville, the Dubuque Arboretum, and the Dubuque Metropolitan Area Solid Waste Agency. FarmTek showed them what our future greenhouse for FFA will look like and what you can do with one. The Arboretum was a beautiful masterpiece of plants, the comments from the kids were great, “My Grandma has those, I just never knew they were called Hostas, huh!” The DMASWA gave us a close up view of what actually happens to your trash after you leave it at the end of the drive way. I don’t think anyone thought that that hill would be that massive. The weather was beautiful that day and the kids really enjoyed themselves!

Bids for 2012-2013

Hopefully you have noticed that I have many more documents for you to look over this time than usually. I was definitely busy last month with preparing and studying up on how to go through the bid process. It was quite the learning process and I hope next year has less bumps in the road.

West Elementary Talent Show

This is not usually my area, but one of my toughest jobs these past couple of weeks is deciding who moves on for the Talent Show! I really hope that you are able to come and see the Grand Finally on May 22. I would like to thank Ms. Keber for hosting the event and for inviting me to be a judge.

Respectively Submitted,

Jessica Weber
Board Report May 2012

Buildings:

Ordering new intercom systems for East and West

Ordering three outside doors and one inside doors for West

Ceilings and light fixtures for East and West scheduled for June 11th

Lynch roofing is replacing one section of roof at East

Have been fixing light fixtures in each building

Working on all other projects scheduled for the summer

Fixing water heater at high school (needed new circulating pump)

Grounds:

Concrete for all grounds will be approx. $30,000.00

We started cleaning up nature lab East of Kidsville

The light fixtures are ordered for the West parking Lot

We have been trimming trees around track and cleaning up all sections of track and football area

Serviced all tractors and changed blades

Mike Donnelly
Board Report May 2012

Transportation: We had bus inspection and no major problems.

Burt Van Horn
Allen, Aaron D.  Jacobson, Lauren E.
Astleford, Kyle  Kirby, Dakota S.
Auer, Eric L.  Krempges, Andrew
Bachman, Bryce J.  Kurt, Adam D.
Barker, Emily L.  
Bear, Shawna L.  Lahey, Brieanna
Brown, Abigail  Main, Megan E.
\(\checkmark\) Brunko, Morgan  McCardle, Angela R.
Budzine, Kaleb M.  McMartin, Mitchell A.
Butler, Hannah J.  Meyer, Kara A.
\(\checkmark\) Clark, Ashley A.  Milbach, Matthew P.
\(\rightarrow\) Cook, Jordon J  Miller, Brandon R
Corbett, Lucas J  Miller, Cara
Corkery, Lee  Miller, Morgan N.
Davis, Easton M.  
Decker, Julie E  Morris, Shelby
Dorman, Sophie M.  O’Loughlin, Elizabeth R
Duffy, Mara  Payne, Jayce A.
Eder, Cherokee K.  Peterson, Ryan R
Erickson, Hannah F.  Price, Thomas Trent
Etten, Zachary T  Rainey, Cierra J.
Evens, Austin A.  Rasmussen, Sam
\(\checkmark\) Fischels, Jasmine T.  Redenbaugh, Nickalus
\(\checkmark\) Fischels, Katie E  Robb, Brittany L.
Flaucher, Brandon J  
\(\checkmark\) French, Tia L  Rose, Christopher K.
Fuller, Nicholas J.  Schoenfield, Alex J.
Garrigus, Daemon A.  Schommer, Whitney M.
Geertsema, Michaela A.  \(\checkmark\) Schuler, Ashley A.
Gerken, Natalie M  Schulz, Zachary M
Goedken, Emily M.  Scott, Justin D
Gosse, Brianne L  Shaffer, Connor L.
Grover, Jeremy  Shannon, Nicholas M.
Hahn, Kristen L.  Shonka, Whitney P.
Halverson, Logan  Snyder, Leah N.
Hammer, Diana K.  Swingen, Kaylee M.
Hansen, Ethan D.  Tansey, Samuel
Hansen, Nicholas T  Tarpy, Taryn J.
Haverkamp, Peter J.  Thompson, Alisha D
Hersom, Carley S.  \(\rightarrow\) Thompson, Chantelle M.
Higgins, Cassara J.  Toale, Dustin
Hogan, Tyler D.  Upadhyay, Aksha
Horn, Devon D  Versluis, Trent
\(\rightarrow\) Weeks, Christina R.

\(\checkmark\) Depicts January 2012 Grad (8)

\(\rightarrow\) Depicts March 2012 Grad (4)
2011-12 possible BCSC graduates

Nicolette Bethune
Justin Ciesielski – Jesup
Skylar Clayton – Jesup
Casey Clinton
*Casey Crawford – East Buchanan
Dakota Cunningham – Jesup
Paige Dawson
Courtney Doty
Victoria Graham
Tiffany Hettinger
Austin Kuper
Alysen Lange
Shawnie Lavoie - Jesup
Alex Moreno
Collin Morris - Jesup
*Travis Price
Emily Proctor
Jake Proctor
*Austin Thein
Brooke Uchtyil
Nick Zieser

*NOT SURE IF WILL BE DONE IN TIME
** WILL NOT BE DONE IN TIME
Milk Bid Recommendations for 2012-2013

This year I received milk bids from Anderson Erickson and Prairie Farms. They all attached escalator clauses to their bids. I asked that they all provide nutritional information and ingredient information with their bids so that I would know how their strawberry and chocolate milk were sweetened and the calorie and fat content. I’m trying to stay away from high-fructose corn syrup and I’m looking at how many calories are in an 8-ounce carton. I also asked them to provide information showing that their milk is rbGH-free, (recombinant bovine growth hormone, an artificial growth hormone, also called rbST, Recombinant Bovine Somatropin.) We have been serving a lot of cottage cheese at the Jr./Sr. High School, so I included that in the bid request.

Here is a price comparison for their products per unit:

<table>
<thead>
<tr>
<th>Company Name</th>
<th>1% White</th>
<th>Skim White</th>
<th>Skim Strawberry</th>
<th>Skim Chocolate</th>
<th>Cottage Cheese (Sle. Containers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE</td>
<td>.2010</td>
<td>.1940</td>
<td>.2110</td>
<td>.2110</td>
<td>7.50</td>
</tr>
<tr>
<td>Prairie Farms</td>
<td>.1965</td>
<td>.1900</td>
<td>.2175</td>
<td>.2100</td>
<td>7.50</td>
</tr>
</tbody>
</table>

Due to the fact that these prices were so close in comparison, I did another diagram to help see what our best option is.

<table>
<thead>
<tr>
<th>Max Amount Used in School Year</th>
<th>AE</th>
<th>Prairie Farms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1% 4,300</td>
<td>$864.30</td>
<td>$844.95</td>
</tr>
<tr>
<td>Skim 2,000</td>
<td>$388.00</td>
<td>$380.00</td>
</tr>
<tr>
<td>Skim Strawberry 4,300</td>
<td>$907.30</td>
<td>$935.25</td>
</tr>
<tr>
<td>Skim Chocolate 18,000</td>
<td>$3,798.00</td>
<td>$3,780.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5957.60</strong></td>
<td><strong>$5940.20</strong></td>
</tr>
</tbody>
</table>

This came out having Prairie Farms be $17.40, below AE.

Factors Other Than Price That I Took Into Consideration:
AE included in their bid that they would provide straws and AE Dairy stands all credits. Leakers, damage, out of code and full credit for merchandise remaining prior to holiday breaks and end of school year. We will not credit merchandise because of district error (cooler unplug, product left outside of case etc.). Should a cooler fail that is property of AE, we will credit out merchandise and replace it. They provided us with all of the information I requested as well.

Prairie Farms included in their bid that they will no longer provide straws free of charge to schools, but you will be able to purchase a case from them. Also, Prairie Farms will no longer approve credit for outdated product. Credits will only be given for damaged product. I was also disappointed to not be given any nutritional information for any product from the company, even though it was stated in our bid that we needed that information.

Given the nutritional information, straws, unused/out dated milk clause, and the cost, **I am recommending that we award the bid to Anderson Erickson for the 2012-2013 school year.** We are excited to be trying a new milk company this school year, but will miss the cooperation we had with Prairie Farms.

Respectfully Submitted,
Jessica Weber, Food Service Director
Bread Bid Recommendations for 2012-2013

I sent bids to IBC, Sara Lee, and the Crossroad’s Hy-Vee in Waterloo. I received bids from Sara Lee and IBC (Interstate Brands/Wonder Bread).

Both companies who I received bids from can provide products with whole wheat flour. I am looking for products whose first ingredient is “Whole Wheat” flour and that did not contain High Fructose Corn Syrup. The information below is all based on how much one item (i.e. one slice of bread would cost) for easier comparison.

H. = Hamburger
H.D. = Hot Dog

<table>
<thead>
<tr>
<th>Company Name</th>
<th>H. Buns 51-99% WW</th>
<th>H. Buns 100% WW</th>
<th>H.D. Buns 51-99% WW</th>
<th>H.D. Buns 100% WW</th>
<th>Sliced Bread 51-99% WW</th>
<th>Sliced Bread 51-99% WW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sara Lee</td>
<td>.125</td>
<td>.219</td>
<td>.125</td>
<td>N/A</td>
<td>.057</td>
<td>.06</td>
</tr>
<tr>
<td>IBC</td>
<td>.113</td>
<td>.119</td>
<td>.094</td>
<td>.121</td>
<td>.051</td>
<td>.048</td>
</tr>
</tbody>
</table>

I’m recommending that we award the bid to IBC for our bread products in the 2012-2013 school year. They had the lowest prices, the size was more appropriate for our students, the calories listed were lower, and their loaf bread’s ingredients and nutritional content are great. Although Sara Lee did offer buns that had a higher amount of whole grains, I feel that the larger size, the higher fat, and higher calories are not what we need in our school menu and all will be monitored more intensely for upcoming school year 2012-2013. Also, we will have to transition to 100% Whole Wheat for school year 2013-2014, and they were not able to give me information on a 100% W.W. Hot Dog Bun.

Respectfully Submitted by:
Jessica Weber, FSD
I issued a formal bid for our general food purchases on April 10, 2012 to Stone City Bottled Water, Hawkeye Foodservice, Reinhart, and Martin Brothers. The bids were due back to me in a sealed envelope or by email at 3:00 PM on May 10th, 2012. We had a formal bid opening at 3:00 on that same day at the Administration Building with Lori Flaherty and myself. In the letter that I sent with the bid specifications, I stated clearly that the bids were to be returned in the same form in which they had been sent, either handwritten on the Excel spreadsheet, or printed out on the same spreadsheet, which was sent to them in an e-mail. The bid was also asked to be for price per case, prices firm through June 30, 2013.

Swisher Hygiene: returned on time, chemicals only
Hawkeye: returned on time
Stone City Bottled Water: returned on time, beverages only
Martin Brothers: not returned, due to their IAEP/none competitive pricing for 1 year
Reinhart: not returned

Lori Flaherty and I were the only ones who attended the bid opening. Stone City Bottled Water bid for beverages only and they were items we sell on the a la carte line. Hawkeye does not offer similar products so a price comparison can’t be done accurately.

Hawkeye’s bid had every item we requested as well as the cost per item listed on the spreadsheet. They gave us some firm prices through June 2013 and some firm through December 2012. Most items were listed without a date and the statement was, “All pricing without a firm through date is subject to change if manufacturer takes an increase. We have not gotten a firm price from any other distributors right now due to the cost of food and fuel going up. Many are uneasy to bid so far out in advanced.

I included our chemicals on the bid and asked to, “Please list the following “Green” chemical options you can offer to us. Swisher Hygiene’s chemicals are not “green” but they are much cheaper and are more concentrated so we actually wouldn’t be going through as many. If the board decides to waive the green chemical requirements for the school district, we will award the chemical bid to Swisher Hygiene. In the future, when the Nutrition Fund has better stability, I would feel more comfortable about paying more for “green” products. If the Board decides that our district will be using “green” chemicals, I will go with Hawkeye chemicals.

**Being that Hawkeye is the only bid we received and the uneasiness of fellow Food Service Directors and State Representatives about the IAEP, I am recommending that we award the food bid to Hawkeye Food Service Distribution.**

Respectfully Submitted,

Jessica Weber, Food Service Director
Farm to School Travel Inquiry

I am inquiring from the Board the permission to be able to attend the National Farm to Cafeteria (School) Conference in Burlington, Vermont, August 2-5, 2012. The conference will bring together food service professionals, farmers, educators, policy makers, representatives from government agencies and nonprofits, entrepreneurs, students and others who are breaking down barriers and expanding the impact of Farm to Cafeteria. There will be skill-building short-courses, field trips to innovative Vermont farms and institutions, a diverse workshop program, and plenty of opportunities to network with inspiring individuals from across the country.

Attached is a document stating the expenses I would accumulate if I attend the conference.

If you have more questions or would like to view previous conferences, you can visit http://farmtocafeteriaconference.org/6/

Thank you for your consideration.

Jessica Weber, Food Service Director
Independence 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: Jessica Weber Date 5-15-12
Check One: Professional Leave √ Educational Field Trip
Purpose of Leave/Field Trip: National Farm to Cafeteria Conference

Departure Date: August 1, 2012 Date Returning: August 6, 2012
Sponsoring Organization: Farm to Cafeteria
Meeting Held At Burlington Vermont
(City) (State)

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

Are you being reimbursed by any other group or organization for any expenses or receiving a stipend for attending this meeting? X Yes No. If yes, please explain UNICEF will be funding my registration fees ($290).

Rational for Attendance: Great opportunity to network, build skills, + get energized about Farm to School.

Others in the District who you know are going to this meeting or convention?

Who are you coordinating your travel expenses/plans with? N/A

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? X Farm to School

Activity Fund General Fund Code(s): 11 4600 3110 000 000 580 (Nutrition)

Estimated Cost:
Transportation - (See Administration Office for current cost per mile.) $ 600
Check One: School Vehicle Public Transportation Own Vehicle
Meals $ 120
Lodging $ 745
Registration Fee $ 50 ($ 300 paid by UNICEF)
Cost of Sub $ 250
Other (rental car) $
TOTAL $ 1715

Flight out of C.R.
Imme. Supervisor 5-15-12
Sign Here 5-15-12

SUPERINTENDENT OF SCHOOLS
Date: 5/15/12
(Overnight or out of state trips ONLY)

Approved by Board of Education Date
(Outside 200 mile radius & outside Iowa ONLY)

Date Returned to Employee by Central Office
AGREEMENT FOR FOOD SERVICES OPERATIONS

Between

KIDSVILLE
1009 1st Street West, Independence, IA 50644

And

INDEPENDENCE COMMUNITY SCHOOL DISTRICT
1207 1st Street West, Independence, IA 50644

Kidsville and Independence Community School District (ICSD), hereby enter into an Agreement pursuant to Chapter 28E of the Code of Iowa under the following terms and conditions:

1. Kidsville is a Private Childcare Facility.

2. ICSD is a public school, operating pursuant to the Code of Iowa.

3. Kidsville will provide food service operations for special needs students and staff for the ICSD at the Early Childhood Center. This Agreement covers food service for the ICSD, Special Needs students at the Early Childhood Center (ECC). The Agreement is as follows:

   A. Kidsville will purchase and transport all food, milk and supplies for the day to day operations of the food service program.
   B. Kidsville staff will clean and sanitize their own kitchen equipment. ECC staff will be responsible for cleaning and sanitizing the eating areas in their classrooms.
   C. ECC will continue to own all meal serving equipment (containers, trays, utensils, silverware, etc.) and will allow Kidsville to use this equipment to prepare for ECC, at no cost to Kidsville.
   D. ECC will repair or replace as necessary any meal serving equipment at its expense, regardless of the cause therefor.
   E. Any and all upgrades to facilities or equipment as required by Iowa Department of Education, Iowa Department of Health, or other State of Iowa regulatory agency will be at the expense of the party owning said facilities or equipment. The Director of Kidsville will send the ICSD FSD a copy of the results from the inspection.
   F. Pest control services (if required) will be at Kidsville’s expense.
   G. Kidsville personnel will not have access to the eligibility status of ICSD’s students.
   H. ICSD will maintain storage cabinets in each classroom at ECC that receives meals. ICSD-owned serving equipment will be cleaned and sanitized in Kidsville’s kitchen and then returned to ECC’s storage cabinets each day. The cabinets should be secured and restricted from other students, staff or other persons who may rent and/or use ICSD facilities.
I. Supervision of students during lunch will be provided by ICSD/ECC staff.

J. Kidville will write a menu for ECC meals in compliance with NSLP meal standards. NSLP and Iowa Department of Education guidelines for providing meals for those who require a special diet will be followed by Kidville. The menu will be posted daily in the lobby of ECC, where parents can clearly view it. Whenever possible, ICSD will give Kidville at least 10 calendar days’ notice whenever a change needs to be made to the lunch schedule or the menu. Kidville will inform ECC teachers and secretaries as soon as possible of any menu changes by Kidville so that ECC parents may be informed in a timely manner. Kidville will also have to follow the 4-year-old preschool meal guidelines for those 3-4 year-olds attending ECC.

K. Free and reduced meal applications for ICSD students will be processed and approved by ICSD Food Service Director. Applications will be filed in the food service office at ICSD.

L. ICSD will apply for and receive all State and Federal reimbursements for meals served to ECC students through NSLP. ICSD and Kidville will establish a detailed procedure for accurate collection of reimbursable meal counts each day, following all NSLP guidelines. ICSD will collect all money received from ICSD students. All checks should be made payable to ICSD. Lunches for Special Needs classroom teachers are provided by Kidville at $2.50 per meal.

M. Kidville will invoice ICSD by the 6th of each month, and ICSD will include this in the Board bills, approved by the ICSD Board of Education at its monthly regular meetings. ICSD and Kidville will be responsible for checking the accuracy of meal counts before the invoice is submitted to the ICSD board for payment.

N. The amount of payment from ICSD to Kidville for each year of this Agreement will be negotiated and submitted for approval by the ICSD School Board and the Kidville Board by May of each school year, so the Agreement can be in place before classes begin in August. The agreed amount of payment from ICSD to Kidville for lunches prepared and served at ECC for the 2012-2013 School year will be $2.50 per lunch.

O. ECC will be considered by the Bureau of Nutrition, Health and Transportation Services, to be an ICSD Food Service Site.

P. ICSD families will be allowed access to food service related benefits such as district website, access to meal accounts, online payment processing, nutritional information, etc.

4. Kidville will serve meals to ECC students only on school days as stated on ICSD/ECC official school calendar.

5. Kidville will provide:

A. Experienced Food Service Director and assistant to oversee the food service operation at Kidville.

B. Commercial general liability insurance policy covering the food service program and its employees for the term of this Agreement. Such policy shall name ICSD/ECC as additional insured. The minimum limits of said policy shall be one million dollars ($1,000,000).

6. The term of this Agreement shall be for one school year starting August 20, 2012 and ending on the last day of school that meals are served in 2013. The Agreement will need
to be re-evaluated and renewed at the end of each (1) school year period, and approved by the ICSD School Board and the Kidsville Board.

7. This Agreement shall terminate automatically should either party cease to exist in its current form, or an alternative form, eligible under the laws of this state to enter into an agreement for educational programming through the State of Iowa, and its agencies and political subdivisions.

8. If any provision of the Agreement, or any covenant, stipulation, obligation, act or part thereof is for any reason held to be illegal or invalid, such illegality or invalidity shall not affect any other provision of this Agreement and such other provisions shall remain in full force and effect until the end of the Agreement.

9. Should this Agreement terminate, and ICSD takes over control and operation of the food service program, all equipment and supplies purchased by Kidsville shall remain the property of Kidsville.

IN WITNESS WHEREOF, the parties being duly authorized by their respective Board of Directors have caused this Agreement to be executed on the dates set out below.

Independence Community School District, 1207 1st Street West, Independence, IA 50644

By: ___________________________ By: ___________________________
    Board President            Superintendent

By: ___________________________ By: ___________________________
    Principal                   Food Service Director

Date: _________________________

Kidsville, 1009 1st Street West, Independence, IA 50644

By: ___________________________ By: ___________________________
    Board President            Director

By: ___________________________
    Food Service Director

Date: _________________________
Green Cleaning

The 2010 General Assembly passed, and the governor signed, HF 823, which requires school districts and community colleges to either begin using environmentally safe products by July 1, 2012 or pass a resolution opting out of the mandate. The bill does not address area education agencies or nonpublic schools.

The Iowa Department of Administrative Services (DAS) is the agency responsible for determining what is an "environmentally preferable cleaning and maintenance product" and the approved products are listed on their Web site at http://das.qse.iowa.gov/capitol_maintenance/greenclean.html. The DAS states that this is not an exhaustive list but since the law does not define what qualifies as environmentally preferable, we recommend you use the DAS list. Also on their Web site is a link to Iowa Prison Industries (IPI), which makes environmentally preferable cleaning products for the state, and can also sell them to school districts and community colleges.

School districts and community colleges must conduct an evaluation and assessment regarding implementation of an environmentally preferable cleaning policy. School districts and community colleges that have not opted out of the use of environmentally preferable cleaning products by July 1, 2012, as well as all state agencies, shall use only cleaning and maintenance products identified by the department or that meet nationally recognized standards. (The standard isn't identified in the law.) School districts and community colleges may deplete their existing cleaning and maintenance supply stocks and implement the new requirements in the procurement cycle for the following year. The law does have an exception for the use of antimicrobial products due to concern that there is not an environmentally preferable product that can adequately kill certain "bugs". This provision was commonly referred to as the "vomit" exception.

School districts may opt out of the environmentally preferable mandate if the majority of the board votes to opt out. A sample resolution is attached for your use. The president of a community college can choose to opt out on behalf of the community college. Should a school district or community college opt out, they must inform the Iowa Department of Education (DE) of that decision. School districts and community colleges file their resolutions with Gary Schwartz, Education Program Consultant (Infrastructure), 515-281-4743 or gary.schwartz@iowa.gov.

IASB will keep you informed as information regarding implementation is available.

Please Note - This publication is designed to provide accurate and authoritative information about the subject matter covered. It is furnished with the understanding that IASB is not engaged in rendering legal or other professional service. If legal advice or other expert assistance is required, the services of a competent professional person should be sought.

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ENVIRONMENTALLY PREFERABLE CLEANING PRODUCTS MADNATE

OPT-OUT RESOLUTION

Pursuant to Iowa Code 8A.318, the Independence Community School District, after an evaluation of its needs, facilities and finances has made the decision it will not participate in the Environmentally Preferable Cleaning Mandate for the following reasons:

1. It will be an excessive cost to the District.

The school district will use environmentally preferable products when it is feasible for the district to do so.

Passed and Approved: ___________________________

______________________________

(Brian C. Eddy, Board President)

______________________________

(Lynnette Engel, Board Secretary)
**CONTRACTED SERVICES RENEWAL AGREEMENT**

Tri-County Child & Family Development Council, Inc. (Tri-County) and Independence Community Schools (Provider) wish to renew their agreement under which Provider shall furnish certain designated services necessary to implementation of Tri-County's program operations funded by a Department of Health and Human Services grant. For the purposes of this renewal, the following terms of the agreement dated August 2011-May 2012 shall be altered as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicable HHS Award No.:</td>
<td>07CH0233</td>
</tr>
<tr>
<td>Location for Provision of Services:</td>
<td>Independence Community Schools</td>
</tr>
<tr>
<td>Covered Primary Services:</td>
<td>Health, Education, Nutrition and Disabilities portions of Center Based Head Start Programming</td>
</tr>
<tr>
<td>Required Service Group for Primary Services:</td>
<td>A minimum of 8 children per semester for two semesters, 100% income eligible; subject to funding limitations a maximum of 10 children may be served per semester.</td>
</tr>
<tr>
<td>Minimum Service for Primary Services:</td>
<td>3.5 hours per day, 4 days per week, 36 weeks per year exclusive of holidays and weather-related closings. A minimum of 128 direct instructional days will be provided.</td>
</tr>
<tr>
<td>Maximum Funding for Primary Services:</td>
<td>$2,000.00 per child per semester for Head Start enrolled children and attending at least a four day a week program.</td>
</tr>
<tr>
<td>Term of Agreement:</td>
<td>August 16, 2012 through May 31, 2013</td>
</tr>
<tr>
<td>Program Budget:</td>
<td>Four thousand dollars per child per year payable for semester at $2,000.00 per semester per child minus the cost of one Assistant Teacher provided by Tri-County. See attached budget.</td>
</tr>
<tr>
<td>Minimum Funding</td>
<td>Tri-County will reimburse the District for the cost of substitute for Assistant Teacher at District rate of pay for the two Professional Development days identified by the Tri-County calendar. These costs would be in addition to the Maximum costs for Primary services.</td>
</tr>
</tbody>
</table>

All terms not specifically amended by the preceding provisions shall continue to be in full force and effect during the renewal period.

Dated:

**Provider:**
Independence Community Schools

By:
Board President

Dated:

**Tri-County:**
Tri-County Child & Family Development Council, Inc.

By:
Megan Lostroh, Board Chairperson
Camp Ewalu
Ropes Challenge Course

Camp Ewalu
37776 Alpha Avenue
Strawberry Point, IA 52076
Phone: (563)933-4700
Fax: (563)933-6022
camp@ewalu.org

Where the simple act of trying makes each person a success!

Ropes Challenge Course Contract 2012

NAME OF GROUP: Independence JR. HIGH School & WEST ELEMENTARY SCHOOL

GROUP LEADER: Greg Moen
PHONE: 319-334-7415

ADDRESS: 501 5th Ave. S.E. Independence IA 50644

Email Address: gmoen@independence.k12.ia.us
CELL: 319-939-6109

DATE OF EVENT: Sept. 24 (6th), Oct. 3 (7th), Oct. 10 (8th)

ARRIVAL TIME: 9:00 am
DEPARTURE TIME: 5:00 pm

TOTAL IN GROUP: X 96 6th 103 7th 106 8th

GROUP TYPE: Adults _______ Youth _______ Family _______

SESSION:
Low Ropes Course (3 hours)............... $10.00/person
Low & High Course (4 hours).............. $14.00/person
High Ropes Course (4 hours)............. $15.50/person
Low & High Course (6 hours)............. $20.00/person
Other

Instructional Time (6th, 7th, & 8th grade) $300

• All participants must complete and sign the (attached) release form before participating on the course. If participants are under age 18, the form must be signed by their legal guardian. The completed forms may be brought with your group on the day of the event.
• The minimum charge for the ropes course is for 10 participants or 90% of the number booked, whichever is greater.
• The number of participants can be changed up to one week prior to event without charge.

Signature of Contact Person: ____________________________ Date: ______________
Signature of Ewalu Staff Person: _________________________ Date: 4/19/2012

Send one copy of this contract to:
Camp Ewalu, 37776 Alpha Avenue, Strawberry Point, IA 52076
Special Education Advisory Committee Members
2012-13 School Year

AEA Representative
Jim Reed/appointee by AEA Director of Special Education (AEA-267)

Parent Representatives
Kathy Eilers, Kathryn Jensen

LEA Representatives
Jean Peterson (Superintendent)
Sandy Merritt (Director of Curriculum/School Improvement)
Mary Jean Blaisdell (East Elementary Principal)
Jim Heinz (HS General Education Teacher)
Michael Doyle (HS General Education Teacher)
John Neil (HS Special Education Teacher)
Michelle Dinger (HS Special Education Teacher)
Tracy Curtis (JH General Education Teacher)
Jon Carey (J/SH Special Education Teacher)
Lori Dietzenbach (JH Special Education Teacher)
Kirby Holtzman (West Elementary General Education Teacher)
Erin Blasberg (West Elementary Special Education Teacher)
Kay Dolan (East Elementary Special Education Teacher)
Donalyn Pogue (East Elementary General Education Teacher)
Penni Gaul (ECSE Teacher)
Stacy Henderson (School board)

Student Representatives
Curtis Rosauer
Sarah Wessels
BELIEFS AND PHILOSOPHY

The Independence School District Special Education Advisory Committee developed the following beliefs in the spring of 1996 through a consensus building process. These beliefs are used to guide the study of our district services and in the development of this plan.

- All adults, (district staff and community members) should share the responsibility for students’ education through a collaborative process.

- Every effort will be made to ensure that initial placement will occur in a timely manner while still adhering to state and federal guidelines.

- All students shall be provided with an environment conducive to learning and the necessary resources based on students’ needs.

- All students can learn and will learn differently and at different paces.

- Students need continuity of support services, facilitated transitions between buildings, and preparation for life beyond a preK-12 education.

- Special education services should be made available only when all other appropriate interventions have been attempted and found to be ineffective.

- All students will receive services in the least restrictive environment.

The Independence Board of Education approved development of this plan and the committee to represent the district in its revision on February 23, 2009.

The Independence Board of Education approved the revised plan on May 21, 2012.
SERVICE DELIVERY PLAN ASSURANCES

1. The district assures it provides a system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals aged 3-21, and shall provide for the following:
   - The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies, and instructional materials.
   - The provision of specially designed instruction and related activities through cooperative efforts of the special education teachers and general education teachers in the general education classroom.
   - The provision of specially designed instruction on a limited basis by a special education teacher in the general classroom or in an environment other than the general classroom, including consultation with general education teachers.
   - The provision of specially designed instruction to eligible individuals with similar special education instructional needs organized according to the type of curriculum and instruction to be provided, and the severity of the educational needs of the eligible individuals served.

2. The district assures the school board has approved the development of the plan for creating a system for delivering specially designed instructional services. (May 21, 2012)

3. The district assures that prior to the school board adoption, this delivery system was available for comment by the general public. (April 23-May 4, 2012)

4. The district assures the delivery system plan was developed by a committee that included parents of eligible individuals, special education teachers, general education teachers, administrators, students, a school board member, and at least one AEA representative (selected by the AEA Special Education Director).

5. The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.

6. The district assures the school board has approved the service delivery plan for implementation.
SERVICES AND DELIVERY

The district implements the Response to Intervention (RtI) process to provide support services to students needing extra assistance. Through RtI, students have access to three levels of instruction: core, supplemental, and intensive. All students receive core instruction. Supplemental instruction supports students in a small group format. Students whose needs are not being met at the supplemental level, may move to the intensive level where they receive individualized or very small group instruction. Progress is monitored closely at both the supplemental and intensive levels and instruction is adjusted based on progress monitoring data. Instruction is provided by highly qualified teachers using research based instructional strategies.

In addition to these specially designed interventions, the district has a range of services in place to provide support for students. These services include: Building Problem-Solving teams, consultation with special education staff, Title I, building-driven interventions, Reading Recovery, mentoring, to name a few. When these services do not adequately meet a student’s needs at the intensive level of support and progress monitoring data from the intensive intervention indicates that there is justification and need, a student may be entitled to services in special education. Special education services are available to students following their identification of entitlement by a team facilitated by AEA support personnel, and consisting of parent, general education teacher, special education teacher, principal or other LEA representative, and other personnel as appropriate. The needs of the student will direct the service and placement. These needs may lead to one or several of the options described below.

A range of service options are available in the district. The list is not meant to be all inclusive and other options may be considered on a case by case basis. Whenever possible and to the fullest extent appropriate, students will receive services in the general education setting.

Our continuum of services for PK-12th grade includes:

- The district will provide a full continuum of early childhood placements to children who are eligible for instructional IEP services. These early childhood placements will provide instructional services that adhere to one or more of the following Preschool Program Standards:
  - Iowa Quality Preschool Program Standards (QPPS);
  - Head Start Program Performance Standards; or
  - National Association for the Education of Young Children (NAEYC) Accreditation.
- Student is in general education with services provided through a consultative model.
- Student receives services in a co-taught classroom.
- Student is provided services with varying degrees of pull out to the special education classroom.
- Services are provided entirely in the special education classroom.
- Student receives services in an alternative setting.
DESCRIPTIONS OF SERVICE OPTIONS

Regular Early Childhood Program: Services are defined as occurring in the general education classroom. The teacher holds a license issued by the Board of Education Examiners that includes pre-kindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptation and accommodations as specified in the IEP. The teacher with the dual endorsement is responsible for implementing and monitoring the child’s progress according to the IEP.

Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education Staff: Services are defined as occurring in the general education classroom. The classroom teacher holds a license for pre-kindergarten. The general education teacher is responsible for classroom instruction and implementation of adaptations and accommodations as specified in the IEP. The licensed Early Childhood Special Education staff is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP.

Early Childhood Special Education Program: Services are defined as “direct specially designed instruction” and are provided to students with disabilities by a licensed Early Childhood Special Education teacher. The curriculum is tied to the general education curriculum, but is modified to meet the needs of the students. Classroom instruction is provided by a licensed Early Childhood Special Education teacher.

Co-Taught Early Childhood Program: Services are defined as a general education early childhood classroom. The general education curriculum and specially designed instruction are provided to a group of students with disabilities and without disabilities. All aspects of classroom instruction are co-planned and co-taught by a licensed Early Childhood Special Education teacher and an early childhood teacher. The Early Childhood Special Education teacher is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP.

K-12 Consulting Teacher Services: Consultation may consist of any combination of regular education, special education, and/or AEA267 personnel. This consultation may include specific advice on accommodations, teaching techniques, or materials and assessment criteria to evaluate progress.

K-12 Co-Teaching Services
Students entitled to special education services may be served in a collaboratively taught class where a general education teacher and a special education teacher share responsibilities for planning and delivering lessons to general and special education students assigned to the class. There may also be para-educators in the classrooms to assist students. A student may participate in a co-taught class with or without other special educational services in the menu of options available. The general education teacher and the special education teacher are jointly responsible for the student’s instruction.

When placing students with IEPs in general education classes, the percentage of students with
IEPs in any one class will be at or below 50%.

**K-12 Collaborative Services**
Collaborative services are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher in a general education classroom to aid the student(s) in accessing the general education content area instruction.

**K-12 Pull-Out Services**
A PK-12 student is first assigned to a general education class/teacher and participates in every aspect of the general education program that is deemed appropriate in the IEP, and is additionally served in the special education class for areas of need indicated in the IEP. The degree to which the student is served in the special education class is determined by the IEP team and is based on the needs stated in the IEP. Students of preschool age are served in a self-contained class setting and may instead or additionally be served in a general education preschool in the district area.

**K-12 Special Class Services**
An IEP team may determine that services are best provided entirely in the special education setting. In such a case, the team would continually evaluate the situation to determine when/if the student could be integrated into the general education environment. This would typically be done in small amounts of time to ensure student success.

**K-12 Alternative Setting Services:** When a student’s needs cannot be met appropriately in the district school setting, an alternative setting may be necessary (which may/may not be located within the immediate district area). This may be the case when there exists a significant disruption to the educational environment or a potential risk of endangerment to themselves or others. The district is responsible for the cost of the transportation to this alternative site for the student. A district representative will remain connected with the student’s IEP team.

**Notes:**
- Students may receive different services at multiple points along the continuum based on the IEP.
- The district will provide access to this continuum for all eligible individuals based on their IEP.
- Services may be provided within the district or through contractual agreement with other districts and/or agencies.
- The continuum includes services for eligible individuals ages 3-21.
- The district will provide a full continuum of early childhood placements to children who are eligible for instructional services. These early childhood placements will provide instructional services that adhere to one or more of the following Preschool Program Standards:
  - Iowa Quality Preschool Program Standards (QPPS);
  - Head Start Program Performance Standards; or
  - National Association for the Education of Young Children (NAEYC) Accreditation.
CASELOADS

Special education teacher rosters will be informally reviewed at least 3 times per year by the teacher and the building principal, with support from an AEA 267 representative. Roster reviews will be scheduled as follows:

a. At the beginning of the school year (August/September)
   - During the month of November (following special education count)
   c. At the end of the year to project rosters and make plans for the following year
      (April/May)

A teacher's caseload will be informally reviewed when either of the following occurs:

a. The number of students on a teacher's roster, the level of services these students receive, and the amount of time a teacher spends engaged in joint planning/collaboration indicates a need to conduct a caseload review.

b. A special education teacher expresses concern about his/her ability to effectively perform the essential functions of his/her job due to caseload.

Caseload determinations will be made by assigning points for the intensity of service required by each IEP on a teacher's roster. Each student is assigned 1, 2, or 3 points based on level of intensity of services.

1 Point Student requires limited modifications to the general curriculum which requires special education personnel to provide specially designed instruction for less than 55% of the school day. Student’s IEP has 1-2 goal areas required specially designed instruction.

2 Points Student requires significant modifications to the general curriculum, requiring special education personnel to provide specially designed instruction for 56%-85% of the school day. Student’s IEP has 3-4 goal areas requiring specially designed instruction.

3 Points Student requires significant adaptation to grade level curriculum requiring instructional strategies. Alternate assessment is used to monitor the IEP. Behavior intensity is such that an FBA and BIP are monitored. Special education personnel provide specially designed instruction for 86%-100% of the school day. Student’s IEP has 4 or more goal areas requiring specially designed instruction.

Joint Planning and Collaboration Load Considerations

Additional points are assigned based on the special education teacher’s time spent joint planning with general education teachers, co-teaching partners, and/or with para-professionals. This is calculated for the teacher and not for individual students.

1 Point Special education teacher conducts joint planning with general education teacher(s) and/or para professional over the course of a month for up to 2 hours of time.

2 Points Special education teacher conducts joint planning with general education teacher(s) and/or para professional over a course of a month for 2-4 hours of time.

3 Points Special education teacher conducts joint planning with general education teacher(s) and/or para professional over a course of a month for more than 4 hours of time.
In general, a special education teacher’s caseload should not exceed 22 points. The assignment of education assistants must be taken into consideration and may be used to compensate for a caseload that exceeds 22 points. Caseloads of 22 points or more will be considered for further review.

**Resolving Caseload Issues**
When a staff person has a caseload concern, the specific concern should be communicated verbally to the building principal and the AEA team in the early stages of concern. At the secondary levels (7-12), the guidance counselor may be included in the discussion. Efforts should be made to resolve the concern through informal problem solving.

If the concern persists, or in the event that there is a disagreement as to the appropriate instructional caseload and concerns are not resolved by working through the process described above, staff may request further consideration through the formal procedures outlined below.

**Requesting a Caseload Review**
All requests must be in writing and will include all relevant information to support the request. Requests should initially be given to an individual’s principal. This information might include, but is not limited to:
- IEPs
- Schedule and instructional groupings
- Collaborative/co-teaching assignments
- Number of buildings

**Procedural Steps**
1. Informal problem solving strategies in relation to caseload concerns have been exhausted.
2. A written request for caseload review is submitted to the principal.
3. The request is reviewed for clarification with the principal. The principal meets with the individual within 8 working days.
4. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the superintendent.
5. Within 8 working days, the superintendent will review the request and give a recommendation to the individual’s principal.
6. Upon receipt of the superintendent’s recommendation, the principal will review the information and discuss it with the individual.
7. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education or designee within 5 working days.
8. The AEA Special Education Director/designee will meet with personnel involved and will provide a written decision.
PROGRAM EVALUATION

Determining effectiveness of the Special Education Program will be accomplished through a comprehensive evaluation conducted every 5 years. The goal of the Special Education Program is to increase the number of special education students who are proficient in reading comprehension and math. The ICSD’s action plan for achieving this goal is to increase integration of students into the general education classroom, increase collaboration between general education teachers and special education teachers, and fully articulate curriculum, instruction, assessment and grading practices.

In order to determine the program’s effectiveness, the district will collect the following:

- Student achievement data
- Student integration data
- Collaboration data
- Parent satisfaction data
- SPP/APR data

The district will also examine yearly our SPP/APR data to determine priorities and develop an action plan. If the district meets SPP/APR requirements, the delivery system will be considered effective. If the district does not meet requirements, the district will work in collaboration with the State and AEA to make changes that will improve the effectiveness of the plan.
2012 R&P Student & Staff Survey Analysis, Goal Setting, & Plan Development

R&P Core Team  EAST ELEMENTARY SCHOOL

Core Team members:
Principal  MJB
Counselor (1)  Rouse
Teachers (2)  Pogue, Knott, & Miller
Sp. Ed. Teacher (1)  Kurt
Classified staff (1)  Corbin
Parents (1-2)  Lori Kurt

Meeting dates for 2012-2013 (min.1 per term): will decide once calendar is established in August

Survey Analysis

Student Survey strengths: The number of students who felt they were safe at school, the number of students who felt revenge was ok, the number of students who felt staff were respectful

Staff Survey strengths: The number of staff that felt safe at school, the percent of staff that always/usually respond to V/D, the number of physical confrontation, the number of staff feeling like they are a victim of bullying and the rate of comfort staff had in implementing R/P

Student Survey areas needing improvement: The number of students who always/usually felt adults helped them

Staff Survey areas needing improvement: The number of staff observing staff to staff bullying

Goal Setting, R&P Core Team School Goals for 2012-2013

Establish three goals for next year that can be measurable by either the Student or Staff Survey. Specify the survey question number and your target goal, i.e. “the Jr. High School will improve the percent of students that feel safe (Survey question #1) in school from 85% to 90%.”

Goal # 1  85% or more students will always/usually feel that adults help (K-2 11-12 total = 82%)
Plan:
Review what “help” means
Have new guidance counselor increase lessons on tattling vs reporting

Goal # 2  Decreasing % of observed staff to staff bullying in building (from 18.5%).
Plan:
Discuss results of survey to increase staff awareness
Discuss strategies to use – learning to disagree w/o hurt feelings, MJ open door for help with colleagues
2012 R&P Student & Staff Survey Analysis, Goal Setting, & Plan Development

R&P Core Team  West Elementary School

Core Team members:
Principal  Sandy Merritt
Counselor (1)  Greg Moen
Teachers (2)  Kelly Kress
             Nikki Matthiesen
             Patrick Abildrup
             Sara Thome
Sp. Ed. Teacher (1)  Dawn Keenan
Classified staff (1)  Michele Michael
Parents (1-2)  Tricia Beatty

Meeting dates for 2012-2013 (min.1 per term):

Survey Analysis

Student Survey strengths: Nearly 90% of the students feel safe at school, and 92% are respectful of all adults.
Staff Survey strengths: 100% of the staff at West feels safe.
Student Survey areas needing improvement: The number of students who report never being bullied is too low. Too many students, (23%) believe it is OK to get revenge.
Staff Survey areas needing improvement: The percentage of verbal acts of violence heared by staff is too high.

Goal Setting, R&P Core Team School Goals for 2012-2013

Establish three goals for next year that can be measurable by either the Student or Staff Survey. Specify the survey question number and your target goal, i.e. “the Jr. High School will improve the percent of students that feel safe (Survey question #1) in school from 85% to 90%.”

Goal # 1  (Staff Survey Q # 2) Reduce the percent of West Elem. staff that report staff to staff bullying from 38% to 19%.
Plan: Do staff team-bonding activities.

Goal # 2  (Student Survey Q # 11) Increase the percent of West Elem. students that report never being bullied from 51% to 75%.
Plan: In-service the staff on the importance of their roles and responsibilities to providing a safe school for our kids. Provide anger management group counseling for students with the need.

Goal # 3  (Student Survey Q # 11) Decrease the percent of West Elem. students (“sometimes” plus “never”) that don’t feel safe and that the adults do not help from 75% to 30%.
Plan: In-service the staff on the importance of their roles and responsibilities to providing a safe school for our kids.
2012 R&P Student & Staff Survey Analysis, Goal Setting, & Plan Development

R&P Core Team: Jr. High School

Core Team members:

Principal: Rob Arnold
Counselor (1): Greg Moen
Teachers (2): Garry Anderson, Rachel Thomesen
Sp. Ed. Teacher (1): Lori Dietzenbach
Classified staff (1):

Parents (1-2): Wendy Harrison, Juan Rodriguez
Students: Bret Henderson, Emma Meador, Zoe Harrison, and Adam Goecken


Survey Analysis

Student Survey strengths:
The students (R&P Core Team members) said, "We are kind of boring as far as physical fights, and that's Good! Verbal 'fights' are much more prevalent. How to reduce the verbal stuff is a challenge. There is no one thing that will reduce the verbal stuff, it is a challenge."

Staff Survey strengths:
The staff feel safe at school.

Student Survey areas needing improvement:
Kids need to see adults intervening.

Staff Survey areas needing improvement:
Conflict resolution discussion and skill building can be reinforced in AA. The students said that the challenge is to do so in a way that the kids will want to pay attention.

Goal Setting, R&P Core Team School Goals for 2012-2013

Goals:

1. **Student Survey Q #12** - Increase the percent of students that report that never worry about being bullied in school this year from 62.21% to 75%.
   *Plan:* Increase hallway supervision. Reinforce positive classroom expectations.

2. **Staff Survey Q #6** - Increase the percent of staff that report they always intervene when they observe violence/disrespect from 30% to 75%.
   *Plan:* Opening in-service on leveling. Level 2's and 3's will be tracked.

3. **Student Survey Q #9** - Decrease the percent of students that report hearing 16 or more verbal acts (name-calling or put downs) of violence per week from 33.92% to 17%.
   *Plan:* Teach positive behavior supports during Advisor/Advisee and academic time.
2012 R&P Student & Staff Survey Analysis, Goal Setting, & Plan Development

Senior High R&P Core Team:

Principal           Jennifer Sormson
Counselor           Bret Adams
Teachers            Dave Morkel, Marcia Kreutner
SpEd Teacher        John Neil
Classified staff    Peg Bantz
Parents             Donna Nabholz, Dave Niedert
Students            One representing each grade, updated yearly

Meeting dates for 2012-2013: 9/12/12, 11/7/12, 1/30/13, and 3/27/13

Survey Analysis

Student Survey strengths:
Students report they feel safe at school. They do not see very much physical conflict. They do report that students do not show respect for each other when texting or posting online.

Staff Survey strengths:
Staff feel safe.

Student Survey areas needing improvement:
Adults need to intervene and offer help to students.

Staff Survey areas needing improvement:
How to intervene and resolve conflicts?

Goal Setting, R&P Core Team School Goals for 2012-2013

1. Increase the percent of staff that report they always intervene when they observe violence/disrespect from 43% to 75%.

2. Increase the percent of staff that report they are comfortable and need no further training or resources from 70% to 100%.

3. Decrease the percent of students who think students have the right to get even or revenge from 54% to 20%.

4. Increase the percent of students that report they are respectful of all adults in the school from 71% to 85%.
Plans for 2012-2013

In-Service for all staff to share roles and responsibilities to provide a safe environment. Training before school begins and refresher at mid-year.

Education opportunities in Senior High Advisor groups. Role play activities, assemblies, small group activities. Increase communication between students and staff.
The Iowa Assessment data was shared with SIAC at our May 17th meeting. The committee discussed the changes in the tests and potential state changes in determining proficiency. Their recommendation to the board is that the student achievement goals for reading, math and science be to reach the state trajectory of percentage of students that are proficient at each grade level or to adjust that proficiency determination if needed to match new state criteria.

Proposed Action:
SIAC is seeking approval of the 2012-13 student achievement goals to be:

Students in reading, math, and science will reach the state trajectory of percentage of students proficient for each grade level or will adjust that proficiency determination if needed to match new state criteria.
The Iowa Assessments
2011-12 Data Compared to 2010-11
NSS-National Standard Score. This is what the state is moving to
NPR-National Percentile Ranking-These percentages were expected to go down 15-20% this year due to changes in the test.

Reading Comprehension

<table>
<thead>
<tr>
<th>Grade</th>
<th>NSS for Proficiency</th>
<th>Indee NSS Reading Norm</th>
<th>Indee NPR Reading 2012</th>
<th>Indee NPR Reading 2011</th>
<th>Summary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>170</td>
<td>187.2</td>
<td>62%</td>
<td>78.79%</td>
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</tr>
<tr>
<td>4</td>
<td>185</td>
<td>200.9</td>
<td>57%</td>
<td>90.91%</td>
<td></td>
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<tr>
<td>5</td>
<td>198</td>
<td>214.8</td>
<td>56%</td>
<td>78.16%</td>
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</tr>
<tr>
<td>6</td>
<td>210</td>
<td>219.7</td>
<td>47%</td>
<td>62.2%</td>
<td></td>
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<tr>
<td>7</td>
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<td>229.7</td>
<td>45%</td>
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<tr>
<td>8</td>
<td>236</td>
<td>247.1</td>
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<tr>
<td>9</td>
<td>247</td>
<td>267.6</td>
<td>59%</td>
<td>71.57%</td>
<td></td>
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<tr>
<td>10</td>
<td>257</td>
<td>286.8</td>
<td>68%</td>
<td>74.75%</td>
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<tr>
<td>11</td>
<td>262</td>
<td>288.5</td>
<td>63%</td>
<td>86.96%</td>
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Math Concepts

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<tr>
<th>Grade</th>
<th>NSS for Proficiency Math Norm</th>
<th>Indee NSS Math 2012</th>
<th>Indee NPR Math 2012</th>
<th>Indee NPR Math 2011</th>
<th>Summary:</th>
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<tbody>
<tr>
<td>3</td>
<td>173</td>
<td>188.9</td>
<td>67%</td>
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<td>4</td>
<td>185</td>
<td>203.6</td>
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<tr>
<td>5</td>
<td>197</td>
<td>218.8</td>
<td>62%</td>
<td>80.46%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>209</td>
<td>229.5</td>
<td>57%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>219</td>
<td>236.7</td>
<td>52%</td>
<td>81.01%</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>231</td>
<td>250.1</td>
<td>53%</td>
<td>67.53%</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>249</td>
<td>275.2</td>
<td>66%</td>
<td>76.47%</td>
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<tr>
<td>10</td>
<td>257</td>
<td>286.8</td>
<td>68%</td>
<td>77.78%</td>
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<tr>
<td>11</td>
<td>261</td>
<td>284</td>
<td>59%</td>
<td>88.04%</td>
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### Science

<table>
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<tr>
<th>Grade</th>
<th>NSS for Proficiency Science</th>
<th>Indee NSS Science 2012</th>
<th>Indee NPR Science 2012</th>
<th>Indee NPR Science 2011</th>
<th>Summary:</th>
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<tr>
<td>3</td>
<td>171</td>
<td>191.2</td>
<td>68%</td>
<td>85.85%</td>
<td>- All grades except 8th are above the NSS national norm for proficiency</td>
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<tr>
<td>4</td>
<td>185</td>
<td>205.3</td>
<td>63%</td>
<td>87.5%</td>
<td>- Grades 3, 6, 9, 10, 11 are within the predicted range for this year</td>
</tr>
<tr>
<td>5</td>
<td>198</td>
<td>206.3</td>
<td>46%</td>
<td>80.45%</td>
<td>- Percent proficient is approx. 11-35% lower this year</td>
</tr>
<tr>
<td>6</td>
<td>210</td>
<td>225.1</td>
<td>53%</td>
<td>72.22%</td>
<td>- Science is the only content area that we had a grade below the NSS norm</td>
</tr>
<tr>
<td>7</td>
<td>223</td>
<td>232.7</td>
<td>48%</td>
<td>83.54%</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>255</td>
<td>252.1</td>
<td>55%</td>
<td>84.41%</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>250</td>
<td>281.8</td>
<td>71%</td>
<td>83.33%</td>
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<tr>
<td>10</td>
<td>258</td>
<td>292.1</td>
<td>72%</td>
<td>84.85%</td>
<td></td>
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<tr>
<td>11</td>
<td>265</td>
<td>293.2</td>
<td>68%</td>
<td>81.52%</td>
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</tr>
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</table>
## Breakdown of Students Non-Proficient

### Number of Students Non-Proficient Total Population

<table>
<thead>
<tr>
<th></th>
<th># Non-Prof. Reading</th>
<th># Non Prof. Math</th>
<th>2012</th>
<th># Non-Prof. Reading</th>
<th># Non-Prof. Math</th>
<th>Summary of Total Population:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td>2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>21</td>
<td>16</td>
<td>3rd</td>
<td>13</td>
<td>6</td>
<td>-Grades decreasing number of students who are non-proficient in reading-3, 9, 10.</td>
</tr>
<tr>
<td>4th</td>
<td>9</td>
<td>5</td>
<td>4th</td>
<td>25</td>
<td>12</td>
<td>-HS decreased the number of students non-proficient in reading</td>
</tr>
<tr>
<td>5th</td>
<td>19</td>
<td>17</td>
<td>5th</td>
<td>23</td>
<td>12</td>
<td>-Grades decreasing number of students non-proficient in math-3, 5, 6, 10</td>
</tr>
<tr>
<td>6th</td>
<td>34</td>
<td>18</td>
<td>6th</td>
<td>32</td>
<td>16</td>
<td>-Grades 8 and 9 remained the same in math</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
<td>56</td>
<td>93</td>
<td>46</td>
<td></td>
<td>-West decreased the number of students non-proficient in math</td>
</tr>
<tr>
<td>7th</td>
<td>28</td>
<td>15</td>
<td>7th</td>
<td>40</td>
<td>27</td>
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<tr>
<td>8th</td>
<td>33</td>
<td>25</td>
<td>8th</td>
<td>36</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>40</td>
<td>76</td>
<td>52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td>27</td>
<td>21</td>
<td>9th</td>
<td>24</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>24</td>
<td>22</td>
<td>10th</td>
<td>18</td>
<td>21</td>
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<tr>
<td>11th</td>
<td>12</td>
<td>11</td>
<td>11th</td>
<td>15</td>
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<tr>
<td>Total</td>
<td>63</td>
<td>54</td>
<td>57</td>
<td>63</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Special Education Subgroup

### Number of Students Non-Proficient

<table>
<thead>
<tr>
<th></th>
<th># Non-Prof. Reading</th>
<th># Non Prof. Math</th>
<th>2012</th>
<th># Non-Prof. Reading</th>
<th># Non-Prof. Math</th>
<th>Summary of Special Ed subgroup:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td>2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>13</td>
<td>7</td>
<td>3rd</td>
<td>5</td>
<td>2</td>
<td>-Grades decreasing number of students non-proficient in reading-3, 5, 6, 7, 9</td>
</tr>
<tr>
<td>4th</td>
<td>4</td>
<td>2</td>
<td>4th</td>
<td>8</td>
<td>5</td>
<td>-Grade 7 remained the same</td>
</tr>
<tr>
<td>5th</td>
<td>11</td>
<td>11</td>
<td>5th</td>
<td>7</td>
<td>5</td>
<td>-West and JH decreased the number of students non-proficient in reading</td>
</tr>
<tr>
<td>6th</td>
<td>14</td>
<td>9</td>
<td>6th</td>
<td>10</td>
<td>9</td>
<td>-Grades decreasing the number of students non-proficient in math-3, 5, 9, 11</td>
</tr>
<tr>
<td>Totals</td>
<td>42</td>
<td>29</td>
<td>30</td>
<td>21</td>
<td></td>
<td>-Grades 6, 8, 10 remained the same</td>
</tr>
<tr>
<td>7th</td>
<td>11</td>
<td>6</td>
<td>7th</td>
<td>6</td>
<td>15</td>
<td>-West and HS decreased the number of students non-proficient in math</td>
</tr>
<tr>
<td>8th</td>
<td>13</td>
<td>12</td>
<td>8th</td>
<td>13</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>18</td>
<td>19</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td>13</td>
<td>13</td>
<td>9th</td>
<td>10</td>
<td>12</td>
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<td>10th</td>
<td>12</td>
<td>12</td>
<td>10th</td>
<td>14</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>6</td>
<td>8</td>
<td>11th</td>
<td>8</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>33</td>
<td>32</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Proposed Action

SIAC is recommending that we change the terminology we use in our curriculum data base. We would like to move from “Grade Level Expectations and Components” to “Standards and Benchmarks.” This will align our terminology with Iowa Common Core.
AUDIT PROPOSAL
Between
INDEPENDENCE COMMUNITY SCHOOL DISTRICT
AND
NOLTE, CORNMAN & JOHNSON, P.C.
PERIOD COVERED
FOR THREE YEARS ENDING JUNE 30, 2014
# TABLE OF CONTENTS

- Transmittal Letter ........................................ 1-2
- School Audit Profile ....................................... 3-4
- Resume ..................................................... 5-6
- Audit Agreement – one year ................................ 7-8
- Audit Agreement – three year ............................. 9-10
LYNNETTE ENGEL, BOARD SECRETARY
INDEPENDENCE COMMUNITY SCHOOL DISTRICT
1207 1st STREET WEST
INDEPENDENCE, IOWA 50644

We would like to make a proposal to perform an audit of your district's financial statements for the year ended June 30, 2012.

Our audit will be made in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards and provisions require that we plan and perform the audit to obtain reasonable assurance about whether the general purpose financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the general purpose financial statements.

An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall general purpose financial statement presentation.

An audit directed to the expression of an opinion on the financial statements is not primarily or specifically designed and cannot be relied upon to disclose defalcations or other similar irregularities, should any exist, although their discovery may result.

Our services will include auditing of the Governmental Funds and Business Type Funds for the period of July 1, 2011 through June 30, 2012.

Nolte, Cornman & Johnson, P.C. is a member of the American Institute & Iowa Society of Certified Public Accountants, registered to practice in the State of Iowa. The firm and its audit staff are independent with regard to your audit.

We thank you for considering us as your independent auditor and look forward to working with you. We appreciate the opportunity to serve you.

We have enclosed two agreements one for a one year period and the other for a three year period. This provides you the option of retaining our services for more than one year.

Members American Institute & Iowa Society of Certified Public Accountants
Please indicate your agreement with the arrangements contained in this RFP by signing and returning the enclosed contract. We will contact you with regard to scheduling when the contract is signed.

Sincerely,

[Signature]

NOLTE, CORNMAN & JOHNSON, P.C.
SCHOOL AUDIT PROFILE

1. Firm Name: NOLTE, CORNMAN & JOHNSON, P.C.

2. Address: 117 West 3rd Street North, Newton, IA 50208

3. Telephone: (641) 792-1910

4. Professional staff:

<table>
<thead>
<tr>
<th>A. Principals</th>
<th>Number</th>
<th>Number CPA's</th>
<th>Average Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Professional Staff</td>
<td>2</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

5. Schools audited by our staff in the last two years:

6. The principal who is responsible for all school district audits and her position with our firm:

   Person: Nancy Janssen, CPA; B.S. Iowa State University; CPA: 1985
   Position: President

7. Quality controls are an essential part of our auditing services. Internal review procedures utilized by our firm include: Our 2012 school audit team as in the past will be composed of an experienced staff, all being supervised by our school audit manager. Our firm successfully completed a quality review August, 2011.
8. Our firm will:
   a) Compile, type and duplicate reports.
   b) Send discussion audit draft to the school district after
      field work is completed, for review by management.
   c) Review audit recommendations and district responses thereto
      with the Business Manager and/or Superintendent prior to
      issuing the audit report.
   d) Provide additional help or recommendations to the District
      when requested during the year.
   e) Strive to conduct the audit when possible at the district's
      convenience and in such a manner as to cause the least
      amount of disruption possible under the circumstances.
   f) Will provide copies of the audit report to the State
      Auditor's Office and the Department of Education as required.
   g) Present the audit report and a verbal explanation of the
      report to the Board if so requested, at an additional fee.
President:

Nancy L. Janssen, CPA

Education:
B.S. from Iowa State University

Continuing Education:
Attended the Governmental Roundtable or Iowa Governmental Audits course, attended and prepared various in-house presentations on Governmental issues, and attended various other continuing education programs.

Experience:
She has experience working in various capacities from accountant to partner. She has significant experience with the following types of audits: School, HUD, Non-Profit and Commercial. She has been tax manager and has worked with several small business clients.

School Audit Experience:
She has completed twenty-seven school audit seasons. She is responsible for the final review of all workpapers and reports.

Independence:
Ms. Janssen does not have and has not had during any period covered by this audit any interest, direct or indirect, in your center or any of its board members or officials.

Audit Manager:
Mary F. Babinat, CPA

Education:
B.A. from the University of Northern Iowa

Continuing Education:
Attended the Governmental Roundtable or Iowa Governmental Audits course, attended and prepared various in-house presentations on governmental issues, and attended various other continuing education programs.

Experience:
Currently she is our school and commercial audit manager. She has worked as an accountant, as an in-charge and as manager on the following types of audits: School, HUD, Non Profit and Commercial. She is currently manager of 90% of all audits done by our firm.
School Audit Experience: She has completed twenty-five school audit seasons. She is responsible for scheduling and reviewing all audits and for the direct supervision of assigned staff.

Independence: Ms. Babinat does not have and has not had during any period covered by this audit any interest, direct or indirect, in your center or any of its board members or officials.
AGREEMENT BETWEEN
INDEPENDENCE COMMUNITY SCHOOL DISTRICT

AND

NOLTE, CORNMAN & JOHNSON, P.C.

THIS AGREEMENT made and entered into this 1st day of MAY, 2012, by and between INDEPENDENCE COMMUNITY SCHOOL DISTRICT, hereinafter called School District and NOLTE, CORNMAN, & JOHNSON, P.C., hereinafter called "CPA".

WHEREAS, the INDEPENDENCE COMMUNITY SCHOOL DISTRICT wishes to obtain the services of the CPA to perform the annual audit required by Section 11.6, Code of Iowa, for the one year ended June 30, 2012; and

WHEREAS, the CPA is equipped and staffed to assist in the above audit; and

WHEREAS, this agreement is in the public interest in fulfilling the requirements of Chapter 11 of the Code of Iowa.

NOW, THEREFORE, BE IT UNDERSTOOD AND AGREED:

1. That the CPA will:

   A. Provide auditors of various classifications and for the estimated hours as detailed in 2.A of this agreement.

   B. Begin work on the audit engagement as specifically agreed upon with the School District.

   C. Perform all work in accordance with generally accepted auditing standard, Chapter 11 of the Code of Iowa and applicable federal requirements.

   D. Immediately inform the School District, the Auditor of State and County Attorney if the audit discloses any irregularity in the collection or disbursement of public funds.

   E. Provide access to the working papers to any appropriate federal agencies for the period of time specified in relevant agreements entered into by the School District.

   F. Provide access to the working papers to the Auditor of State in accordance with Chapter 11 of the Code of Iowa.

2. Conditions of Payment:

   A. It is understood that the fees for the services set forth above shall be reimbursed at the following hourly rates.
<table>
<thead>
<tr>
<th>Classification</th>
<th>Estimated Hours</th>
<th>Hourly Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>44</td>
<td>70</td>
</tr>
<tr>
<td>Incharge</td>
<td>35</td>
<td>85</td>
</tr>
<tr>
<td>Audit Manager</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Partner</td>
<td>10</td>
<td>125</td>
</tr>
<tr>
<td>Travel</td>
<td>Est. Cost</td>
<td>500</td>
</tr>
<tr>
<td>Secretarial</td>
<td>Est. Cost</td>
<td>500</td>
</tr>
</tbody>
</table>

B. The CPA shall present an invoice for services in the following manner: An invoice for 40% at the end of field work. An invoice for remainder at delivery of Audit Reports.

C. Payment shall be made within 30 days of receipt of invoice.

D. The total reimbursement for the audit shall not be for more than $10,300 for the year ended June 30, 2012, except as specially agreed by the School District and the CPA.

E. An additional fee will be charged at $150 per hour for assistance with the Certified Annual Report.

3. Termination of Agreement:

A. The School District may terminate this contract without notice if the CPA fails to perform the covenants or agreements contained herein.

B. The CPA shall be paid for all work satisfactorily performed to the date of termination.

IN WITNESS WHEREOF, INDEPENDENCE COMMUNITY SCHOOL DISTRICT AND CPA have executed this AGREEMENT as of the dated indicated below.

CPA

By________________________

(ENTITY)

BOARD PRESIDENT

NOLTE, CORNMAN & JOHNSON, P.C.

Date 5/1/12
AGREEMENT BETWEEN
INDEPENDENCE COMMUNITY SCHOOL DISTRICT
AND
NOLTE, CORNMAN & JOHNSON, P.C.

THIS AGREEMENT made and entered into this 1st day of MAY, 2012, by
and between INDEPENDENCE COMMUNITY SCHOOL DISTRICT, hereinafter called
School District and NOLTE, CORNMAN, & JOHNSON, P.C., hereinafter called
"CPA".

WHEREAS, the INDEPENDENCE COMMUNITY SCHOOL DISTRICT wishes to
obtain the services of the CPA to perform the annual audit required by
Section 11.6, Code of Iowa, for the three years ended June 30, 2014; and

WHEREAS, the CPA is equipped and staffed to assist in the above
audit; and.

WHEREAS, this agreement is in the public interest in fulfilling
the requirements of Chapter 11 of the Code of Iowa.

NOW, THEREFORE, BE IT UNDERSTOOD AND AGREED:

1. That the CPA will:

   A. Provide auditors of various classifications and for
      the estimated hours as detailed in 2.A of this
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   B. Begin work on the audit engagement as specifically
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   C. Perform all work in accordance with generally
      accepted auditing standard, Chapter 11 of the Code of
      Iowa and applicable federal requirements.

   D. Immediately inform the School District, the Auditor
      of State and County Attorney if the audit discloses
      any irregularity in the collection or disbursement of
      public funds.

   E. Provide access to the working papers to any
      appropriate federal agencies for the period of time
      specified in relevant agreements entered into by the
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   F. Provide access to the working papers to the Auditor
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<th>Estimated Hours</th>
<th>Hourly Rate</th>
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<tbody>
<tr>
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<td>44</td>
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<tr>
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<td>85</td>
</tr>
<tr>
<td>Audit Manager</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Partner</td>
<td>10</td>
<td>125</td>
</tr>
<tr>
<td>Travel</td>
<td>Est. Cost</td>
<td>500</td>
</tr>
<tr>
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<td>Est. Cost</td>
<td>500</td>
</tr>
</tbody>
</table>

B. The CPA shall present an invoice for services in the following manner: An invoice for 40% at the end of field work. An invoice for the remainder at delivery of Audit Reports.

C. Payment shall be made within 30 days of receipt of invoice.

D. The total reimbursement shall not be for more than $10,300 for the year ended June 30, 2012, and $10,600 for the year ended June 30, 2013, and $11,000 for the year ended June 30, 2014, except as specially agreed by the School District and the CPA.

E. An additional fee will be charged at $150 per hour for assistance with the Certified Annual Report.

3. Termination of Agreement:

A. The School District may terminate this contract without notice if the CPA fails to perform the covenants or agreements contained herein.

B. The CPA shall be paid for all work satisfactorily performed to the date of termination.

IN WITNESS THEREOF, INDEPENDENCE COMMUNITY SCHOOL DISTRICT AND CPA have executed this AGREEMENT as of the dated indicated below.

CPA

NOLTE, CORNMAN & JOHNSON, P.C.

Date 5/1/12

(ENTITY)

By __________________________

BOARD PRESIDENT

Date ______________________
Call for 2013
Legislative Action Priorities

What Your Board Needs to Do
Spend the May, June, or July (or first week of August) board meetings analyzing, discussing and voting on your top legislative priorities for next year. This should give all school boards at least two meetings to identify their priorities for the 2013 General Session by doing one or more of the following:

- Pick no more than five priorities or agree to move forward with the priorities from the 2012 platform, and/or;
- Suggest amendments to existing resolutions or recommend new resolutions;
- Identify resolutions that should be removed from the platform if they are no longer relevant or critical;
- Return up to five of your top legislative priorities or general approval to IASB by August 10th via the Internet at http://www.ia-sb.org/iasbform.aspx?ekfrm=12982, or fax the completed form back to Marte Brightman at (515) 247-7057.

The Resolutions and Priorities Process
- The IASB Legislative Resolutions Committee (LRC), at its August meeting, will review the submitted resolutions, prioritize them and make recommendations to the IASB Board of Directors.
- The IASB Board of Directors, at its September meeting, will vote to approve or modify the LRC recommendations and forward the report to the Delegate Assembly.
- The IASB Delegate Assembly will meet in Des Moines on November 14th. The Delegate Assembly is the official body that establishes the IASB Legislative Priorities, Resolutions and Beliefs.

What is the Legislative Resolutions Committee?
The building of, and the strength of, the IASB legislative platform is based on member input. The Legislative Resolutions Committee is a 19 member committee comprised of K-12 board members, an AEA representative and an Iowa Community College Board of Trustees member. The IASB President-elect presides over the LRC. Members of the IASB Board of Directors appoint an LRC committee member from their director district. The IASB president makes five at-large appointments. The AEAs and Iowa Association of Community College Trustees each appoint one member. The LRC is a cross-section of school boards from across Iowa, big and small, urban and rural.

Thank you for adding your voices to the IASB legislative grassroots process!

Remember: IASB needs your top five resolutions by August 10th.
Return form sent to board secretaries is available on the IASB web site http://www.ia-sb.org/LegislativeAdvocacy.aspx?id=7342.
PROPOSED 2013 IASB LEGISLATIVE ACTION PRIORITIES

Please use this form to list your board's Top Five Legislative Priorities in Rank Order. Although there are a total of 33 resolutions, please select only up to 5 resolutions that are most important to your district. If your legislative priorities are identical to the 2012 resolutions, please indicate the 2012 resolution number. Resolution numbers can be found in the 2012 IASB Legislative Resolutions pages included with this mailing or by visiting our website at http://www.iasb.org/Publications.aspx?id=5008. Indicate “new” if it's a new resolution. Also, please let us know if there are resolutions that should be removed from the platform. Use additional sheets as necessary. Please register your response via this link http://www.ia-sb.org/iasbform.aspx?ekfrm=12982, on the IASB website or return this form by fax or mail to IASB by August 10 2012. Fax to Marte Brightman (515) 247-7057 or mail 6000 Grand Ave., Des Moines, IA 50312.

The Board of Directors of __________________________ School District on _______________, 2012, adopted the following Legislative Action Priorities and Resolutions on a vote of _____ to _____.

Submitted by: Name __________________________ Title __________________________

Continue Priorities from the 2012 Platform: __________________________

(2012 resolutions #’s 3, 6, 11, 16, & 30)

2012 Priorities: (use 2012 resolution number, no more than 5)

New Resolutions or amendments to existing:

Resolutions that should be removed: __________________________

(use 2012 resolution number)
During the legislative session (January-April), in how many board meetings did you have a legislative update or discussion? 0 __ 1-2 __; 3 __ 4 __; more than 4 __

Did your board meet with your legislators prior to the start of the legislative session to outline IASB’s legislative priorities? Yes ___ No ___

Did you invite your legislators to attend a board meeting or other school related activity? Yes ___ No ___

If so, were they able to attend? Please explain

How many local legislative forums did your board members/administrators attend? 1-2 __; 3-4 __; more than 4 __

Was your board represented at one of the IASB Lobby Days? Yes ___ No ___

If “No” please indicate reason (check all that apply):

__ Date(s) were inconvenient
__ Conflicted with work requirements
__ Saw little value/not worth time
__ Didn’t know about them

Was your administrative staff (superintendent, board secretary, etc…) represented at one of the Lobby Days? Yes ___ No ___ If “No” please indicate reason (check all that apply)

__ Date(s) were inconvenient
__ Conflicted with work requirements
__ Saw little value/not worth my time
__ Didn’t know about them

Which of the following IASB advocacy tools did you use?

__ Action Line/Action Network’s Talking Points
__ Weekly Legislative Update Recording
__ Priority Issues Talking Points
__ IASB Legislative Bill Tracker
__ Community Forums Listing on IASB Web site

Other: ___________________________

On a scale of 1-5 please rate the usefulness of the advocacy tools:

<table>
<thead>
<tr>
<th>Event</th>
<th>Not Useful</th>
<th></th>
<th></th>
<th></th>
<th>Very Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Line/Action Line Network</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Weekly Legislative Update Recording</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Priority Issues Talking Points</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>IASB Legislative Bill Tracker</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Community Forums Listing (on-line)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Please provide any feedback concerning these tools, or other tools you recommend to aid your districts advocacy.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
### 2012 IASB Legislative Action Priorities and Resolutions

<table>
<thead>
<tr>
<th>STUDENT ACHIEVEMENT AND STUDENT EQUITY: The Iowa Association of School Boards:</th>
<th>Legislative Action 2012 Session:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supports preserving the integrity of the statewide penny sales tax for school infrastructure, including the tax equity provisions of buying down the highest additional levy rates to the state average.</td>
<td>This section will be updated after the close of the 2012 legislative session. Please check our Web site at <a href="http://www.iabs.org">www.iabs.org</a> for updates to this document.</td>
</tr>
<tr>
<td>2. Supports full state funding to implement the Iowa Professional Development Model.</td>
<td></td>
</tr>
</tbody>
</table>
| 3. Supports continued progress in the development of rigorous content standards and benchmarks consistent with the Iowa Core focused on improving student achievement, including the following state actions:  
  - Provide and fund technical assistance to help school districts fully implement the Iowa Core.  
  - Develop or obtain high-quality summative and formative assessments, aligned to the skills students should know and be able to do to succeed in the 21st century  
  - Include and fund all the components of successful standards systems: assessments aligned to high expectations, improved and aligned instruction and quality professional development. **2012 Legislative Priority**  | |
| 4. Supports adequate and on-time funding for English-language learner (ELL) students until the students reach proficiency. | |
| 5. Supports a funding mechanism for school districts’ transportation costs that does not directly or indirectly impact funding for the educational program. | |
| 6. Supports funding to ensure all 4 year-olds have access to a high quality public school preschool program and allow them to be included in the enrollment count if those programs can demonstrate meeting the collaboration and quality standards requirements of the statewide voluntary preschool program. **2012 Legislative Priority** | |
| 7. Supports continuation of sufficient incentives and assistance to encourage sharing, reorganization or regional high schools to expand academic learning opportunities for students and to improve student achievement. IASB supports expansion of sharing incentives to include special education, curriculum and other critical administrative positions. The incentives must be available to school districts regardless of the location of the sharing partner(s). | |
| 8. Supports legislation that increases the at-risk student weighting and includes drop-out prevention in the foundation formula. | |
| 9. Supports revising the foundation formula to equalize per pupil funding regardless of the school district. | |
| 10. IASB supports Iowa law giving local school boards authority to establish charter schools. Charter schools should not be established by any entity other than public school boards and, after approval of a charter school by a local school district, charter school plans and waivers must be approved by the State Board of Education and subject to all state accountability and reporting standards. | |

Continued next page
<table>
<thead>
<tr>
<th>FINANCE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Iowa Association of School Boards</td>
<td></td>
</tr>
<tr>
<td>11. Supports setting allowable growth at a rate that encourages continuous school improvement and reflects actual cost increases experienced by school districts and AEs. Our priority is to increase and maintain the state cost per pupil and the spending authority associated with it to build a strong base for future education resources with full state funding of the state’s share of the cost per pupil. <strong>2012 Legislative Priority</strong></td>
<td></td>
</tr>
<tr>
<td>12. Supports a school foundation formula that adequately, and in a timely manner, funds changes in demographics, including declining and increasing enrollment challenges.</td>
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<td>13. Supports flexibility in the use of modified allowable growth for dropout prevention including the funding of administrative costs and employee costs for those who have the responsibility for serving at-risk students.</td>
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<td>14. Supports greater flexibility in the use of the management levy for those services required by law including inspections and publication costs and legal and auditing services, including internal auditing services and staff.</td>
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<td>15. Supports greater flexibility in allowing school districts to charge fees for non-curricular related costs.</td>
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<td>LOCAL CONTROL</td>
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<td>The Iowa Association of School Boards</td>
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<td>16. Supports legislation that provides greater flexibility for school districts to meet changing needs, become more efficient, protect natural resources and save public funds. <strong>2012 Legislative Priority</strong></td>
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<td>17. Supports incentives for school districts to offer extended days and/or innovative calendars. School districts receiving these incentives should evaluate such initiatives to determine the impact on student learning.</td>
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<td>18. Supports the repeal of the legislated school start date and restoration of local school district authority to determine when it is in the best interest of students to start school.</td>
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<td>19. Supports the use of physical plant and equipment levy (PPEL) funds for the maintenance and repair of equipment or infrastructure that can be purchased or financed with PPEL funds.</td>
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<td>TAXES</td>
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<td>The Iowa Association of School Boards</td>
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<td>20. Supports legislation allowing school bond issues to be passed by a simple majority vote and to permit the local school board to levy a combination of property taxes and income surtaxes to pay the indebtedness.</td>
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<tr>
<td>21. Supports sufficient state revenues to adequately fund public education as Iowa’s number one priority. IASB opposes erosion of the existing tax base. IASB supports a full accounting every two years by state government of the costs of all exemptions, credits or deductions for the income tax, sales tax or property tax.</td>
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</table>
### 2012 IASB Legislative Action Priorities and Resolutions

| 22. | Supports tax increment financing (TIF) limitation, reform and regulation. Reforms should increase accountability and transparency for local government entities utilizing TIF. School districts should have the ability to implement TIF for certain types of facility expenditures and must be an equal partner with cities or counties when implementing new TIFs. In addition, we oppose residential TIFs unless the impacted school district(s) approve. |
| 23. | Opposes a constitutional amendment or statewide voter referendum that would limit taxes, spending or local control impacting education. |
| 24. | Supports efforts to minimize property tax disparities that occur between school districts because of the additional levy rate in the school foundation formula. |
| 25. | Opposes property tax restructuring unless it holds school districts harmless. |

**PERSONNEL**  
The Iowa Association of School Boards

| 26. | Supports giving school districts and AEAs the option to reduce staff to respond to reductions in funding or to comply with an arbitrator’s award. School districts and AEAs should not be required to use the teacher contract termination procedures in Iowa Code section 279.13 for such staff reductions. |
| 27. | Supports providing school districts with incentives and the flexibility to pay market competitive wages for shortage area positions, especially in the areas required to meet graduation and Iowa Core mandates. |
| 28. | Opposes changes to labor and employment laws unless they:  
  - Include adequate resources provided by the state without a shift from other education resources or significant burden on property taxpayers.  
  - Balance the rights of the employees with the rights of management with scales tipped in favor of student achievement and student safety. |
| 29. | Support a requirement that arbitrators first consider local conditions and ability to pay. After the arbitrator determines the school district or AEA has the ability to pay, the arbitrator should then consider comparability. |
| 30. | Supports a change in state law that allows school districts to enroll their employees in the state’s health, dental and life/long-term disability insurance pools. **2012 Legislative Priority** |

**UNFUNDED MANDATES**  
The Iowa Association of School Boards

| 31. | Supports predictable and timely state funding to serve students receiving special education services at a level that reflects the actual cost, including educational programming and health care costs. |
| 32. | Supports the federal commitment to fund 40 percent of the cost of educating students receiving special education services, and requests that the federal government fulfill that commitment by increasing funding a minimum of 8 percent per year until the 40 percent figure is achieved. |
| 33. | Opposes and seeks to repeal unfunded mandates. |
### AREA EDUCATION AGENCIES
The Iowa Association of School Boards:

Acknowledges the AEA's legislative platform, including:

- Supports additional resources to AEA's and school districts for curriculum development, student assessment analysis, in-service training, professional development and technology assistance;
- Supports legislation allowing students in accredited nonpublic schools to be counted for special education services, allowing them full access to services;
- Supports fully funding the AEA budget as provided by the school growth factor.
- Supports creation of a separate funding mechanism for the operation and maintenance of AEA facilities;
- Supports an increase in funding for early childhood efforts.

### COMMUNITY COLLEGES
The Iowa Association of School Boards:

Acknowledges the community college legislative platform, including:

- Supports funding State General Aid (SGA) at $192 million using a base funding level excluding the recent cuts and including the percent of growth utilized in the Department of Education agreed upon formula;
- A long-term commitment of state and local assistance for Skilled Worker Training through the Workforce Training and Economic Development Funds, and other funding streams available to maintain and build capacity for skilled worker training;
- A long-term state commitment and appropriation to Iowa Adult Literacy Programs, including the Pathways for Academic, Career and Employment (PACE) to support Iowa's low skilled, low-income adults, including dislocated workers without a high school diploma/GED;
- The 15 Community College Boards' local governance flexibility to access local tax support in its discretion to meet the needs of workforce training and their local communities.
**URBAN EDUCATION NETWORK**  
The Iowa Association of School Boards:

**Educational Transformation**  
The UEN supports transformation of our educational system based on student learning needs, including meaningful and aligned assessment that can inform instruction. State policies must be grounded in research demonstrating improved student outcomes, include adequate and equitable resources, and an expectation for professional development. Strong bi-partisan legislative support must focus on long-term improvement with incentives for innovation. UEN members welcome a statewide commitment to transforming our educational system in overcoming barriers to change. We respectfully request transformational focus on:

- Urgency
- Meaningful Assessment
- Literacy
- Innovation
- New Concepts of Delivery
- Evaluation of Instructional Staff
- Administrative Leadership
- Improving recruiting and hiring practices
- World Class Models

**Adequate and Equitable Funding**  
Successful transformation of the Iowa educational system is not possible without adequate and equitable funding. The UEN supports:

- Equity reforms
- Adequacy reforms
- Process reforms

*This is a composite listing of the UEN 2012 Platform. To read this platform in its entirety please visit: [http://www.iabs.org/Publications.aspx?id=5008#URBAN_EDUCATION_NETWORK](http://www.iabs.org/Publications.aspx?id=5008#URBAN_EDUCATION_NETWORK).*