BOARD REPORT

September 15, 2014

Educating people to be life-long learners and respectful, responsible citizens
September 12, 2014

To: All School Board Members

From: Jean Peterson, Superintendent

Re: Working agenda for the regular/annual and organizational meeting on Monday, September 15, 2014 beginning at 6:00 p.m. at the School Administration Office, 1207 1st Street West, Independence, IA

1. PLEDGE OF ALLEGIANCE
   A. Call to order

2. FRIEND OF EDUCATION
   A. Verizon
      We would like to thank Verizon for donating several backpacks filled with school supplies for the students at West Elementary.
   
   B. Greenley Development and Larson Construction
      We would like to thank Greenley Development and Larson Construction for sponsoring the Building Trades Program at the Junior-Senior High School for over 40 years.

3. CONSIDERATION OF ACTION ON CONSENT ITEMS
   A. Approval of the minutes of the regular meeting on August 18, 2014 and the special meeting on August 28, 2014.  
      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>
</tr>
</thead>
<tbody>
<tr>
<td>1. 103, 103.E1*, 103.E2, 103.E3, 103.E4* and 103.R1*</td>
<td>Equal Educational Opportunity, Notice of Non-Discrimination, Grievance Form for Complaints or Discrimination or Non-Compliance with Federal or State Regulations Requiring Non-Discrimination</td>
</tr>
<tr>
<td>2. 304.1*</td>
<td>Administrative Positions</td>
</tr>
<tr>
<td>3. 500*</td>
<td>Objectives for Equal Educational Opportunities for Students</td>
</tr>
<tr>
<td>4. 501.3*</td>
<td>Compulsory Attendance</td>
</tr>
<tr>
<td>5. 602.1* and 602.1R1*</td>
<td>Curriculum Development</td>
</tr>
</tbody>
</table>

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

**First Readings:**

<table>
<thead>
<tr>
<th>POLICY #</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. 700*</td>
<td>Purpose of Non-Instructional and Business Services</td>
</tr>
<tr>
<td>2. 701.1</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>3. 701.2*</td>
<td>Depository of Funds</td>
</tr>
<tr>
<td>4. 701.3</td>
<td>Classification of Accounts</td>
</tr>
<tr>
<td>5. 701.4</td>
<td>Transfer of Funds</td>
</tr>
<tr>
<td>6. 701.5</td>
<td>Financial Records</td>
</tr>
<tr>
<td>7. 701.6</td>
<td>Governmental Accounting Practices</td>
</tr>
<tr>
<td>8. 702 and 702.1R1</td>
<td>Cash in School Buildings and Gate Receipts</td>
</tr>
<tr>
<td>9. 703.1</td>
<td>Budget Planning</td>
</tr>
<tr>
<td>10. 703.2</td>
<td>Spending Plan</td>
</tr>
<tr>
<td>11. 703.3</td>
<td>Recommended Solvency Ratio</td>
</tr>
</tbody>
</table>

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

**D. Transfers/Reassignments**

<table>
<thead>
<tr>
<th>NAME</th>
<th>PREVIOUS ASSIGNMENT</th>
<th>NEW ASSIGNMENT</th>
<th>SALARY</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carole Franz</td>
<td>.5 FTE Assist Sm Grp Speech</td>
<td>Assist Sm Grp Speech</td>
<td>$1,134</td>
<td>09/16/2014</td>
</tr>
<tr>
<td>Tammy Silberstein (Recall)</td>
<td>ECC 5.75 hr Sp Ed Para</td>
<td>ECC 5.5 hr JK Para</td>
<td>$9.00/hr</td>
<td>09/08/2014</td>
</tr>
<tr>
<td>Carol Smith</td>
<td>ECC 5.5 hr JK Para</td>
<td>JSH 7.0 hr Sp Ed Para</td>
<td>$10.40/hr</td>
<td>09/02/2014</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>Tiffany Lampe</td>
<td>6.5 hr Van Driver</td>
<td>$11.05/hr</td>
<td>09/05/2014</td>
</tr>
</tbody>
</table>

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

**F. Approval of Financial Reports**  
1. Approval of Bills – Director Donnelly will have reviewed the bills  
2. Vendor Report  
3. Board Report  
4. Budget Report  
5. Financial Settlement Statement as of June 30, 2014  

Motion 3.F.
4. ANNOUNCEMENTS, COMMUNICATIONS and PRESENTATIONS
   A. Comments from the Public. Residents of the District, students attending the District, parents/guardians of students attending the District, and District staff members may address the Board about any topic relevant to the District whether on the current agenda or not. Those who wish to speak must sign up at the beginning of the meeting. Speaker’s participation is limited to three minutes once per board meeting. The Board President may need to reduce the three-minute time limit to accommodate more speakers in the 20 minutes allotted for the public forum. The Board must approve an extension of the 20-minute time allocation to allow all speakers up to three-minutes. The views and opinions of citizens addressing the Board do not necessarily reflect those of the Board, District administration, or staff. We ask speakers to remember that Iowa law prohibits the Board from discussing specific employees or students or their performance. Student speakers will state their name and school. Others will state their name and address.

   B. Comments from the Board/Superintendent

C. Presentations
   1. Bullying/Harassment Prevention Goals – Principals
   2. District Learning Goals – Danielle Meyer

5. REPORTS
   A. Building Administrator Reports
      1. Junior-Senior High School Principal
      2. Junior-Senior High School Assistant Principal
      3. West Elementary Principal
      4. East Elementary/Early Childhood Center Principal

   B. Activities Director Report

   C. School Improvement Director Report

   D. Technology Report

   E. Food Service Report

   F. Buildings & Grounds Report

   G. Transportation Report

6. OLD BUSINESS
   A. Elementary Playground Project
      Discussion
   B. Old Junior-Senior High School
      Discussion

7. NEW BUSINESS
   A. Bullying/Harassment Prevention Goals for 2014-2015
      Motion 7.A.
   B. 2013-2014 Annual Progress Report (APR)
      Motion 7.B.
C. Travel Request Form – University of Wisconsin Platteville Jazz Festival

D. Statewide 4 Year Old Voluntary Preschool Contract with Independence Community School District and Wee Care

E. Level I, Level II Investigator and Alternate

F. Attending the 69th Annual IASB Convention – November 19-21, 2014

G. Regents Alternative Pathway to Iowa Licensure (RAPIL) Cooperative Agreement by and between RAPIL and Independence Schools

H. Agreement to Establish a Consortium to Jointly Administer an Instructional Program at River Hills School Located within the Boundaries of the Cedar Falls Community School District

I. ISFIS (Iowa School Finance Information Services) Skills Iowa Program Participant Agreement 2014-2015

J. Upper Iowa University Contract for Student Teaching 2014-2015

8. ADJOURNMENT

Organizational Meeting of the Board

1. Brian C. Eddy, as president pro-tem, will preside over the meeting until a board president is elected.

2. CALL TO ORDER
   A. Election of a President of the Board
      Ballots will be distributed to the board members to vote for President of the School Board for 2014-2015. Members must sign the ballots so the votes can be recorded. A majority of those voting is necessary to elect. The oath of office will be administered to the Board President.
      Lynnette Engel will read off the ballots of each member who was nominated and the nominated board member will be recorded.

   B. Election of a Vice President of the Board
      Ballots will be distributed to the board members to vote for Vice President of the School Board for 2014-2015. Members must sign the ballots so the votes can be recorded. A majority of those voting is necessary to elect. The oath of office will be administered to the Board Vice President.
      Lynnette Engel will read off the ballots of each member who was nominated and the nominated board member will be recorded.
C. Set Regular Board Meeting Dates, Time and Location for 2014-2015

Presently the Board meets on the third Monday of the month at 6:00 p.m. in the Central Administration Office Boardroom for regular meetings.

2014-2015 Proposed School Board Meetings
Meetings begin at 6:00 p.m. on the third Monday of the month in Independence

October 20, 2014
November 17, 2014
December 15, 2014
January 19, 2015
February 16, 2015
March 16, 2015
April 20, 2015
May 18, 2015
June 15, 2015
July 20, 2015
August 17, 2015
September 21, 2015

D. Roll Call Vote Order

<table>
<thead>
<tr>
<th>Oct/Nov</th>
<th>Donnelly</th>
<th>Eddy</th>
<th>Meador</th>
<th>Smith</th>
<th>Whited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec/Jan/Feb</td>
<td>Eddy</td>
<td>Meador</td>
<td>Smith</td>
<td>Whited</td>
<td>Donnelly</td>
</tr>
<tr>
<td>Mar/Apr</td>
<td>Meador</td>
<td>Smith</td>
<td>Whited</td>
<td>Donnelly</td>
<td>Eddy</td>
</tr>
<tr>
<td>May/June</td>
<td>Smith</td>
<td>Whited</td>
<td>Donnelly</td>
<td>Eddy</td>
<td>Meador</td>
</tr>
<tr>
<td>July/Aug/Sept</td>
<td>Whited</td>
<td>Donnelly</td>
<td>Eddy</td>
<td>Meador</td>
<td>Smith</td>
</tr>
</tbody>
</table>
E. Committee Assignments for 2014-2015

F. Committee Assignments for 2014-2015

<table>
<thead>
<tr>
<th>Committee</th>
<th>Current Member</th>
<th>New Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Buildings &amp; Grounds</td>
<td>Shelly Whited</td>
<td></td>
</tr>
<tr>
<td>2. Transportation</td>
<td>Heather Meador</td>
<td></td>
</tr>
<tr>
<td>3. Co-Curricular Activities</td>
<td>Brian C. Eddy &amp; Eric B. Smith</td>
<td></td>
</tr>
<tr>
<td>4. Review Board Meeting Bills</td>
<td>Oct/Nov - Whited</td>
<td>Brian C. Eddy</td>
</tr>
<tr>
<td></td>
<td>Dec/Jan/Feb - Meador</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mar/Apr - Smith</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May/Jun - Eddy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jul/Aug/Sept - Donnelly</td>
<td></td>
</tr>
<tr>
<td>5. IASB - Legislative Network</td>
<td>Heather Meador</td>
<td></td>
</tr>
<tr>
<td>6. IASB - Delegate Assembly (represents the school district at the 2014 IASB Delegate Assembly on Nov. 19, 2014)</td>
<td>Shelly Whited &amp; Rusty Donnelly</td>
<td></td>
</tr>
<tr>
<td>7. Buchanan County Conference Board (1 year)</td>
<td>Eric B. Smith</td>
<td></td>
</tr>
<tr>
<td>8. Mustang Foundation Board of Directors</td>
<td>Rusty Donnelly</td>
<td></td>
</tr>
<tr>
<td>9. Calendar Committee</td>
<td>Heather Meador</td>
<td></td>
</tr>
<tr>
<td>10. School Improvement Advisory Committee - SIAC (previously referred to as CCC)</td>
<td>Shelly Whited</td>
<td></td>
</tr>
<tr>
<td>11. Mentor/Volunteer Advisory Board</td>
<td>Eric B. Smith</td>
<td></td>
</tr>
<tr>
<td>12. Resource Enhancement And Protection (REAP) Committee</td>
<td>Rusty Donnelly</td>
<td></td>
</tr>
<tr>
<td>13. Career and Technical Advisory Committee</td>
<td>Shelly Whited</td>
<td></td>
</tr>
<tr>
<td>14. City/County/School Representatives</td>
<td>Eric B. Smith</td>
<td></td>
</tr>
<tr>
<td>15. Wellness Committee</td>
<td>Heather Meador &amp; Eric B. Smith</td>
<td></td>
</tr>
<tr>
<td>16. I-WALK – Safe Routes to School Committee</td>
<td>Rusty Donnelly</td>
<td></td>
</tr>
<tr>
<td>17. Indee Agriculture Education (1)</td>
<td>Brian C. Eddy</td>
<td></td>
</tr>
<tr>
<td>18. Playground Committee</td>
<td>Eric B. Smith</td>
<td></td>
</tr>
</tbody>
</table>

3. NEW BUSINESS

A. Annual Insurance Report

B. Ahlers & Cooney, P.C. and Lynch Dallas, P.C. as Legal Counsels for the District and Board of Directors

C. Resolution Naming Depositories

Roll Call Vote

D. Resolution to Pay Bills When the Board is Not in Session

Roll Call Vote

Discussion

Motion

Motion

Roll Call Vote
E. Resolution to Issue Payroll  

*Roll Call Vote*

F. Resolution to Authorize the Use of a Check Protector and Signer and the Proper Control of the Signer  

*Roll Call Vote*

4. ADJOURNMENT  

UPCOMING MEETINGS – To Be Determined
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 Administration Building, Independence, Iowa.

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

Superintendent Present:  Jean Peterson

Board Sec. /Treas. Present:  Lynnette Engel

1. Friends of Education
   A. Pizza Ranch
   Mrs. Meyer thanked Pizza Ranch for donating lunch for the staff of the Independence Community School District on Welcome Back Day.

   B. Pepsi Beverages Company
   Mrs. Meyer thanked Pepsi Beverages Company for donating beverages for the staff of the Independence Community School District on Welcome Back Day.

   C. Independence Area Chamber of Commerce Ambassadors
   Mrs. Meyer thanked the Independence Area Chamber of Commerce Ambassadors for giving apples to the staff of the Independence Community School District at Welcome Back Day.

   D. Fareway
   Mr. Krusey thanked Fareway for donating fruit and water for the Final Push 5K.

   E. Employees of Geater Machining and Manufacturing
   Mr. Hupke thanked the employees of Geater Machining and Manufacturing for donating several backpacks filled with school supplies for the students at East and West Elementary.

2. Consideration of Action on Consent Items:
   Motion Smith, second Meador to approve consent items 2-A, 2-B, 2-C, 2-D, 2-E and 2-F with a correction to the Agenda (2-F reflecting a 1.0 contract at $945 for Amanda Parker). All voted “Aye.” Motion carried.

   2-A Approval of Minutes Approval of the minutes of the regular meeting on July 21, 2014.

   2-B Approval of Agenda

   2-C Approval of Board Policies
## Second Readings:

<table>
<thead>
<tr>
<th>POLICY #</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. 601.1*</td>
<td>School Calendar</td>
</tr>
<tr>
<td>2. 601.2*</td>
<td>School Day</td>
</tr>
<tr>
<td>3. 803.1*</td>
<td>Disposition of Obsolete Equipment</td>
</tr>
</tbody>
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<td>3. 500*</td>
<td>Objectives for Equal Educational Opportunities for Students</td>
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<td>4. 602.1*</td>
<td>Curriculum Development</td>
</tr>
<tr>
<td>5. 604.1 &amp; 604.1E1*</td>
<td>Competent Private Instruction and Competent Private Instruction Report (I am requesting the Board waive the second reading of this policy.)</td>
</tr>
</tbody>
</table>

## 2-D Resignations

<table>
<thead>
<tr>
<th>NAME</th>
<th>ASSIGNMENT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill Burkett</td>
<td>.5 FTE Assistant Small Group Speech Coach</td>
<td>08/11/2014</td>
</tr>
<tr>
<td>Bill Burkett</td>
<td>.5 FTE Assistant Large Group Speech Coach</td>
<td>08/11/2014</td>
</tr>
<tr>
<td>Melissa Kane</td>
<td>East Elem .26 FTE Academic Interventionist</td>
<td>07/23/2014</td>
</tr>
<tr>
<td>Ed Roalf</td>
<td>Head Softball Coach (Grades 9-12)</td>
<td>07/28/2014</td>
</tr>
<tr>
<td>Leonard Schmidt</td>
<td>Assistant Boys Soccer Coach (Grades 9-12)</td>
<td>07/30/2014</td>
</tr>
</tbody>
</table>

## 2-E Transfer(s)/Reassignment(s)

<table>
<thead>
<tr>
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<th>NEW ASSIGNMENT</th>
<th>SALARY</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa Peyton</td>
<td>East Elem 7.0 hr. Sp Ed Para</td>
<td>ECC/East Elem 7.0 hr. Sp Ed Para</td>
<td>$10.40/hr.</td>
<td>08/18/2014</td>
</tr>
</tbody>
</table>

## 2-F New Hires

<table>
<thead>
<tr>
<th>NAME</th>
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<th>SALARY</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicolas Mendez</td>
<td>Marching Band Coach</td>
<td>$2,205</td>
<td>08/11/2014</td>
</tr>
<tr>
<td>Holli Osvald</td>
<td>Cross Country Numbers Coach</td>
<td>$2,520</td>
<td>08/18/2014</td>
</tr>
<tr>
<td>Amanda Parker</td>
<td>.5 FTE Assistant Large Group Speech Coach</td>
<td>$473</td>
<td>08/13/2014</td>
</tr>
<tr>
<td>Miguel Silva</td>
<td>Head Boys Soccer Coach</td>
<td>$4,158</td>
<td>08/18/2014</td>
</tr>
</tbody>
</table>

## 2-G Termination of Contract – Classified Staff

2-H Approval of Financial Reports – Motion Smith, second Meador to approve Financial Reports. Donnelly abstained. Motion carried 4-0.

1. Approval of Bills
2. Vendor Report
3. Board Report
4. Budget Report

3. ANNOUNCEMENTS, COMMUNICATIONS AND PRESENTATIONS

3-A Comments from the Public: Jon Holland introduced the new City Manager Albert Roder.
3-B Eric Smith took the class of 1989 through the new JR/SR High School and received a lot of good questions and compliments on the facility. He also attended his first event on the new Leinbaugh Field and was impressed. He enjoyed the staff Welcome Back and thought our blood borne pathogens training was extremely creative.
Heather Meador commented that it was nice to see all the students that were active this summer at camps, lifting, practices or agility training.
Rusty Donnelly said he could sense the great amount of energy with everyone being back to school.
Shelly Whited agreed and wished everyone a great year.
Brian Eddy publicly thanked John Behan, Scott Frye, Andy White and Bruce Neeley for all their volunteer help laying the new rock around the retention pond. He also publicly thanked Cory Stoner, Scott Frye and John Behan for the volunteer hours to commence assembly of the new greenhouse for FFA and Ag Ed. He announced that on September 5th before the Varsity game there will be a field turf dedication beginning at 7:00 p.m. Mr. Eddy also took the class of 1994 through the new JR/SR High School and said several commented on how they are proud to be ICSD Alumni.
Superintendent Peterson was happy to announce a very successful first day of school and thanked all those that helped to make that possible. She also updated the Board that she and Chad O’Brien, Director of Buildings and Grounds are looking at ways to add air conditioning to East and West Elementary.

3-C Presentations
1. Val Maximovich presented her annual Volunteer Program Report for 2013-2014 which included both community and silver cord volunteer hours.
2. Shelly Bertelli presented her Buchanan County Success Center annual report for the 2013-2014 school year.
3. Mr. Howard, Mr. Hupke and Dr. Blaisdell all presented their respective buildings School Improvement Plans for the 2014-2015 school year.
4. Mr. Howard shared with the Board statistics received from the 2013-2014 school year regarding ACT testing.

4-A Reports
Building Administrators, Activities Director, Director of School Improvement, Technology Director, Food Service Director and Transportation/Buildings and Grounds employees reported on their respective buildings or areas of assignment.
5. OLD BUSINESS

5-A 2015 Disposal of Old Junior-Senior High School
Prior to the Board discussion Clark Madison and Everett Jensen addressed the board to share their desires to have the old high school building torn down. The board discussed the options available to them to dispose of the old Junior-Senior High School now that the City has elected to not purchase the property.

5-B Disposal of Old Junior-Senior High School
Motion Smith, second Donnelly to proceed in accepting sealed bids for the sale of the old Junior-Senior High School with the requirement that the buildings be torn down no later than April 30, 2015 and a $50,000 escrow will be held until completed. All voted “aye”. Motion carried.

Recess was taken from 7:55-8:04

5-C SILO/Capital Projects
Mrs. Engel shared an updated SILO/Capital Projects spreadsheet to reflect updated expenses for the current projects.

5-D Elementary Playground
Motion Donnelly, second Smith to approve $200,000 for the purchase of elementary playground equipment. All voted “aye”. Motion carried.

5-E Approve Credit for Tierney Brothers, Inc. for New Junior-Senior High School
Motion Whited, second Meador to approve the $4,000.00 credit to Tierney Brothers, Inc. for the new Junior-Senior High School. All voted “aye”. Motion carried.

6. NEW BUSINESS

6-A Travel Request Form – FFA National Convention
Motion Smith, second Meador to approve the travel request form for FFA to attend the National Convention and to waive the administrator requirement. All voted “aye”. Motion carried.

6-B Travel Request Form – Band Trip to Indianapolis, IN
Motion Meador, second Whited to approve the travel request form for the band trip to Indianapolis, IN with the Administrator requirement. All voted “aye”. Motion carried.

6-C Contract with Hawkeye Stages Charter #22969 for the Band Trip to Indianapolis, IN.
Motion Donnelly, second Meador to approve the contract with Hawkeye Stages Charter #22969 for the band trip to Indianapolis, IN. All voted “aye”. Motion carried.
6-D Contract with Drury Hotels Company, LLC, d/b/a Drury Inn & Suites Indianapolis NE for the Band Trip to Indianapolis, IN.
Motion Meador, second Whited to approve the contract with Drury Hotels Company, LLC, d/b/a Drury Inn & Suites Indianapolis NE for the band trip to Indianapolis, IN. All voted “aye”. Motion carried.

Motion Smith, second Donnelly to approve the HS marching band charter bus contract with Hawkeye Stages Charter #22967 and #22968 for October 11, 2014. All voted “aye”. Motion carried.

Motion Meador, second Donnelly to approve the Buchanan County Health Center contract for sports injury coverage for 2014-2015. All voted “aye”. Motion carried.

6-G Chamber Kiosk
Michelle McBride and Mike McGill from the Independence Area Chamber of Commerce shared with the Board the idea of having a chamber kiosk at the new Junior-Senior High School.

6-H Chamber Kiosk
Motion Smith, second Donnelly to approve working with the Chamber of Commerce to install a chamber kiosk at the new Junior-Senior High School with direction from Mr. Howard on the location. All voted “aye”. Motion carried.

6-I 2014-2015 Buchanan County Success Center Handbook
Motion Meador, second Whited to approve the 2014-2015 Buchanan County Success Center handbooks. All voted “aye”. Motion carried.

Motion Whited, second Meador to approve the BackPack Program Agreement for 2014-2015. All voted “aye”. Motion carried.

Motion Meador, second Whited to approve the Affirmative Action Plan for 2014-2015. All voted “aye”. Motion carried.

6-L Non-Teacher Performance Evaluation Information
Motion Smith, second Meador to approve the non-teacher performance evaluation information. All voted “aye”. Motion carried.

6-M Teacher Performance Evaluation Information
Motion Meador, second Whited to approve the teacher performance evaluation information. All voted “aye”. Motion carried.
6-N Principal Performance Evaluation Information
Motion Smith, second Meador to approve the Principal performance evaluation information. All voted “aye”. Motion carried.

6-O Numbers Coaches Guidelines for Athletics/Activities
Motion Meador, second Whited to approve the numbers coaches guidelines for athletics/activities. All voted “aye”. Motion carried.

6-P Activities Handbook 2014-2015
Motion Smith, second Donnelly to approve the Activities Handbook for 2014-2015. All voted “aye”. Motion carried.

6-Q Student/Parent Handbook for Athletic Participation for 2014-2015
Motion Smith, second Whited to approve the Student/Parent handbook for athletic participation for 2014-2015. All voted “aye”. Motion carried.

Motion Meador, second Whited to approve the Project Lead the Way Education Service Agreement between Independence Consortium of Community School Districts and Hawkeye Community College for 2014-2015. All voted “aye”. Motion carried.

Motion Smith, second Whited to approve the Education Service Agreement between Independence Community School District and Hawkeye Community College for 2014-2015. All voted “aye”. Motion carried.

Motion Smith, second Whited to approve the Education Service Agreement between Dunkerton Community School District, East Buchanan Community School District, Independence Community School District, Jesup Community School District and Hawkeye Community College for 2014-2015. All voted “aye”. Motion carried.

ADJOURNMENT
Motion Meador, second Whited to adjourn the meeting at 9:28 p.m. All voted “aye.” Motion carried.

Brian C. Eddy Lynnette Engel
Chairperson Board Sec./Treas.
Independence Community School Board Minutes  
Special Meeting  
August 28, 2014

A special meeting of the Independence Community School Board was called to order at 12:00 noon by Chairperson Brian C. Eddy in the Administration Building, at 1207 First Street West, Independence, Iowa.

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

Members Absent: Heather Meador

1. Consideration of Action on Consent Items  
   Motion Whited, second Donnelly to approve the Agenda and New Hires. All voted “aye.” Motion carried.

   1-A Approve Agenda

   1-B New Hires

<table>
<thead>
<tr>
<th>NAME</th>
<th>ASSIGNMENT</th>
<th>SALARY</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrie Cusher</td>
<td>4.0 hr./day JSH Secretary</td>
<td>$9.75/hr</td>
<td>09/02/2014</td>
</tr>
<tr>
<td>Amanda Sedlacek</td>
<td>Student Council Advisor</td>
<td>$2,722</td>
<td>08/22/2014</td>
</tr>
</tbody>
</table>

2. Old Business
   2-A Change Order for Items Described in bulletin #001 to Porter & Porter Construction LLC for the Bus Garage Project
   Motion Whited, second Donnelly to approve the change order for items described in Bulletin #001 to Porter & Porter Construction LLC for the Bus Garage Project. All voted “aye”. Motion carried.

3. New Business
   3-A Approve Elementary Playground Safety Tile Bid
   Motion Smith, second Whited to approve the low bid from National Playground Compliance Group for $93,428.00 for playground safety tile. All voted “aye”. Motion carried.

   3-B Approve Elementary Playground Equipment Bid
   Motion Whited, second Smith to approve the low bid from National Playground Compliance Group for $88,485.80 for playground equipment. All voted “aye”. Motion carried.

   3-C Contract with Entourage Yearbooks for 2014-2015
   Motion Smith, second Whited to approve the contract with Entourage Yearbooks for 2014-2015. All voted “aye”. Motion carried.
ADJOURNMENT
Motion Whited, second Smith to adjourn the meeting at 12:29 p.m. All voted Aye.

Brian C. Eddy Lynnette Engel
Chairperson Board Secretary
EQUAL EDUCATIONAL OPPORTUNITY

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

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

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

Iowa Code §§ 216.9; 256.11, .11A; 280.3 (2007).
281 I.A.C. 12.

Cross Reference: 101 Educational Philosophy of the School District
401.1 Equal Employment Opportunity
500 Objectives for Equal Educational Opportunities for Students
506.1 Student Records

04/26/2010
09/17/2012
03/17/2014
NOTICE OF NON-DISCRIMINATION

Students, parents, employees and others doing business with or performing services for the Independence Community School District are hereby notified that this school district does not discriminate on the basis of race, color, creed, age (except students), socioeconomic status, religion, national origin, sex, marital status, sexual orientation, gender identity or disability in admission or access to, or treatment in, its programs and activities.

The school district does not discriminate on the basis of race, color, creed, age (except students), socioeconomic status, religion, national origin, sex, sexual orientation, gender identity or disability in admission or access to, or treatment in, its hiring and employment practices. Any person having inquiries concerning the school district’s compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 is directed to contact:

It is the policy of the Independence School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact:

(Name, Title)  Danielle Meyer, Director of Curriculum/Student Services-School Improvement
(where located)  1207 1st Street West, Independence, IA 50644
(telephone number/e-mail address)  319 334-7400 or dmeyer@independence.k12.ia.us

who has been designated by the school district to coordinate the school district’s efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, § 504 and Iowa Code § 280.3 (2007).
GRIEVANCE FORM FOR COMPLAINTS OF DISCRIMINATION OR NON-COMPLIANCE WITH FEDERAL OR STATE REGULATIONS REQUIRING NON-DISCRIMINATION

I, ________________________________, am filing this grievance because

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

(Attach additional sheets if necessary)

Describe incident or occurrence as accurately as possible:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

(Attach additional sheets if necessary)

Signature ________________________________

Address ________________________________________________________________

Phone Number ____________________________________________________________

If student, name ____________________________ Grade Level ______________________

Attendance center _________________________________________________________

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
GRIEVANCE DOCUMENTATION

Name of Individual Alleging Discrimination or Non-Compliance

Name

Grievance Date

State the nature of the complaint and the remedy requested.

Indicate Principal's or Supervisor's response or action to above complaint.

Signature of Principal or Supervisor
SECTION 504 STUDENT AND PARENTAL RIGHTS

The Independence Community School District does not discriminate in its educational programs and activities on the basis of a student's disability. It has been determined that your child has a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students. As a parent, you have the right to the following:

- participation of your child in school district programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;
- receipt of free educational services to the extent they are provided students without disabilities;
- receipt of information about your child and your child's educational programs and activities in your native language;
- notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;
- inspect and review your child's educational records including a right to copy those records for a reasonable fee; you also have a right to ask the school district to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school district refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate;
- hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

Inquiries concerning the school district's compliance with the regulations implementing Title VI, Title IX, the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 should be directed to:

(Title)  Director of Curriculum/Student Services-School Improvement

(Where located)  1207 – 1st St. W., Independence, IA 50644

(Telephone No.)  (319) 334-7400

who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title IX, the ADA, § 504 and Iowa Code 280.3. (2003).
GRIEVANCE PROCEDURE

Students, parents of students, employees, and applicants for employment in the school district will have the right to file a formal complaint alleging discrimination under federal or state regulations requiring non-discrimination in programs and employment.

Level One - Principal, Immediate Supervisor or Personnel Contact Person
(Informal and Optional - may be bypassed by the grievant)

Employees with a complaint of discrimination based upon their gender, race, color, creed, national origin, religion, age, socioeconomic status, sexual orientation, gender identity or disability are encouraged to first discuss it with their immediate supervisor, with the objective of resolving the matter informally. An applicant for employment with a complaint of discrimination based upon their gender, race, national origin, religion, age, sexual orientation, gender identity or disability are encouraged to first discuss it with the personnel contact person. This paragraph is for employees and “marital status” isn’t a protected class for employees.

A student, or a parent of a student, with a complaint of discrimination based upon their gender, race, color, creed, national origin, religion, age, socioeconomic status marital status, sexual orientation, gender identity or disability are encouraged to discuss it with the instructor, counselor, supervisor, building administrator, program administrator or personnel contact person directly involved.

Level Two - Compliance Officer

If the grievance is not resolved at Level One and the grievant wishes to pursue the grievance, the grievant may formalize it by filing a complaint in writing on a Grievance Filing Form, which may be obtained from the Compliance Officer. The complaint will state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level Two must be within 15 working days from the date of the event giving rise to the grievance, or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Compliance Officer. A minor student may be accompanied at that meeting by a parent or guardian. The Compliance Officer will investigate the complaint and attempt to resolve it. A written report from the Compliance Officer regarding action taken will be sent to the involved parties within a reasonable time after receipt of the complaint.

Level Three - Superintendent/Administrator

If the complaint is not resolved at Level Two, the grievant may appeal it to Level Three by presenting a written appeal to the superintendent within five working days after the grievant receives the report from the Compliance Officer. The superintendent may request a meeting with the grievant to discuss the appeal. A decision will be rendered by the superintendent within a reasonable time after the receipt of the written appeal. If, in cases of disability grievances at the elementary and secondary level, the issue is not resolved through the grievance process, the parents have a right to an impartial hearing to resolve the issue.
GRIEVANCE PROCEDURE

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, the U.S. Department of Education Office for Civil Rights or Office of Special Education Programs, the Equal Employment Opportunity Commission, or the Iowa Department of Education for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

Level Four - Appeal to Board

If the grievant is not satisfied with the superintendent's decision, the grievant can file an appeal with the board within five working days of the decision. It is within the discretion of the board to determine whether it will hear the appeal.

The Compliance Officer is:

Name   Deb Donlea Danielle Meyer
Office Address  1207 1st Street West, Independence, IA 50644
Phone Number  319 334-7400
Office Hours  8:00 a.m. – 4:00 p.m.
ADMINISTRATIVE POSITIONS

The school district shall have, in addition to the superintendent, other administrative positions:

- Superintendent
- **Junior-Senior** High School Principal
- **Junior-Senior High School Assistant Principal**
- Assistant Jr./Sr. High School Principal/Activities Director
- Intermediate **Upper Elementary** Principal/Director of School Improvement
- Lower Elementary Principal
- **K-12 Director of Activities**
- **Director of School Improvement**
- Director of Finance
- Directors of Buildings and Grounds, Transportation and Maintenance
- **Director of Transportation**
- Director of Technology
- Director of Food Service

These administrators shall work closely with the superintendent in the day-to-day operations of the school district.

It shall be the responsibility of these administrators to uphold board policy, to instill a positive, cooperative environment with employees, and to share their expertise with each other and the board under the management team concept.

Legal Reference: Iowa Code §§ 279.8, .20, .21, .23-.24 (2003).

Cross Reference: 301 Administrative Structure
303 Administrative Employees


INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
OBJECTIVES FOR EQUAL EDUCATIONAL OPPORTUNITIES FOR STUDENTS

This series of the board policy manual is devoted to the board's goals and objectives for assisting the students of the school district in obtaining an education. Each student will have an opportunity to obtain an education in compliance with the policies in this series.

It is the goal of the board to develop a healthy social, intellectual, emotional, and physical self-concept in the students enrolled in the school district. Each student attending school will have the opportunity to use it and its education program and services as a means for self-improvement and individual growth. In so doing, the students are expected to conduct themselves in a manner that assures each student the same opportunity.

The board supports the delivery of the education program and services to students free of discrimination on the basis of race, color, creed, sex, gender, marital status, national origin, religion, sexual orientation, gender identity, socioeconomic status or disability. This concept of equal educational opportunity serves as a guide for the board and employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students.

In the delivery of the education program, students will treat the employees with respect and students will receive the same in return. Employees have the best interests of the students in mind and will assist them in school-related or personal matters if they are able to do so. Students should feel free to discuss problems, whether school-related or personal, with the guidance counselor or other employees.

Board policies, rules and regulations affect students while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district.

This section of the board policy refers to the term "parents" in many of the policies. The term parents for purposes of this policy manual will mean the legal parents, the legal guardian or custodian of a student and students who have reached the age of majority or are otherwise considered an adult by law.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, are directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Independence Community School District, 1207 – 1st St. West, Box 900, Independence, Iowa 50644; or by telephoning (319) 334-7400.

Approved 6/19/2007 Reviewed 08/18/2008 Revised _________

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
OBJECTIVES FOR EQUAL EDUCATIONAL OPPORTUNITIES FOR STUDENTS

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Region VII office of Civil Rights, U.S. Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO. 64114, (816) 268-0550 or Iowa Dept. of Education, Grimes State Office Bldg., Des Moines, IA. (515) 281-5294. This inquiry or complaint to the federal or state office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Further information and copies of the procedures for filing a complaint are available in the school district's central administrative office and the administrative office in each attendance center.
COMPULSORY ATTENDANCE

Parents within the school district who have children over age six and under age sixteen by September 15, in proper physical and mental condition to attend school, shall have the children attend the school district at the attendance center designated by the board. Students shall attend school the number of days hours school is in session in accordance with the school calendar. Students of compulsory attendance age shall attend school a minimum of 162 days 972 hours. Students not attending the minimum days hours must be exempted by this policy as listed below or referred to the county attorney. Exceptions to this policy include children who:

- have completed the requirements for graduation in an accredited school or have obtained a high school equivalency diploma;
- are attending religious services or receiving religious instruction;
- are attending an approved or probationally approved private college preparatory school;
- are attending an accredited nonpublic school;
- are receiving independent private instruction; or,
- are receiving competent private instruction.

It is the responsibility of the parent of a child to provide evidence of the child's mental and physical inability to attend school or of the child's qualifications for one of the exceptions listed above.

The principal or other school official shall investigate the cause for a student's truancy. If the principal or other school official is unable to secure the truant student's attendance through the district's truancy regulation, the principal or other school official shall refer the matter over to the county attorney.

The school will participate in mediation if requested by the county attorney. The superintendent or designee shall represent the school district in mediation. The school district will monitor the student's compliance with the mediation agreement and will report violations of the mediation agreement to the county attorney.

Legal Reference: Iowa Code §§ 239.5B; 259A; 279.10-.11; ch. 299; 299A (2003).
441 I.A.C. 41.25(8).

Cross Reference: 501 Student Attendance
601.1 School Calendar
604.1 Competent Private Instruction

Approved 11/1/2004 Reviewed 09/16/2013 Revised 02/18/2008
CURRICULUM DEVELOPMENT

Curriculum development is an ongoing process in the school district and consists of both research and design. Research is the studious inquiry and critical investigation of the various content areas for the purpose of revising and improving curriculum and instruction based on relevant information pertaining to the discipline. This study is conducted both internally (what and how we are currently doing at the local level) and externally (what national standards, professional organizations, recognized experts, current research, etc. tell us relative to the content area). Design is the deliberate process of planning and selecting the standards and instructional strategies that will improve the learning experiences for all students.

A systematic approach to curriculum development (careful research, design, and articulation of the curriculum) serves several purposes:

- Focuses attention on the content standards of each discipline and ensures the identified learnings are rigorous, challenging, and represent the most important learnings for our students.
- Increases the probability that students will acquire the desired knowledge, skills and dispositions and that our schools will be successful in providing appropriate learning experiences.
- Facilitates communication and coordination.
- Improves classroom instruction.

The superintendent and the Director of Curriculum/Student Services School Improvement shall be responsible for curriculum development and for determining the most effective method of conducting research and design activities. A curriculum framework shall describe the processes and procedures that will be followed in researching, designing, and articulating each curriculum area. This framework will, at a minimum, describe the processes and procedures for the following curriculum development activities to:

- Study the latest thinking, trends, research, and expert advice regarding the content/discipline;
- Study the current status of the content/discipline (what and how well students are currently learning);
- Identify content standards, benchmarks, and grade level expectations for the content/discipline;
- Describe the desired learning behaviors, teaching, and learning environment related to the content/discipline;
- Identify differences in the desired and present program and develop a plan for addressing the differences;
- Communicate with internal and external publics regarding the content area;
- Involve staff, parents, students, and community members in curriculum development decisions;
- Verify integration of local, state, and/or federal mandates (multicultural-nonsexist, school-to-work, etc.);
- Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a K-12 continuum that builds on the prior learning of each level.

Approved 11/1/2004  Reviewed 03/17/2008  Revised 10/15/2012
11/18/2013

INDEPENDENCE COMMUNITY SCHOOL DISTRICT POLICY MANUAL
CURRICULUM DEVELOPMENT

It shall be the responsibility of the superintendent and the Director of Curriculum/Student Services School Improvement to keep the board apprised of necessary curriculum revisions, progress of each content area related to curriculum development activities, and to develop administrative regulations for curriculum development including recommendations to the board.

Iowa Code §§ 216.9, 256.7, 279.8, 280.3-.14 (2003).
281 I.A.C. 12.8(1)(c)(1).

Cross Reference: 101 Educational Philosophy of the School District
105 Long-Range Needs Assessment
505 Student Scholastic Achievement
602 Curriculum Development
603 Instructional Curriculum
The School Improvement Advisory Committee (SIAC) is a representative group of district personnel and community members that advises the Board of Education, through the superintendent and the Director of Curriculum/Student Services School Improvement, in matters concerning the school program. The SIAC makes professional decisions pertaining to curriculum, instruction, and student learning. This means the SIAC also serves as a sounding board for certified personnel in curriculum/instruction matters, oversees staff development needs, directs work of all subject area committees, and appoints and directs any other committees necessary for the development, implementation, and long-term evaluation of curriculum and instruction. The SIAC does not make managerial decisions related to buildings, personnel, budgets, or other agenda items reserved for the administrative team, building principals, or site councils.

To meet requirements of Iowa Code section 280.12(2) as amended by 2007 Iowa Acts, Senate File 427, section 2, the board shall appoint and charge a school improvement advisory committee to make recommendations to the board. Based on the committee members' analysis of the needs assessment data, they shall make recommendations to the board about the following components:

1. Major educational needs;
2. Student learning goals;
3. Long-range goals that include, but are not limited to, the state indicators that address reading, mathematics, and science achievement; and
4. Harassment or bullying prevention goals, programs, training, and other initiatives.

The SIAC shall consist of members representing the following: parents, students, teachers, administrators, and community members. To the extent possible, committee membership shall have balanced representation of the following: race, gender, national origin, and disability.

Meetings
General Procedures: The SIAC will meet a minimum of five times a year for the purpose of carrying out its functions. Primary meeting dates will be established and noted on the administrative calendar. Members will be informed no later than September 15th of all regular meeting dates for the coming school year. Notification of all extra meetings shall be given at least five days prior to the meeting. Special meetings may be called as needed by the curriculum director, superintendent, or at least five members of the SIAC.

Decision-Making Process: All decisions shall be by consensus of those members present. Consensus principles and procedures are outlined in Appendix A.

Quorum: A quorum constitutes a simple majority of the total membership. Meetings will not be conducted unless a quorum is present.

Channels of Communication: All recommendations of the SIAC will be presented to the Board of Education by the Director of Curriculum/Student Services School Improvement. In the event that the Director of Curriculum/Student Services School Improvement does not support the recommendations of the SIAC, the superintendent and a designee of the SIAC will present the views of the SIAC to the Board.
CURRICULUM DEVELOPMENT

Agenda Development and Procedure: Agenda items for consideration by the SIAC may be proposed by the members, by district personnel, the superintendent or by members of the Board of Education. The items should be submitted to the Director of Curriculum/Student Services School Improvement at least ten working days prior to the scheduled meeting of the council. The agenda and notification of the meeting shall be distributed to members of the SIAC, one copy per building for posting, and to each member of the Board of Education. Distribution shall occur at least three working days prior to the scheduled meeting. The director shall determine the priority of agenda items. An agenda for the following meeting shall be established by SIAC consensus at the conclusion of each regular meeting.

Maintaining Meeting Records: Minutes of all meetings shall be recorded and kept on file by the secretary. Minutes will be forwarded to the Director of Curriculum/Student Services School Improvement, SIAC members, the superintendent, members of the Board of Education, and to each building for posting. Summaries of subject area committee meetings shall be forwarded to the Director of Curriculum/Student Services School Improvement, and may be included in regular SIAC meeting minutes. The Director of Curriculum/Student Services School Improvement will maintain a master file of all minutes, summaries, and other materials submitted to the SIAC.

Amendments
The mission statement, long-range plan, and the policy document are subject to review at the end of each year. If changes, corrections, or updating are determined to be necessary after this analysis, then the SIAC will make the amendments following the standard procedure for decision making.

Personnel
Director of Curriculum/Student Services School Improvement: The position of Director of Curriculum/Student Services School Improvement shall be a permanent one, and the position will be filled through regular district personnel procedures.

The Chairperson of the SIAC: The Director of Curriculum/Student Services School Improvement serves as chairperson of the SIAC, with the following specific duties:

1. presides at all regular meetings
2. prepares agendas for all regular meetings
3. provides for notification of all meetings
4. calls all special meetings
5. assists in conducting inservice activities
6. oversees selection of SIAC members according to the policy document and provides their training, using current SIAC members as resources
7. with the approval of SIAC members, appoints and trains members of subject area committees
8. monitors attendance of SIAC members
9. receives all written resignations from SIAC members
10. prepares an annual report on the activities of the SIAC to be submitted to the superintendent and Board of Education
11. recommends yearly committee goals and objectives
12. represents the SIAC at all Board of Education meetings and other appropriate public functions, or appoints a SIAC member to do so
13. assures that all district committees adhere to the goals of the mission statement and the long-range plan
14. distributes minutes of all meetings to SIAC members, superintendent, Board of Education, and to all buildings for posting.
Vice-Chairperson of the SIAC: A vice-chairperson shall be selected by members of the SIAC. This individual is a member of the SIAC and will fulfill all the duties of the chairperson in that person’s absence.

Secretary: The Director of Curriculum/Student Services School Improvement and superintendent will select an individual who may be a member of the SIAC to serve as secretary. The duties of the secretary include these provisions:

1. attends all meetings of the SIAC
2. takes accurate and thorough notes of proceedings
3. types and duplicates notifications and minutes of all meetings and provides to curriculum director Director of School Improvement for distribution.
4. maintains all SIAC minutes, correspondence, and other pertinent documents.
5. performs necessary secretarial tasks for the timely completion of SIAC and subject area committee projects
6. demonstrates a willingness to work closely and cooperatively with the Director of Curriculum/Student Services School Improvement and all SIAC members for the success of the curriculum development process

Members of the SIAC
The members of the SIAC shall be representative of district personnel and parent/community members. District personnel members of the SIAC will be selected on the basis of interest and experience.

Parent/community members will be selected according to interest and availability. Principals will be asked for their input on teacher applicants and will periodically be asked to make recommendations. The Director of Curriculum/Student Services School Improvement will work with the superintendent in making the final selections. The Board of Education must approve all new members. Member replacement will be made to maintain appropriate representation. Additional provisions are these:

1. Terms: Members will serve for a two year term and may reapply for subsequent terms.

2. Resignation: A SIAC member may resign at any time. A letter of resignation shall be written and submitted by the resigning member to the Director of Curriculum/Student Services School Improvement at least one regular meeting prior to the effective date of the resignation. The vacancy shall be posted immediately by the Director of Curriculum/Student Services School Improvement. The vacancy shall be filled from eligible persons according to the selection procedures.
3. Composition and Representation: Member selection should provide for a variety of personal and professional traits, assuring that all grade levels and professional categories are represented. There shall be:

- primary teachers (PreK-2) 2
- intermediate teachers (3-6) 2
- junior high teachers (7-8) 2
- high school teachers (9-12) 3
- classified personnel 1
- parent/community persons 3 (1 parent from each building)
- high school counselor* 1
- principals* 4
- superintendent* 1
- Director of Curriculum/Student Services School Improvement* 1
- board member** 1
- students 2
- Total 23

* These members are on the SIAC by virtue of their positions; they do not apply for membership.
** The Board of Education selects one of its members to serve on the SIAC.

4. Stipends: The district SIAC members will each be paid a stipend for attending meetings that exceed or are outside their contract of employment. A district member may also serve as a chairperson or a committee member for a subject area committee, and will receive a stipend for that work according to the same guidelines. In accordance with Board policy, administrative personnel may not receive stipends. Stipend amounts will be issued in accordance with the policies of the Board of Education.

5. Duties of an Individual SIAC Member:
   a. attends all regularly scheduled meetings of the SIAC and assigned subject area committee
   b. maintains a positive communication between SIAC and building faculties, emphasizing teacher ownership of curriculum planning
   c. assists in training new SIAC members, SAC members, or other participants in the district’s curriculum development process
   d. may chair a SAC or serve as a member of such committee

6. Duties of the SIAC as a Working Group:
   a. acts as the communication link among the district staff, superintendent, and Board of Education; and promotes and encourages communication among buildings and levels within the district
   b. establishes meeting dates and length of meetings
   c. sets and prioritizes goals for the year
   d. reviews the curriculum policy document on a yearly basis and makes revisions when appropriate
   e. reviews the district mission statement on a yearly basis and makes revisions when appropriate
   f. assures that the district’s mission statement is a working mission statement used in all district decision-making circumstances
   g. develops a long-range plan for curriculum development, implementation, and evaluation - with an annual review of progress and direction
CURRICULUM DEVELOPMENT

h. assists the Director of Curriculum/Student Services School Improvement in selection of subject area committee members who are not SIAC members
i. establishes guidelines for subject area committees, approves work completed by these groups, and recommends completed work to the Board of Education
j. assists SACs with staff development sessions related to new curricula
k. recommends staff development sessions related to staff development based on the needs and timelines of the curriculum model
l. guides the district through a process of defining mastery and validates that definition periodically
m. discusses and possibly modifies student progress reports
n. creates a plan for extended learning opportunities
o. makes decisions about core assessments
p. reviews and acts on externally mandated assessment and accreditation issues
q. reviews the latest trends and developments in curriculum and instruction and makes decisions regarding their applicability in the district

Subject Area Committees

The School Improvement Advisory Committee (SIAC) appoints Subject Area Committees (SACs) in accordance with the long-range plan for curriculum development. A SAC is formed for each subject area to be analyzed. The primary responsibility of this group is to formulate a results-based curriculum by following an action agenda prescribed by the SIAC.

1. Selection: Prospective members of each SAC should show an interest in curriculum development and have one year of successful classroom teaching experience. Exceptions to this rule may occur when particular teachers must be appointed to the SAC because of district size and the need for grade level or course representation. Council members will choose SAC members using previously mentioned criteria as well as building and grade level representation to guide the selection process. The number of individuals appointed to a SAC may vary according to subject; however, no SAC should be larger than 20.

2. Terms: Members of subject area committees should understand that the committee will meet regularly — and will follow a prescribed action agenda — for a period of four years.

3. Resignation: A SAC member may resign and every effort will be made to replace that person with a comparable staff member. When a member submits a resignation, the resigning member’s building principal will post the position and accept applications. The building principal and the superintendent will make a recommendation to the SIAC for a replacement. In all cases involving the work of the subject area committee, the SIAC has the right and obligation to make whatever decisions necessary — to accept the resignation and/or appointment of SAC members — to facilitate the successful completion of the SAC’s work.

4. Removal: When any member is considered for removal from the SIAC or SAC, it will be considered a personnel issue and therefore, be an administrative matter.

5. Stipends: SAC members will receive stipends in accordance with the policies of the Board of Education and SIAC.
CURRICULUM DEVELOPMENT

6. Leadership: All subject area committees will be chaired by a current or past member of the SIAC, or a SAC member who has completed both the SAC training as well as the Instructional Plan Training. Chairs will preside at meetings, schedule meetings and plan agendas, monitor attendance, work closely with the Director of Curriculum/Student Services School Improvement, report progress to the council at each of its meetings, ensure completion of curriculum documents according to a schedule established by the council, and personally present completed curriculum documents to the council and the Board of Education.

7. Duties of Members: SAC members are expected to attend all committee meetings, complete assigned tasks, and maintain positive communication between the SAC and building faculties.

Appendix A
Consensus Guidelines and Principles

1. Every person’s opinion is valuable and needs to be heard.

2. The goal is communication, understanding, and supportive unity.

3. Each member needs to be open to others’ perspectives.

4. Questions need to be asked back and forth in order to gain a more accurate understanding of others’ opinions.

5. One member may block or stop a decision. If a member disagrees, he/she is not to “give in” just to reach easier agreement or to avoid controversy.

6. If a disagreement continues in the decision-making process, the following actions or alternatives may be followed:

   a. restate each position, including added thoughts from each side of the disagreement, to bring more information or understanding to consideration
   b. withdraw the problem
   c. postpone the decision
   d. develop a compromise or provisional solution
   e. make the decision on a trial basis

7. Voting will be used only when consensus cannot be reached and a decision must be made according to an immediate timeframe. In that case, simple majority shall rule.

Consensus Procedure

AGREE - (thumbs up) - agree completely with the decision

WILLING - (thumbs horizontal) - may not agree completely with the decision, but the member is able to live with and support the decision.

DISAGREE OR BLOCK - (thumbs down) - disagrees with the decision and would be unable to live with the decision; helpful if the member in disagreement communicates reason for disagreement, and is able to suggest options
PURPOSE OF NON-INSTRUCTIONAL AND BUSINESS SERVICES

This series of the board policy manual is devoted to the goals and objectives for the school district's non-instructional services and business operations that assist in the delivery of the education program. These non-instructional services include, but are not limited to, transportation, and the school lunch program and child care. The board, as it deems necessary, will provide additional non-instructional services to support the education program.

It shall be the goal of the board to provide non-instructional services and to conduct its business operations in an efficient manner.
FISCAL YEAR

The school district fiscal year shall begin July 1 and end June 30 each year. The budget shall state the expenditures for the fiscal year, and it shall be the responsibility of the superintendent to operate the education program within the budget.

It shall be the responsibility of the board to ensure the budget is managed effectively.


Cross Reference: 703 Budget
704 Revenue
705 Expenditures

Approved 11/1/2004 Reviewed 09/21/2009 Revised ________
DEPOSITORY OF FUNDS

Each year at its annual organizational meeting, the board shall designate by resolution the name and location of the Iowa located financial depository institution or institutions to serve as the official school district depository or depositories. The maximum deposit amount to be kept in the depository shall be stated in the resolution. The amount stated in the resolution must be for all depositories and include all of the school district's funds.

It shall be the responsibility of the board secretary to include the resolution in the minutes of the meeting.


Cross Reference: 211.1 Annual Meeting
206.3 Secretary-Treasurer
704.1 Local - State - Federal - Miscellaneous Revenue

Approved 11/1/2004 Reviewed 09/21/2009 Revised ___________________
CLASSIFICATION OF ACCOUNTS

The money received from the regular and the voter-approved physical plant and equipment levies, the levy for public educational and recreational activities imposed under chapter 300, the proceeds of the sale of bonds authorized by law, and the proceeds of a tax estimated and certified by the board for the purpose of paying interest and principal on lawful bonded indebtedness shall be deposited in the schoolhouse fund and, except when authorized by the electors, shall be used only for the purpose for which originally authorized or certified. The money received from the district management levy shall be deposited in a sub-fund of the general fund of the school district. All other revenue received for any other purpose shall be deposited in the general fund of the school district. The treasurer shall keep a separate account for each fund and shall not pay an order that fails to state the fund upon which it is drawn and the specific use for which it is to be applied.


Cross Reference: 704 Revenue
705 Expenditures

Approved 11/1/2004 Reviewed 09/21/2009 Revised _______
TRANSFER OF FUNDS

When the necessity for a fund has ceased to exist, the balance may be transferred to another fund or account by board resolution. School district monies received without a designated purpose may be transferred in this manner. School district monies received for a specific purpose or upon vote of the people may only be transferred, by board resolution when the purpose for which the monies were received has been completed. Voter approval is required to transfer monies to the general fund from the capital projects fund and debt service fund.

It shall be the responsibility of the board secretary to make recommendations to the board regarding transfers and to provide the documentation justifying the transfer.


Cross Reference: 701.5 Financial Records
703 Budget
704.2 Sale of Bonds

Approved 11/1/2004 Reviewed 09/21/2009 Revised _______
FINANCIAL RECORDS

Financial records of the school district shall be maintained in accordance with generally accepted accounting principles (GAAP) as required or modified by law. School district monies shall be received and expended from the appropriate fund and/or account. The funds and accounts of the school district shall include, but not be limited to:

Governmental fund type:
- General fund
- Special revenue fund
  --Management levy fund
  --Physical plant and equipment levy fund
  --Public education and recreation levy fund
  --Student activity fund
- Capital projects fund
- Local option sales tax fund
- Debt service fund
  --Sales tax fund

Proprietary fund type:
- Enterprise fund
  --School nutrition fund
  --Child care fund
- Internal service fund

Fiduciary funds:
- Trust or agency funds
  --Expendable trust funds
  --Nonexpendable trust funds
  --Agency funds
  --Pension trust funds

Account groups:
- General fixed assets account group
- General long-term debt account group

As necessary the board may, by board resolution, create additional funds within the governmental, proprietary and fiduciary fund types. The resolution shall state the type of fund, name of the fund and purpose of the fund.

The general fund is used primarily for the education program. Special revenue funds are used to account for monies restricted to a specific use by law. Proprietary funds account for operations of the school district operated similar to private business, and they account for the costs of providing goods and services provided by one department to other departments on a cost reimbursement basis. Fiduciary funds are used to account for monies or assets held by the school district on behalf of, or in trust for, another entity. The account groups are the accounting records for fixed assets and long-term debt.

It shall be the responsibility of the superintendent to implement this policy and bring necessary changes in the maintenance of the school district's financial records to the attention of the board.


Cross Reference: 704 Revenue
705 Expenditures

Approved 11/1/2004 Reviewed 09/21/2009 Revised ________
GOVERNMENTAL ACCOUNTING PRACTICES

School district accounting practices will follow state and federal laws and regulations, generally accepted accounting principles (GAAP) and the uniform financial accounting system provided by the Iowa Department of Education. As advised by the school district’s auditor, determination of liabilities and assets, prioritization of expenditures of governmental funds and provisions for accounting disclosures shall be made in accordance with governmental accounting standards.

In Governmental Accounting Standards Board (GASB) Statement No. 54, the board identifies the order of spending unrestricted resources applying the highest level of classification of fund balance - restricted, committed, assigned, and unassigned - while honoring constraints on the specific purposes for which amounts in those fund balances can be spent. A formal board action is required to establish, modify and or rescind a committed fund balance. The resolution will state the exact dollar amount. In the event, the board chooses to make changes or rescind the committed fund balance, formal board action is required.

The Board authorizes the superintendent or board secretary/director of finance to assign amounts to a specific purpose in compliance with GASB 54. An ‘assigned fund balance’ should also be reported in the order of spending unrestricted resources, but is not restricted or committed.

It is the responsibility of the superintendent and director of finance to develop administrative regulations implementing this policy. It is also the responsibility of the superintendent and director of finance to make recommendations to the board regarding fund balance designations.

Legal Reference: Iowa Code §§ 257.31(4); 279.8; 297.22-.25; 298A (2011).

Cross Reference: 701.5 Financial Records

703 Budget

704 Revenue

Approved 06/20/2011 Reviewed _______ Revised _______
CASH IN SCHOOL BUILDINGS

The amount of cash that may be kept in the school building for any one day shall be sufficient for that day's operations. Funds raised by students shall be kept in the bank.

A minimal amount of cash shall be kept in the building offices at the close of the day. Excess cash shall be deposited in the authorized depository of the school district.

It shall be the responsibility of the superintendent to determine the amount of cash necessary for each day's operations and to comply with this policy.


Cross Reference: 701.2 Depository of Funds
704 Revenue

Approved 11/1/2004 Reviewed 09/21/2009 Revised ________
GATE RECEIPTS

Gate receipts from any given school event have the potential to amount to a substantial sum of cash. In consideration of the board policy to limit cash in the building offices at the close of the school day, cash receipts should be removed and deposited on the same day of the event whenever possible.

In those instances when same-day deposits are impossible, gate receipts are to be locked in safe until the first business day when a deposit can be made. The board discourages the individual in charge of collection of the gate receipts from personally holding the receipts except in special circumstances approved by the superintendent.

The activities director shall be responsible for designating the individual who shall be in charge of collecting, counting and depositing the gate receipts. The superintendent shall provide administrative regulations to be followed by those chosen to handle the receipts.
BUDGET PLANNING

Prior to certification of the budget, the board will review the projected revenues and expenditures for the school district and make adjustments where necessary to carry out the education program within the revenues projected.

A budget for the school district shall be prepared annually for the board's review. The budget shall include the following:

- the amount of revenues from sources other than taxation;
- the amount of revenues to be raised by taxation;
- an itemization of the amount to be spent in each fund; and,
- a comparison of the amount spent and revenue received in each fund for like purposes in the two prior fiscal years.

It shall be the responsibility of the business manager to prepare the budget for review by the board prior to the April 15 deadline each year.

Prior to the adoption of the proposed budget by the board, the public shall be apprised of the proposed budget for the school district. Prior to the adoption of the proposed budget by the board, members of the school district community shall have an opportunity to review and comment on the proposed budget. A public hearing for the proposed budget of the board shall be held each year in sufficient time to file the adopted budget no later than April 15.

The proposed budget filed by the board with the board secretary and the time and place for the public hearing on the proposed budget shall be published in a newspaper designated for official publication in the school district. It shall be the responsibility of the board secretary to publish the proposed budget and public hearing information at least ten but no more than 20 days prior to the public hearing.

The board shall adopt and certify a budget for the operation of the school district to the county auditor by April 15. It shall be the responsibility of the board secretary to file the adopted and certified budget with the county auditor and other proper authorities.

The board may amend the budget for the fiscal year in the event of unforeseen circumstances. The amendment procedures shall follow the procedures for public review and adoption of the original budget by the board outlined in these policies.

It shall be the responsibility of the superintendent and the board secretary to bring any budget amendments necessary to the attention of the board to allow sufficient time to file the amendment with the county auditor no later than May 31 of each year.

Legal Reference: Iowa Code §§ 24; 257; 279.8; 297; 298; 618 (2003).

Cross Reference: 104 The People and Their School District
216 Public Hearings
703 Budget
704 Revenue
705 Expenditures

Approved 11/1/2004 Reviewed 09/21/2009 Revised
SPENDING PLAN

The budget of the school district shall be the authority for the expenditures of the school district for the fiscal year for which the budget was adopted and certified. It shall be the responsibility of the superintendent to operate the school district within the budget.


Cross Reference: 703 Budget 704 Revenue
RECOMMENDED SOLVENCY RATIO

“Solvency Ratio” is an important indicator of the District’s overall financial condition. The calculation of solvency ratio is the unreserved fund balance divided by total general fund revenues. Most financial advisors for school districts recommend that districts maintain a solvency ratio from at least five percent to ten percent or more.

The district can improve its solvency ratio one of two ways, either through increasing revenues or by reducing expenditures. By reducing expenditures, the district functionally raises its unreserved fund balance by spending less. The district may also generate additional revenues through the use of the Cash Reserve Levy.

1) The Independence Community School District will strive to maintain a positive solvency ratio within the range of five to ten percent. In years when the District falls below that target range, the Board of Education will consider increasing revenues and/or spending cuts to improve the solvency ratio.
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Vendor Totals Report by Fund

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### Vendor Totals Report by Fund

**Fund: 10 OPERATING FUND**

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<td>Waverly-Shell Rock School</td>
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**Vendors Listed:** 131  
**Total:** 799,297.29
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Vendors Listed: 2

Total: 301,571.12
### Fund: 33  LOCALOPTION SALES AND SERVICES TAX

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<td>B &amp; H PHOTO-VIDEO</td>
<td>SUP/EQUIP</td>
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<td>BANKERS TRUST COMPANY</td>
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<td>BEST BUY BUSINESS ADVANTAGE ACCOUNT</td>
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<td>FINTIE</td>
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<td>SPRINTURF LLC</td>
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<td>USHER ARCHITECTURE LLC</td>
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Vendors Listed: 14  
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### Vendor Totals Report by Fund

**Fund: 36  PHYSICAL PLANT & EQUIPMENT**

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<td>ATHLETIC PERFORMANCE SOLUTIONS</td>
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<td>BG BRECKE INC</td>
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<td>DIAMOND ENTERPRISES</td>
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<td>HARGERS ACOUSTICS INC</td>
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<tr>
<td>HEARTLAND PAPER COMPANY</td>
<td>SUP/EQUIPMENT</td>
<td>2,369.90</td>
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<tr>
<td>MCGRAW'S CARPETS</td>
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<td>MIKE FLAUCHER PAINTING</td>
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<td>MILLER QUARRY</td>
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<td>WINONA CONTROLS INC</td>
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Vendors Listed: 16  
Total: 102,120.61
### Vendor Totals Report by Fund

**Fund: 61  SCHOOL NUTRITION FUND**

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<td>STONE CITY DISTRIBUTION</td>
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<td>WEBER, JESSICA</td>
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**Total: 1,837.82**

Vendors Listed: 8

User ID: ARL
### Vendor Totals Report by Fund

**Fund:** 71  PARTIAL SELF-FUNDING PLAN FUND

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Total: 1,720.00
**Vendor Totals Report by Fund**

08/01/2014 - 08/31/2014

**Fund: 91  AGENCY FUND**

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Vendors Listed: 1  
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## Board Report For Packet
### SEPTEMBER 2014 BOARD BILLS

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### SEPTEMBER 2014 BOARD BILLS

<table>
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<tr>
<th>Vendor Name</th>
<th>Vendor Description</th>
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<tr>
<td>ST. JOHN ELEMENTARY SCHOOL</td>
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<td>254,281.19</td>
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<tr>
<td>Checking</td>
<td>5 Fund: 27 New JSH - Donations Fund</td>
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<td>TIERNEY BROTHERS</td>
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<tr>
<td>Checking</td>
<td>5 Fund: 34 New JSH-SILO Bond Fund</td>
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**GENERAL FUND**

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<tr>
<th>Revenues</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
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<tbody>
<tr>
<td>State Aid</td>
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<tr>
<td>Property Taxes</td>
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<td>Federal Funds</td>
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<tr>
<td>Other</td>
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<td>$ 54,378.88</td>
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<tr>
<td>Total</td>
<td>$ 302,834.64</td>
<td>$ 188,903.38</td>
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<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

| Expenditures                  | July   |         |          |         |          |          |         |          |       |       |         |         |
| Salaries                      | $ 130,034.64  | $ 177,577.45  |
| Benefits                      | $ 33,751.53   | $ 47,085.72   |
| Other                         | $ 131,625.93  | $ 129,610.97  |
| Total                         | $ 295,412.10  | $ 354,274.14  |
| Prepaid Liability             | $ 915,023.90  | $ 757,550.21  |
| $ 1,210,436.00                | $ 1,111,824.35 |
| Difference                    | $ (907,601.36) | $ (922,920.97) |

**Beginning Balance** $ 3,216,853.10 $ 2,309,251.74

**Revenues** $ 302,834.64 $ 188,903.38

**Expenses** $ 1,210,436.00 $ 1,111,824.35

**Ending Balance** $ 2,407,863.39 $ 1,386,330.77
### SILO/PPEL Funds

#### Revenues

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
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<tr>
<td>SILO</td>
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<td>PPEL</td>
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#### Expenditures

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<tr>
<th></th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
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<tr>
<td>Technology</td>
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<td>Buildings/Grounds</td>
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<td>Other</td>
<td>$19,250.00</td>
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</tbody>
</table>

Combined Cash Balance on Hand: $382,930.84 $1,157,721.92
Iowa code section 279.33 requires the Board Treasurer to furnish the Board with June 30
depository information prior to the first meeting of the new school board. The district’s
June 30, 2014 cash balances are shown below.

Our auditors, Nolte, Cornman and Johnson, confirmed the bank balances during their
annual audit fieldwork in August 2014.

<table>
<thead>
<tr>
<th>DEPOSITORY</th>
<th>BALANCE</th>
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<tbody>
<tr>
<td>Bank Iowa</td>
<td>$5,000,650.74</td>
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<tr>
<td>Security State Bank</td>
<td>$985,371.91</td>
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<td><strong>TOTAL</strong></td>
<td><strong>$5,986,022.65</strong></td>
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Less: Outstanding Checks  
Equals: Treasurer’s Balance  
**$5,447,665.65**

<table>
<thead>
<tr>
<th>Treasurer’s Balance by Fund</th>
<th>BALANCE</th>
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<tbody>
<tr>
<td>General (10)</td>
<td>$3,217,253.11</td>
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<tr>
<td>Activity (21)</td>
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<td>Management (22)</td>
<td>$710,626.86</td>
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<tr>
<td>Jr/Sr High Donations (27)</td>
<td>$24.28</td>
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<tr>
<td>New Jr/Sr High G.O. Bond (31)</td>
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<td>Local Option Sales Tax (33)</td>
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<td>New Jr/Sr High Revenue Bond (34)</td>
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<td>PPEL (36)</td>
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<td>Debt Services Fund (40)</td>
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<td>Nutrition (61)</td>
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<td>Partial Self-Funding (71)</td>
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<td>Flex Benefits Plan (72)</td>
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<td>Agency (91)</td>
<td>$7,267.76</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$5,447,665.65</strong></td>
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</tbody>
</table>
REQUIRED ANNUAL SETTLEMENT INFORMATION: (As of June 30, 2014)

Due back by September 10, 2014

Name of Depository or Financial Institution: Security State Bank
Address: 231 1st St E
City: Independence, State: IA, Zip: 50644
Telephone: 319-334-7400, Contact Person *(sign below)*: Amy O'Brien

Please indicate the balance in any Independence Community School District accounts as of June 30, 2014. If there are no accounts or -0- balances, please state “none” and return the authorization to the Board Treasurer as noted. (Please sign below!)

<table>
<thead>
<tr>
<th>Type of Account</th>
<th>Account Number</th>
<th>Balance</th>
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</thead>
<tbody>
<tr>
<td>Certificates of Deposit</td>
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<td>none</td>
</tr>
<tr>
<td>Savings Accounts</td>
<td></td>
<td>none</td>
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<tr>
<td>Checking Accounts</td>
<td></td>
<td>see attached</td>
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<tr>
<td>Treasury Bonds</td>
<td></td>
<td>none</td>
</tr>
<tr>
<td>Other</td>
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<td>none</td>
</tr>
</tbody>
</table>

Return to:
Independence Community School District
Administration Office
Lynnette Engel, Board Treasurer
1207 1st Street West
Independence, Iowa 50644
Or email to above address

Signature of Depository Contact
June 30, 2014 Account Balances

<table>
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<th>Account #</th>
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<td>240101</td>
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REQUIRED ANNUAL SETTLEMENT INFORMATION: (As of June 30, 2014)

Due back by September 10, 2014

Name of Depository or Financial Institution: BankTowa

Address 230 7st S E

City Independence State IA Zip 50644

Telephone 319-334-7181 Contact Person *(sign below) Kara Christensen

Please indicate the balance in any Independence Community School District accounts as of June 30, 2014. If there are no accounts or -0- balances, please state “none” and return the authorization to the Board Treasurer as noted. (Please sign below!)

<table>
<thead>
<tr>
<th>Type of Account</th>
<th>Account Number</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates of Deposit</td>
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<td>See attached form</td>
</tr>
<tr>
<td>Savings Accounts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checking Accounts</td>
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<td></td>
</tr>
<tr>
<td>Treasury Bonds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Return to:
Independence Community School District
Administration Office
Lynnette Engel, Board Treasurer
1207 1st Street West
Independence, Iowa 50644
Or email to above address

Signature of Depository Contact
Independence Community School
Account Verification
(As of June 30, 2014)

<table>
<thead>
<tr>
<th>Type of Account</th>
<th>Account Number</th>
<th>Balance</th>
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<tbody>
<tr>
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<tr>
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Independence Jr/Sr High School
Board Report- September 2014

Overall Goal- Be the BEST Educational Environment in the state of Iowa.

Addressing School Goals- If you remember from the previous board meeting, our goals are to improve reading comprehension, enhance the educational environment through positive relationships and utilize technology more in the classroom. Here is what has been done so far to achieve these objectives:

- All HS/JH students and staff completed the Clarity Survey. This survey provides us with baseline data in terms of technology usage in the classroom. We could not establish a clear goal without this initial data.
- The BLT met last week and formulated a professional development plan through the first semester. We will be addressing Canvas usage, Skills Iowa assessment options, iPad classroom applications, reading comprehension and climate/culture. Both Mr. Payton and I have been very pleased with the leadership of this group.
- The BLT also examined our Respect and Protect data from 2014 and formulated some specific goals in this area for this year.
- The PBIS team continues to make strides in promoting positive behaviors and Living the Mustang Way. Mrs. Sheets’ Advanced PowerPoint class also made powerpoints/videos regarding the Mustang Way pillars- Be Respectful, Be Responsible, Show Kindness, Live Gratefully. They were great!
- We added another English course, taught by Rachel Hurley, for students who have struggled with English in the past. In the opinion of the administration, this allowed these students a better opportunity to succeed.
- Many of our teachers, at all levels, are using Canvas. I have been very pleased because this preparation/work was done outside of the classroom.
- Mustang Time (formerly advisor) is much more structured thanks to the Mustang Time Committee.
What we have done-
• Had our monthly meeting with associates and discussed contracted time and communication protocol
• Enhanced our communication with associates
• Formalized a meeting schedule for all committees
• Initiated a program for Up-Slips. These are positive notes to students and parents that teachers send out. About 20 have been sent out from 8 teachers. I do expect more.
• Met with CTE teachers regarding Perkins money and to prepare for the site visit.
• “Recruited” staff and students to the committees for the site visit.
• Obtained almost all of the teachers’ Career Development Plans.
• Began documented walk-throughs of classrooms as well as formal observations

One more item-
August 28th was the 1st day that Teresa could remember during her time here (beginning her 7th year) that we had NO student nor staff absences for the whole day! That, to me, reflects a positive change in our culture!

Respectfully submitted,

John Howard, 7-12 Principal
Board Report  
September 15th, 2014

September is quickly upon us, preparing for homecoming events and activities. For the Ruff and Tough volleyball game, we had 26 staff members sign up to participate! Independence has an awesome and committed staff!

Now that the school year is in full effect, the PBIS committee and Special Education grade level teachers will start regular meetings to provide support for the students and teachers. The PBIS team will work to create lessons to continue to teach students expectations in the building and include all the resources Independence Community School District has to offer.

A priority in the next couple of weeks is to create two student leadership teams, one team will consist of 7th and 8th graders and the second team will consist of 9th-12th graders. The teams will consist of students who experience school differently. We want their perspectives and the teams will address issues in the building, look at data, and communicate with staff, students, and parents. We are excited to get this group up and running to see the impact they will have.

I wanted to share a celebration; a situation came across my desk regarding our students being disrespectful to each other. Through the investigation process, the parents and the students all echoed the same story that this has been an ongoing issue. Instead of jumping to a punitive consequence, we wanted the issue addressed head on by everyone involved. Shalon and I organized a meeting with all the students involved. The meeting took place after school on Tuesday for an hour and a half; Shalon did a great job guiding the girls to addressing the “real” problem and providing the students alternatives to handling peer conflict. I followed up with the parents and the students, the parents were appreciative that a different approach was taken to resolve the conflict and the students were appreciative their voices were heard. Time will tell if the students will apply what they’ve learned and they know if the situation happens again what consequences to expect.
Meeting our students: Starting out the year, I have been making a concerted effort to get out in the building to meet students. This began with the “Welcome Back Night” for all students on August 14th. This was a great night to set the tone for the upcoming school year. The staff at West was very inviting to students and parents. As a new principal, I tried to make myself available to all stakeholders. I have also been out greeting students as they are dropped off in the morning, rain or shine. My goal for this school year is to have West be a place students, parents, and staff want to come to. This will not be accomplished overnight, or maybe even in a year. I do believe we, as a team, can make this happen.

NWEA Testing: The staff at West Elementary will be conducting MAP testing from September 15th thru September 26th. These tests will do a number of things for us. First, the tests will tell us where our students are in regard to knowledge of particular academic areas. Second, these tests will show our staff how much progress our students have made throughout the school year. We administer these tests three times throughout the year. Finally, we will utilize these results to make sure we are addressing individual needs our students have. Students will be taking these tests in their classroom utilizing the new mobile computer labs.

Upcoming Interventions: Our teachers will be grouping students into similar ability groups to help give more intense academic assistance. Interventions for 3rd, 5th, and 6th grades will meet from 2:30-3:00. 4th grade will meet from 12:30-12:50. All associates available and any teacher available will be utilized to meet our students’ needs. These groups will be working on specific skills to improve academic success. I know our Staff will work hard to help students achieve.

Student count: as of 9/4/14: 376 students. This week we added 5 new students, 4 of these students are new to district, one is returning from being homeschooled.

Positive contacts with parents: Mustang Pride Cards is something I have implemented at West Elementary. These are notes sent home to students to acknowledge positive behavior. In the short month of August, our staff wrote 102 Mustang Pride cards to students. These notes are sent home through U.S. Mail. Students have commented back to several staff members on how important these notes were to them. A couple of examples are, “I got your card and now my brother says he needs to get one.” Another teacher reported, “I had 3 students from last year tell me they got their cards. I also got hugs for them!” Another student, who was actually my son, made it a point to tell me he had received a Pride Card. My son is supported by two parents who both value education; imagine what a card means to a child who may not be fortunate enough to have two parents in his/her house. I even heard from an associate, who told me how proud she was to receive one from a teacher. She told me she was so proud, she had tears welling up in her eyes. West Elementary Staff is making a difference in the lives of our children!! I am proud of the work they are doing!!
What's happening at West:
September 9th - Instrumental Display Night at the JSH
September 11th - Student and Mentor Start Up Party 5:30 - 7:00 p.m.
September 15th - 26th NWEA testing
September 16th - 5th grade to Fontana
September 19th - Character Counts assembly at 8:30 a.m. - Respect
   - Homecoming Parade and Festivities
September 24th - 5th grade to Living History Farms
September 30th - School pictures for 3rd and 4th grade
October 1st - School pictures for 5th and 6th grade

We are off to a great year at West Elementary. Please stop in to visit. We would love to share with you about our great building.

Thank you for all that you do for our students of Independence!!

Go Mustangs!!

Dewey Hupke
West Elementary Principal
I'm happy to say the year got off to a great start! Despite some VERY hot and humid days, we are well on our way in the learning department!

Second Grade Open House was held Aug 14. Parents & children were able to meet their teachers, see their rooms, learn about the upcoming year and receive the school supplies they ordered. We had a similar response as last year to the school supply orders and think it still worth our while to offer to parents. Kindergarten and first grade still held Orientation or Beginning of Year Conferences on Aug 18. We continue to find this a benefit to our students for helping the first days go well.

Beginning of the year assessments have been, shall we say, a work in progress? We began the new state approved FAST tests this fall along with many other districts in the state and encountered technology issues all along the way. These are not completely resolved and the state is working with us to fix the problems. In many respects we've been able to accomplish quite a bit of testing despite these issues. The data analysis capabilities that is provided by this assessment tool is really very good and we look forward to using this in helping students.

Our upcoming inservice on September 22 will be Deeper Investigations of Reading with the AEA staff. In addition, during our Project Based Learning time, we will be spending time preparing for our new Response to Intervention Format which we have called “Mustang Time” - a time set aside in the day when everyone stops everything and goes to an intervention or instruction reinforcement/challenge group. This will help us meet the requirements of the new Early Literacy law (more details on that in October).

As a part of our school improvement plan, we have established “Look Fors” from what we learned last year in reading/language arts differentiated instruction and I will be using these in a kind of walk through type tool to help us determine how we are coming along, as a building, on our goals to improving our core instruction.

At the PK4 level, we will be making the final preparation for our state site visit. We are well on the way to having this be complete but need to finish up. In addition to this, we will be reviewing our math curriculum and strategies.
Activities Director Report
9/15/14

Fall sports are underway. Participation numbers are up in Football, Volleyball and Cross Country. Football is currently 1-1 Varsity, 0-1 Sophomore and 2-0 Freshmen. Varsity Volleyball placed 2nd at our Indee Tournament and started out 1-0 in the WAMAC. Cross Country begins competition this week. Marching Band begins their competitions September 27.

We hosted our Varsity Volleyball Tournament on August 30. It was an 8 team tournament. We also hosted a JV Volleyball Tournament on September 6. This was a 6 team tournament. The first home night for our volleyball program is September 9 when we host Clear Creek Amana.

Our yearly activities student/parent meeting on August 19 went very well. We hosted Joel Oswald from the Iowa Girls High School Athletic Union. Joel did a wonderful job speaking to our families about student participation and parental involvement.

Upcoming Events:
Home Cross Country Invite on September 27.
Homecoming Week September 15-19

Current Fundraisers:
Cross Country-September 20-Run-a-thon
TV News-Advertisement spots during broadcasts
Wrestling-NFL Cards through Mat Club
Football-Discount Cards
Homecoming Week 2014 - "There is No Pity in Mustang City!"
Monday, September 15th - Saturday, September 20th
*Homecoming t-shirts are available in each school office.
Orders must be turned in by Sept. 5th

*Monday, September 15th *
Theme Day- Nerd Day
Activity- Volleyball- 8th grade volleyball at West Elementary at 4:15, 7th grade volleyball at South Tama Middle School at 4:15, and Freshmen Tournament at Mount Vernon High School at 5:30.

*Tuesday, September 16th *
Theme Day- Twin Day
Activities- Pack the Gym Night- Our volleyball teams will be playing Vinton-Shellburg. The freshman game starts at 5:00 followed by the sophomores at 6:00 and varsity at 7:30. Come out and support our girls! 7th & 8th Grade Volleyball- 7th at West Elementary at 4:15 and 8th at Marion Middle School at 4:15  
HS Cross Country- HS Cross Country at Stormont at 5:00  
7th & 8th Grade Football- 7th grade vs Vinton-Shellburg at VS Karr Athletic Complex and 8th grade at 4:15 vs Vinton-Shillsburg Middle School at Lyle Leinbaugh Field

*Wednesday, September 17th *
Theme Day- Farmer Day
Activities- 
Powder Puff Football- 6:30 at the football stadium  
7th Annual Community Pep Rally- 7:30 (or whenever Powder Puff ends). The booster club will have concessions open during this time. Coronation will be at the end of the rally. No admission charge.

*Thursday, September 18th *
Theme Day- Color Block Day- Each grade picks a color to wear on that day.
Activities- Rough and Tough Volleyball- Warm ups will start at 5:30 pm and games start at 6:00 in the high school gym. This year our 11th and 12th grade boys will play each other for bragging rights and the winner will then take on the JSH staff! The winner of that game will then go on to play our high school girls volleyball team. We are asking spectators to bring two canned goods/items to be donated to the Independence Area Food Pantry as an entrance fee. Come on out to cheer on our students and staff while helping out the Food Pantry!  
MS Cross Country- Indee MS Cross Country vs Cedar Falls Peet at Birdsall Park at 4:00.  
Football- Sophomore football game at Waverly-Shell Rock High School at 6:00.

*Friday, September 19th *
Theme Day- Mustang Spirit Day
Activities- 
Parade-The homecoming parade is Friday, September 19th and will start tentatively at 1:30 beginning at the corner of 2nd St and Corrine Ave South, traveling down 1st St to 9th Avenue, turning south 1 block at Casey's, then 1 block west between ECC and East Elementary to end at the ICSD Administration building. If interested in participating in the parade, contact Amanda Sedlacek (asedlacek@independence.k12.ia.us) or call the high school by Monday, September 15th. We would also love to have area businesses and organizations along with alumni groups participate this year if interested! The theme is "Go-Home Go-Hawks!" since we are playing the Waverly-Shell Rock Go-Hawks. 
Pep Rally- This year we would like to have community members and students follow the parade to the stadium. Once everyone is in the stadium we will have a pep rally to get our players ready for the football game with the band and cheerleaders on hand to rev up the crowd!  
Football Game- Cheer our teams on as they play Waverly-Shell Rock. JV starts around 5:00pm and Varsity around 7:30pm. We will be introducing the homecoming court in between the two games.

*Saturday, September 20th*
Activity- 
Homecoming Dance- 9:00-Midnight in the HS commons. Cost is $5.00 in advance or $7.00 at the door.  
Theme- Mardi Gras  
Volleyball- JV tournament at Starmont starting at 9:00am. Freshmen tournament at Oelwein High School starting at 9:00 am. Varsity Tournament at West Delaware starting at 9:00 am.
Independence Community School District Goals

Before the school year started, I had the opportunity to share our district's goals with the entire teaching staff. The goals for our district are very important, as they should be the driving force behind everything we do for our children. There are seven main goals for ICSD for 2014-2015:

- Reading
- Math
- Science
- Technology
- Bullying/Harassment Prevention Goals
- Communication with students, parents, and community
- Building partnerships with local businesses and community

Staff has been reminded of these goals from the building principals and myself. All stakeholders have assisted in forming the goals.

Teacher Quality

As part of the teacher quality compensation available for professional development, the Teacher Quality Committee has agreed Learning Teams/Individuals will plan and implement professional development following the Iowa Professional Development Plan. All plans are to be directly tied to one of the district goals. To assist teachers in developing their plan, the following questions have been developed.

**Professional Development Plan**

1. *Learning opportunity*: book study, conference, coursework, etc - include dates/location/agency/resource
2. *Implementation*: Implement with which students? When/how long?
3. *Data Collection/Analysis/Evaluation*: What data will you collect to determine how well it worked?
4. *Goal Setting/Student learning*: How will you know if it worked?
5. *Collaboration*: How will you work with others and share your results?

There have been many teachers submitting applications, and I am excited to see the data they collect and the results it will bring for student achievement. Most teachers are working collaboratively outside of school to put their projects into place. We have projects proposed that range from a classroom blog to extending their guided reading curriculum for students.
September 15, 2014

The 2014-2015 is already very busy. The district is already testing and working on state reports due in October.

The Iowa Communication Network sent several people to Independence to look at our ICN classroom. The ICN is very interested in helping other districts make the transition from the older standard to the new standard and newer equipment. The ICN wanted to hear about our struggles and our plans for the classroom. I also had the opportunity to show-off the new building. The ICN staff was very impressed with our facilities.

The 7th-8th grades are using and learning about iPads in the classroom. There are many adjustments and we are adding apps on a regular basis. Our first iApp update went slowly, we have made some adjustments and the next iApp update should go smoother over a shorter period of time. We are already gathering titles for the next round of updates.

We have many technology requests and we are working through the list. We have had some particularly time-consuming issues to start the year: Our district content filter, East iPads and Safari Montage. These issues should be mostly taken care of by the actual board meeting next week.

Canvas is primarily helping our 7-8th grades organize their work. The district received training in July and has more training scheduled for September 22. Teachers are using the program and students are responding well to the program. As with any program this large, there are growing pains. Canvas has been responsive to our needs. With additional training, we will see more 9-12 teachers use Canvas.

Sincerely,

Stephen B. Noyes
Director of Technology
Farm to Fork Dinner

We were extremely disappointed to have to cancel the Farm to Fork Dinner, but due to lack of interest we decided not to host the event. The group is getting together to discuss different ideas but still have the same concept of promoting locally grown foods and programs within our district.

Food Service/F2S

Rachael Emig and myself will be heading to FarmTek September 16th-18th to get hands on training for our greenhouse and hydroponics system. We are excited to be attending this workshop and are planning on bringing back plenty of tips and tools to use here at the school.

September 7th we worked on putting up the greenhouse for the FFA Program. We had around 15 volunteers show up. The framing went up nicely but our group ran into a speed bump when we were trying to attach the outside walls. Another day of work and we will have the building accomplished.

Farm to School

If you have taken a look at our lunch menus these past two months you will notice quite a few days with locally grown foods served to our students. So far to date on 9/9, we have served:

- Apples- 1,600 count
- Cantaloupe- 280 count
- Cherry Tomatoes- 23 pints
- Cucumbers- 48 pounds
- Watermelon- 140 count
- Yogurt- 300 lbs

We planned on having more than the actual count shown, but due to weather related issues some of the farmer's crops were not quite what they expected. There are still more things to be ordered this month and National Farm to School Month is October so there will be plenty of nutritious local foods as long as the weather cooperates!
Buildings and Grounds Board Report September 2014

Grounds:

Mowing and Weed Eating

Moved the bleachers for Band and put in rock base underneath bleachers

Put in 25 second clock at each end of football field

Rebuilt chain link Fence at Football Field

Replaced damaged garage door at shed, at football field

Wired cameras up on the trail

Put new rock in behind bleachers

The City came in and replaced 3 light bulbs, one bulb on three different poles at Football Field

East Elementary:

Replaced 7 projectors for Smartboards

West Elementary:

Put numbers on lockers 1-400

Put panic bar on library door per fire marshall

Kim Chesmore

Assistant Grounds and Buildings
Transportation Board Report September 2014

The start of the new school year has been going very well. All the routes have been running well. The timing after school has been improved. With the start at East being moved up all busses have been dropping off students by 8 am, so the busses have had to leave earlier in the morning to be able to do this.

We have been having some minor repair problems with busses, we have had them worked on and added back into the fleet. Craig Warmuth has stepped in to help out with the mechanical duties at the bus garage part time.

We have sold the small IT van to scrap, it was no longer in running condition. We will move the 2003 caravan up to Steve Noyes and look to purchase a new van next school year.

We have been cleaning out the bus garage to be ready to move into the new bus garage.

We have put the older mini bus up for sealed bids to be sold. Bids are due by September 19th, 2014. We have been given the AEA bus that was driven the last few years to River hills. It is a lift bus with air brakes. We will use it as an extra and a back up for the mini bus we use now.

Kim Chesmore

Assistant Transportation Director
Independence Community School District

Bullying/Harassment Prevention Goals

2014 - 2015
East Bullying Harassment Prevention Goals 2013-14

Principal: Mary Jean Blaisdell

Reduce Student to Student Bullying
1) 85% or more students will always/usually feel that adults help (K-2 12-13 total = 88%)
   a) August – Staff is trained/re-trained on the Respect/Protect policy and guidelines
   b) Class lessons plus 3 assemblies on Respect/Protect done each year with students to
      remind them of the rules/expectations (also includes definition of “help”)
   c) Teachers will read the 2 Bucket Filling books given to them to reinforce how
      students should fill others’ buckets by doing kind acts or speaking kindly to one
      another
   d) 2nd grade will create videos for the STARS assemblies to reinforce concepts.
   e) Lunchroom behavior will be rewarded with class photo posted in cafeteria
2) Results: (K-2 13-14 total = 85% students always/usually feel that adults help)

Reduce Staff to Staff Bullying:
1) Staff will use strategies helpful in their own disagreements (Staff Survey Q#16: 2012-13 = 12.5%)
   a) August – Review R/P procedures with staff (Include awareness of staff to staff
      bullying
   b) MJ provided training/re-training on handling disagreements with other staff
      members. MJ served as mediator when disagreements are not settled between
      staff members.
   c) Courtesy committee established periodic get together events for staff to
      mingle/enjoy each other’s company.
2) Results: (K-2 13-14 total = 12% Observed Staff to Staff Bullying)
East Bullying Harassment Prevention Goals 2014-15

Principal: Mary Jean Blaisdell

**Reduce Student to Student Bullying**

1) 85% or more students will always/usually feel that adults help (K-2 13-14 total = 85%)
   a) August – Staff is trained/re-trained on the Respect/Protect policy and guidelines
   b) Class lessons plus 3 assemblies on Respect/Protect done each year with students to
      remind them of the rules/expectations (also includes definition of “help”)
   c) Teachers will read the 2 Bucket Filling books given to them to reinforce how
      students should fill others’ buckets by doing kind acts or speaking kindly to one
      another
   d) 2nd grade students will create videos with principal for the STARS assemblies to
      reinforce concepts.
   e) Lunchroom behavior will be rewarded with class photo posted in cafeteria

2) Results:

**Reduce Staff to Staff Bullying:**

1) Staff will use strategies helpful in their own disagreements (Staff Survey Q#16: (K-2 13-14 total = 12%)
   a) August – Review R/P procedures with staff (Include awareness of staff to staff
      bullying
   b) MJ will provided training/re-training on handling disagreements with other staff
      members. MJ will serv as mediator when disagreements are not settled between
      staff members.
   c) Courtesy committee will hold periodic get together events for staff to
      mingle/enjoy each other’s company.

2) Results:
West Bullying/Harassment Prevention Goals
Dewey Hupke

2013-14:

**Goal #1 (staff Survey Q 15)** Reduce the percent of West Elem. staff that report being bullied from 23% to 10%. West Elem. improved to 18% but did not meet the goal.

**Goal #2 (Student Survey Q 11)** Increase the percent of West Elem. students that report never being bullied from 50% to 75%. The result to this question went from 48.59% to 46.7%. This goal was not met.

2014-15:

Goals for this year were set in a Building Leadership Team at the beginning of June.

**Goal #1:** Increase the percent of West Elementary students that report never being bullied from 46.76% to 70%.

**Plan:**

* Continue to work with staff and students on the importance of their roles and responsibilities in providing a safe school for everyone.
* Continue our anti-bullying rallies.
* Mr. Hupke will go into each classroom in the fall and remind students of West’s no bullying policy, how to stand up against bullies, and how incidents must be reported.
* Mr. Moen will continue to focus on anti-bullying during guidance class.
* Parents, teachers, students, counselor and principal will sign anti-bullying contracts.
* Students will be asked to “fill each others’ buckets” by writing positive notes about positive actions and deeds that others do. Notes have been posted in the commons.
* We will continue to have students in charge of the anti-bullying rallies held every 4-6 weeks.
* We will focus attention on being respectful to all adults in the building.

**Goal #2:** Decrease the percent of West Elementary students (sometimes plus never) that don’t feel safe (11.2%), that state that adults do not help from 70% to 35%. (This refers specifically to the 11.2% that don’t feel safe)

**Plan:**

* We will survey students to determine location and time of day that bullying is occurring.
* Continue to work with staff and students on the importance of their roles and responsibilities to providing a safe school for everyone.
* Continue our anti-bullying rallies.
* Get monitors installed in the office so office personnel can monitor the security cameras.
* Mr. Hupke will go into each classroom in the fall and remind students of West’s no bullying policy, that cameras are in place, how to stand up against bullies, and how incidents must be reported.
* Mr. Moen will continue to focus on anti-bullying during guidance classes.
* Parents, teachers, students, counselor and principal will sign anti-bullying contracts.
* Teachers will discuss appropriate behavior in hallways, classrooms, commons, playground and model what that looks like.
* We will focus attention on being respectful to all adults in the building.

Our stats may look worse, but we feel kids are feeling better about reporting. They are more inclined to report incidents and less inclined to stand by and do nothing. We will continue to work at eliminating improper behaviors.
Respect and Protect Data Analysis - 2014
Independence Jr/Sr High School

Junior High

2013-2014- Goal #1- Increase the percent of students that report that they never worry about being bullied in school this year from 52% to 75%

Results- The goal was not met. The percent of students who indicated that they never worry about bullying, according to the 2014 survey, was 55%.

2013-2014- Goal #2- Increase the percent of staff that report they always intervene when they observe violence/disrespect from 42% to 75%.

Results- The goal was not met. The percentage of staff that reported they always intervene when they observe violence/disrespect, according to the 2014 survey, was 58%.

2013-2014- Goal #3- Decrease the percent of students that report they have been bullied in school this year from 58% to 15%.

Results- The goal was not met. The percent of students who reported that they had been bullied in school this year, according to the 2014 survey, was 44%.

High School

2013-2014- Goal #1- Increase the percent of students who feel safe in school from 76% to 90% and increase the percent of staff who feel safe at school from 90% to 98%.

Results- Half of this goal was met. The percentage of students who feel safe at school, according to the 2014 survey, was 81%. The percentage of staff who feel safe, according to the 2014 survey, was 100%.
2013-2014- Goal #2- Increase the percent of students who are respectful of all adults in the school from 75% to 85%.

   Results- This goal was not met. The percentage of students who are respectful of all adults in the school, according to the 2014 survey, was 75.3%.

2013-2014- Goal #3- Increase the frequency of intervention by staff from 54% to 70%.

   Results- This goal was not met. The frequency of intervention by staff, according to the 2014 survey, was 59.3%
Respect and Protect Goals
Independence Jr/Sr High School
2014-2015

Independence Junior High
Student Goal: To increase the percentage of students who report they have never been bullied at school.

Baseline- According to the 2014 Respect and Protect Survey, 44.63% of junior high students reported they were never bullied during the school year. (Question #11)

Staff Goal: To decrease the number of times staff members observe bullying behaviors by students.

Baseline- According to the 2014 Respect and Protect Survey, 66.7% of staff members reported seeing bullying behaviors by students during the month before the survey was taken.

Independence Senior High
Student Goal: To increase the percentage of students who get adult help when they (the students) don’t feel safe at school.

Baseline- According to the 2014 Respect and Protect Survey, 42.86% of students reported that adults never help them (the students) when they don’t feel safe.

Staff Goal: To increase the frequency of adult interventions when they see violence/disrespect between students.

Baseline- According to the 2014 Respect and Protect Survey, 40% of staff responded they “usually” or “sometimes” intervene when they observe violence/disrespect between students.
Independence Community School District

2013-2014 Annual Progress Report
2013-14 Annual Progress Report Introduction

Every day in each of our classrooms, students are overcoming huge barriers and succeeding because of our caring, devoted teachers. Teachers do want to make a difference in their students’ lives. They are truly driven by the desire to help others succeed.

Our assessment procedures are extremely important for measuring students’ progress. We need to know who is succeeding and who needs more support. This student achievement data drives our classroom instruction and the professional development initiatives for our teachers. We continually review our students’ progress and discuss what it will take to make us better.

The Department of Education requires that each school district provide a yearly report to the community that outlines the district’s progress toward achievement of those goals. Each year the Independence Community School District’s School Improvement Advisory Committee (SIAC), which is comprised of parents, community members, teachers, students, and administrators, analyzes student achievement data and develops annual achievement goals.

We invite you to take a look at our Annual Progress Report. Please let us know if you have any questions or need further clarification. If you do have questions, please contact Danielle Meyer, Director of School Improvement, at 319-334-7400.

Board of Education Goal

Through a series of work sessions and retreats, the Board of Education has created a goal statement. This goal statement is important because it communicates to the community the priorities and actions the BOE will take during the school year and possibly beyond.

“The Independence Community School District’s Board of Education will promote efforts to increase student achievement by supporting district initiatives and will strive to provide opportunities, resources, and a highly qualified staff to all students. The Board will work to enhance a climate of positive communication while managing the schools in an efficient and cost effective manner.”
The School Improvement Advisory Committee makes recommendations to the Board on an annual basis that impact students and create conditions that foster high academic achievement. SIAC makes these recommendations based on the best interest of students, while aligning with the district's mission, vision, and beliefs. During the 2013-2014 school year, SIAC set two goals:

1. Improving Communication with Students, Parents, and Communities

2. Building Partnerships with Local Businesses and Community.

These goals were established in 2012-2013, so SIAC decided to continue with this 2-3 year action plan. In this plan, it was determined we are doing many good things in the district as far as communication, but how were we going to enhance the communication and also build lasting partnerships with our community?
The ability to read impacts every other content area and is one of the district's goal areas. Staff continuously study research based reading strategies and seek ways to improve instruction. Districts are judged on their performance on Iowa Assessments, formerly known as ITBS and ITED, in the areas of reading, math, and science for the total population of students and for our subgroups, students with IEPs and students who have low socio-economic status. The tables on the next pages illustrate how our students performed in 2012-13 as compared to others in the state and in our AEA.

Our subgroup performance is important to us. Some 40% of our students fall into the low socio-economic subgroup (SES) and 18% are in special education (IEP). The graph on the left shows how our low socio-economic subgroup compares to others in the area and state.

The Iowa Assessments include a wide range of tests given to all students. The graph above shows the average scores for each grade in reading as compared to our AEA and the State.

The tables on the next pages illustrate how our students performed in 2012-13 as compared to others in the state and in our AEA.
In our overall analysis of the Reading Iowa Assessments, ICSD students are performing above the AEA and state average in 3rd, 4th, 5th, 6th, and 11th. 3rd, 5th, and 11th scored 80% or above indicating strong core instruction.

Our SES students in grades 3rd, 4th, 5th, and 6th grade were above the AEA and state average.

Students with IEPs in grades 3rd, 5th, 6th, 8th and 11th were above the AEA and state average.

To continue student progress in Reading, interventions have been implemented at all levels. These interventions, better known as, Response to Intervention, will give students extra time working on strategies and skills to help them progress in Reading.
Math

These graphs illustrate how our total population of students in grades 3-11 performed as compared to other students in our AEA and those across the state.

**Math Data Comparison**

**Iowa Assessment**

<table>
<thead>
<tr>
<th>Grade</th>
<th>State</th>
<th>AEA</th>
<th>Indee</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>81.24</td>
<td>76.42</td>
<td>92.39</td>
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<tr>
<td>4th</td>
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<td>84.53</td>
<td>91.3</td>
</tr>
<tr>
<td>8th</td>
<td>74.88</td>
<td>74.8</td>
<td>83.65</td>
</tr>
<tr>
<td>11th</td>
<td>83.33</td>
<td>84.16</td>
<td>81.05</td>
</tr>
</tbody>
</table>

*3rd, 4th, 5th, 6th, 7th, 8th and 11th were above the State and AEA average.*

**Math SES Data Comparison**

**Iowa Assessment**

<table>
<thead>
<tr>
<th>Grade</th>
<th>State</th>
<th>AEA</th>
<th>Indee</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>71.2</td>
<td>66.72</td>
<td>83.87</td>
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<td>4th</td>
<td>67.41</td>
<td>68.95</td>
<td>75</td>
</tr>
<tr>
<td>5th</td>
<td>64.02</td>
<td>65.56</td>
<td>80</td>
</tr>
<tr>
<td>6th</td>
<td>62.37</td>
<td>64.7</td>
<td>78.57</td>
</tr>
<tr>
<td>7th</td>
<td>72.07</td>
<td>74.91</td>
<td>88.57</td>
</tr>
<tr>
<td>8th</td>
<td>59.57</td>
<td>61.09</td>
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<tr>
<td>11th</td>
<td>70.81</td>
<td>73.69</td>
<td>64.29</td>
</tr>
</tbody>
</table>

*3rd, 4th, 5th, 6th and 7th were above the State and AEA average.*

*3rd, 5th, and 7th were 80% or above indicating strong core instruction.*
Science

Similar to Reading and Math, the following Science graphs illustrate how students in grade 3-11 performed as compared to students in our AEA and across the state.

*3rd, 4th, 6th, 8th and 11th were above State and AEA average.

*3rd, 4th, 6th, 8th and 11th were above State and AEA average.

*3rd, 4th, 6th, 8th were 80% or above indicating strong core instruction.

Low Performance or Not Proficient = 1st – 40th percentile

Intermediate Performance or Proficiency = 41st – 89th percentile

High Performance or Proficiency = 90th – 99th percentile
**Science SES Data Comparison**

**Iowa Assessment**

![Graph](image)

*3rd, 4th, 6th and 8th were above State and AEA average.*

*4th was above 80% indicating strong core instruction.*

**IEP Science Data Comparison**

**Iowa Assessment**

![Graph](image)

*3rd, 4th, and 6th were above State and AEA average.*

---

**Additional Information**

**Proficiency and What it Means**

Proficiency is described as any student who scores at or above the 41st percentile. The goal is to increase the percent of students who score above the 41st percentile. We are also concerned with individual growth of students and with growth within and between grades.
Our Second Assessment- MAP

All districts are required to administer a second assessment to at least part of their student body. Independence uses the MAP (Measures of Academic Progress) assessment in grades 2-11 for this purpose. This is a computerized assessment given in the fall and in the spring that indicates growth during a single school year and over multiple years in the areas of reading, language arts, math, and science. This assessment is different from Iowa Assessments in that it is not timed, is computer based and is set up to adjust to the student's knowledge level. If the student answers incorrectly, the test adjusts to a lower level. If the student answers accurately, the test takes the student to a higher level of questions. From the data, teachers are able to determine what skills and concepts each student is ready to learn. Scores are reported in RIT (Ready for Instruction Today) bands. Data from 2012-13 are presented on the graphs on the next pages. The graphs illustrate scores of growth over time in reading, math, and science (only for grades 7-11). As you can see by the graphs, students continue to make growth from year to year. The 11th grade data for 2011 was unavailable.
Anti-Bullying and Harassment Prevention

Many programs are a part of our Anti-Bullying and Harassment Prevention Policy at ICSD. Respect and Protect, Character Counts, CPI (Crisis Prevention Institute) and the newly adopted PBIS (Positive Behavior Inventions and Supports). Each of these programs are defined below. Staff has been trained in these programs, and use them to promote a positive, safe environment for our students. To monitor our progress, the students, staff and parents take a Needs Assessment Survey every year. This survey is analyzed by district administration, staff and SIAC. New goals are set each year based on this analysis.
A total of some 35 teachers, teacher associates, and, administrators were trained in Crisis Prevention during the 11-12 school year. The training helps adults better understand what causes aggressive acting out behaviors, how to help students de-escalate, and how to handle crisis situations when they occur. Training will continue during the 12-13 year.

PBIS- A major advance in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

**Goals of Respect and Protect**

1. Reduce the severity and frequency of, and work towards eliminating all incidents of violence in the school setting.
2. Ensure the safety and well-being of students and staff.
3. Eliminate enabling and the tolerance and entitlement that enabling allows.
4. Create a safe, supporting, nurturing atmosphere highly conducive to learning.
The Six Pillars of Character

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

"START HERE, SUCCEED ANYWHERE."

Another indicator of success is the American College Testing (ACT) scores. On the next page you can see how our students performed.
This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are now included in this report.

### Table 1: Five Year Trends - Average ACT Scores

<table>
<thead>
<tr>
<th>Grad Year</th>
<th>Total Tested</th>
<th>English</th>
<th>Mathematics</th>
<th>Reading</th>
<th>Science</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>2010</td>
<td>70</td>
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<td>2011</td>
<td>49</td>
<td>22,968</td>
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<td>2012</td>
<td>60</td>
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<td>22,931</td>
<td>22.7</td>
<td>21.5</td>
<td>22.3</td>
<td>21.4</td>
</tr>
</tbody>
</table>

**Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework**

**Are Your Students Ready for College?**

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

- **English Composition**: 18 on ACT English Test
- **Algebra**: 22 on ACT Mathematics Test
- **Social Science**: 22 on ACT Reading Test
- **Biology**: 23 on ACT Science Test

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.
ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

**Figure 2. Average ACT Mathematics Scores by Course Sequence**

**Value Added by Mathematics Courses**
Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

**Figure 3. Average ACT Science Scores by Course Sequence**

**Value Added by Science Courses**
Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

**College Readiness for All: An Action Plan for Schools and Districts**

1. **Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.

2. **Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.

3. **Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.

4. **Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.

5. **Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1309 or customerservices@act.org.
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: David Lang  Date  8/18/14

Check One: Professional Leave Educational Field Trip

Purpose of Leave/Field Trip: To perform at the Univ. of Wis. Platteville Jazz Fest

Dates of Meeting/Trip: Friday, Feb 6, 2015

Departure Date: Feb 6, 2015  Date Returning: Fri, Feb 6, 2015

Sponsoring Organization: Univ. of Platteville Music Dept.

Meeting Held At: Platteville

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

If yes, please explain ________________________________

Are you being reimbursed by any other group or organization for any expenses or receiving a stipend for attending this meeting?  Yes  No  If yes, please explain ________________________________

Rationale for Attendance: Performance

Others in the District who you know are going to this meeting or convention? Lisa Long & Earl Smith

Who are you coordinating your travel expenses/plans with? ________________________________

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? ________________________________

Activity Fund  X General Fund  Code(s): ________________________________

Estimates for Cost:

<table>
<thead>
<tr>
<th>Cost</th>
<th>Amount</th>
</tr>
</thead>
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<tr>
<td>Transportation - (figure ground transportation costs @ $.24 Per mile)</td>
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<tr>
<td>Meals</td>
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<tr>
<td>Lodging</td>
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<td>Registration Fee</td>
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<td>Cost of Sub</td>
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<tr>
<td>Other</td>
<td>$</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$</td>
</tr>
</tbody>
</table>

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

Date Returned to Employee by Central Office
This is a Jazz Festival at the University of Wisconsin Platteville. It is 90 miles from Independence. The registration is $175 per band. We are only taking one band. We need one yellow bus, truck/and small trailer. Leave in the morning and return in the evening. Registration has not opened yet, so I have attached last year's registration form and schedule for reference. This festival was one of the educational highlights of the entire season. Fantastic clinics with three of the finest Jazz educators in the Mid-West.

Thanks,
Mr. Lang
Friday, February 7, 2014
Platteville Jazz Festival
At Univ. of Wisconsin, Platteville
ONE BUS WHITE TRUCK/SM TRAILER
Jazz Orchestra Only
8:45 AM – Meet and Depart for Platteville, WI
11:00 AM – Fast food Lunch in Platteville, WI
12:00 PM – Arrive at UW Platteville
12:30 AM – Jazz Orchestra Warm-up (Choir Rm)
1:00 PM - Jazz Orchestra Performance (CFA Stage)
1:30 PM - Jazz Orchestra Clinic (Band Rm.)
2:00 PM – Load Equipment
2:30 PM – Watch Green Bay East HS
3:30 PM – Festival Masterclass and Awards
4:30 PM – Load and depart
5:00 PM – Dinner in Platteville
7:00 PM – Festival All-Star Concert
9:00 PM – Depart for Indee
11:15 PM – Arrive at Indee HS
44th Annual Jazz Festival
Friday February 7, 2014

Competitive Events, Educational Clinics, performance/master-class by the Festival Quintet (featuring the adjudicators, UWP faculty, and special guests)

Evening concert featuring the winning High School Jazz Ensemble, UWP Jazz 1, and the Festival Big Band with vocalist Bryan Anthony

(Tickets for evening concert sold separately)

REGISTRATION FORM

Director’s Name: ________________________________

Name of School: ________________________________

Street Address: __________________________________

City: ____________________________ State_____ Zip_____

School Phone (______) _______ Email: ____________@

PLEASE CHOOSE ONE OF THE PAYMENT OPTIONS BELOW.

□ Jazz Combo. Fee: $100 per combo
□ Jazz Ensemble (Big Band). Fee: $175 per ensemble

Directors, parents and chaperones are admitted free. The registration fee includes access to any and all of the educational clinics and high school performances. Evening concerts and meals are not included.

TOTAL NUMBER OF ENSEMBLES: _____ TOTAL FEES: $______

Registration is established on a FIRST-COME, FIRST-SERVED BASIS ACCORDING TO THE ORDER IN WHICH REGISTRATION FORMS ARE POSTMARKED

Print and mail forms with CHECK payable to UW-Platteville to:

Allen Cordingley - 154 Doudna Hall
University of Wisconsin – Platteville
1 University Plaza
Platteville, Wisconsin 53818-3099

FRIDAY EVENING CONCERT TICKETS MUST BE PURCHASED SEPARATELY.

Order tickets at: http://www.uwplatt.edu/arts/cfa/information/office.html
(877) 727-1CFA

Include students’ names with this registration to receive student discount prices.
44th Annual UW-Platteville Jazz Festival

Friday, Feb. 7, 2014
Festival is all day

Featuring:
The Festival Big Band with Bryan Anthony

And the Festival Quintet

Dave Cooper (Trumpet)
Tom Gullion (Saxophone)
Mark Urness (Bass)
Keith Lienert (Drums)
Vincent Fuh (Piano)

Middle school and high school large jazz ensemble competition
Middle school and high school combo competition
Workshop/sight-reading clinic
Festival quintet performance masterclass
Evening concert is 7:30 p.m., featuring Bryan Anthony, Jazz 1, Festival Big Band, Festival Quintet, and the winning High School Jazz Ensemble.

For ticket information for the evening concert, go to https://tickets.uwpplatt.edu/public/default.asp or call the University Box Office at 608.342.1298 or toll free at 1.877.727.1CFA.

To request disability accommodations, please contact the University Box Office at 608.342.1298.
Statewide 4 Year Old Voluntary Preschool Contract

This Contract is entered into between the Independence Community School District (ICSD), 1207 1st St W, Independence, IA and Wee Care.

Program
The ICSD and Wee Care are entering into this Contract for the purpose of providing free preschool services for four year olds within our community.

Term
The term of this contract shall be from July 1, 2009 to June 30, 2010 and thereafter unless either party wishes to terminate the contract or funding for the program is no longer available. Either party may terminate the contract with or without cause on or before April 15 of the current contracted year. Notice shall be deemed to have been given if delivered or mailed to a representative of the party at the address set forth above. Contract should be reviewed and edited if needed annually in June. The District and the partners agree that in the event the Iowa legislature, the governor or the Iowa Department of Education take any action to decrease funding for the preschool program; affect the District's allowable expenditures or impact the District's authority to manage and control its budget, the costs associated with the program from the partners will be decreased dollar for dollar. This adjustment will be applicable in any given school year of the agreement. The partners will be responsible for making up the difference in loss of funding or the contracted salaries for their personnel will be reduced by the appropriate amount.

Staffing/Enrollment
Wee Care agrees to provide a minimum of one full-time teacher (appropriately licensed and certified for early childhood) who shall be present with eligible children during the voluntary preschool program instructional time. Wee Care shall be responsible for all costs related to salary and available insurance and benefits, for the certified instructor. Any employee of Wee Care assigned to teach in the voluntary preschool program will remain an employee of the Wee Care and shall not be considered an employee of the ICSD for any purpose.

The ICSD shall be entitled to observe Wee Care's assigned teacher during the hours of operation of the voluntary preschool program, including time designated for professional development and home visits and provide input to designated supervisor/evaluator if not the ICSD. If Wee Care cannot or chooses not to provide evaluation of assigned teacher as designated by Iowa Code, The ICSD will arrange for these services.

Wee Care agrees to provide at least one teacher for the first 10 children in a classroom during the instructional time described in sub rule 16.3(4) of The Iowa Administrative Code. A minimum of 1 associate and 1 teacher shall be present when 11-20 children are present. Wee Care agrees to maintain class size to no more than 20 children per section.

Wee Care agrees to provide a teacher associate who is currently trained or enrolled in a program to be trained according to program standards as outlined in the Voluntary 4 year old Preschool grant. All associates shall be available to work with the teacher and children from start to end of program day for children. The Wee Care's teacher associate
shall be an employee of the Wee Care and not be considered an employee of the ICSD for any purpose.

Funding for the first year of the voluntary preschool program is based on the preschool program’s enrollment count as of September 1, 2009. Funding for subsequent years will be based on the voluntary preschool program enrollment count on October 1 of the previous year. For example, the ICSD was awarded full funding based on 40 four-year-old children. The preschool program starts August 31, 2009, and 40 four-year-old children are enrolled. On October 1, 2009, there are still 40 children enrolled. The next school year, 2010-11, the ICSD will receive funding for 40 slots for a new group of preschoolers based on the preschool foundation and aid formula (for 2008-09 the amount was $5546 x .60 per child). During each subsequent school year, the preschool foundation aid formula will flow in the same manner as the school foundation aid formula. For example, if the ICSD has enrolled more four year old children in the preschool program, such as 45 children, funding will not be generated for the additional 5 children for the first year of funding (the grant year). However, if 45 children are reported on the October 1 Certified Enrollment Count that first year, then the following school year the ICSD would receive funding for 45 children. The opposite would be true if there was a reduction in enrollment to 36 children. Funding would be reduced for the following school year. The Certified Enrollment Count determines the Independence Community 4 Year Old Preschool budget. The amount can’t be changed at any other time during the school year.

**Facilities**

Wee Care shall provide adequate and appropriate space and facilities in accordance with the voluntary preschool program standards. This will include access to appropriate bathroom facilities and to the facility’s playground area.

**Programming**

Wee Care must be an approved and licensed child development center by the Department of Human Services (DHS). Wee Care agrees that during the term of this contract, and any subsequent renewal, it shall maintain such approval and licensing and will abide by all licensing requirements of DHS. If at any time Wee Care shall no longer be DHS approved or licensed, The ICSD may terminate this contract.

Wee Care agrees to provide at least 10 hours per week of intentional instruction directly related to the voluntary preschool program’s curriculum, not to include recess or faith-based instruction.

Wee Care shall provide adequate and appropriate meals or snacks in accordance with the voluntary preschool program standards.

**Curriculum**

Wee Care agrees to adopt a research-based or evidence based curriculum as determined by the ICSD in accordance with voluntary preschool program standards. Wee Care agrees to demonstrate how the curriculum, assessment, staff development, and instructional strategies are aligned to the Iowa Early Learning Standards. The teacher
shall provide instruction on the skills and knowledge included in the Iowa Early Learning Standards.

Wee Care agrees to adopt a research-based or evidence-based assessment to provide information on children’s learning and development as determined by ICSD.

The ICSD shall provide and Wee Care shall use instructional materials and supplies consistent with the voluntary preschool program standards and the Iowa Early Learning Standards. The ICSD and Wee Care shall be jointly responsible for ensuring that the approved curriculum is taught and for overseeing the implementation of the curriculum.

Professional Development
The ICSD shall make available to any teacher of this voluntary preschool program who is not employed by the ICSD, staff development that the ICSD offers to the ICSD’s personnel to maintain the skills appropriate to the teacher’s role. Individual career development plans for the ICSD preschool teachers shall be addressed in the ICSD’s career development plan, and shall be implemented in accordance with the Iowa Code Section 284.6. The ICSD shall ensure that staff members for the program are provided appropriate staff development in early childhood education.

Wee Care agrees to provide paid release time for teacher and associate to attend all preschool professional development designated by the ICSD.

Family Involvement
Wee Care shall involve families through at least one home visit, one family night and at least two family-teacher conferences per year. Family involvement may include volunteering in the classroom, orientation to the preschool program, parent education, general communications, or other activities.

Transportation
The ICSD shall provide transportation for any students enrolled in the program on existing bus routes only. Transportation for field trips planned by the teacher and pre-approved by the ICSD, will be provided by the ICSD.

Reporting/Verification of Program
The ICSD shall provide an annual report to the Department of Education regarding program requirements on forms provided by the DOE.

Wee Care agrees to provide to the ICSD any data including but not limited to the following:

a. number of eligible children participating in the preschool program
b. number of eligible children participating in a program that meets the requirements of NAEYC, Head Start, or QPPS.
c. curriculum used
d. assessment as defined in rule 16.2 the Iowa Administrative Code or future code/requirement dictated by the state.
e. number of teachers
f. family involvement data (ie: family night, conference, home visits)
g. Student Registration forms
The ICSD shall collect and organize evidence from Wee Care for the purposes of the verification process.

Wee Care shall provide necessary documentation, as determined by the ICSD, to the ICSD for the verification process.

**Students/Student Records**
The ICSD shall be responsible for determining special education and related services categorization and placement in accordance with state and federal law and shall be responsible for any special costs or programming involved for students enrolling with an individual education plan (IEP).

The ICSD and Wee Care will ensure that all parents have enrolled students through a joint preschool enrollment process and will hold parents/students to ICSD policies, practices and procedures. Wee Care will be responsible for monitoring attendance and reporting said attendance to the ICSD on the first Friday of each month for the previous month.

The ICSD and Wee Care shall cooperate regarding student records for students enrolled in the voluntary preschool program, and the ICSD shall maintain all educational records as required by law. Each party and its employees shall be responsible for maintaining the confidentiality of any educational records as required by law. The parties shall furnish each other with any educational records as required by law. The parties shall furnish each other with any necessary documentation needed to comply with each party’s federal and state standards, regulations and requirements, including, but not limited to, Free and Reduced Lunch Applications enrollment reports and attendance reports.

Wee Care will be required to forward student records (including any documentation of student progress as required by the ICSD) to next attendance center.

**School Day/Calendar**
The ICSD will develop a Preschool Calendar based on the ICSD’s K-12 calendar. Wee Care will operate preschool each day that classes are in session as designated on Preschool Calendar. The voluntary preschool program shall consist of a half-day class providing services to students in a morning session from 8:20 am to 11:20 a.m. and an afternoon session from 12:00-3:00 p.m. per the agreed upon preschool calendar.

**Financial Arrangements**
Wee Care agrees not to charge fees to the ICSD that are not directly related to the instructional day. In addition, parents will not be charged for the portion of the day related to PK4 programming. Any additional time a child is enrolled beyond PK4 programming & funding will be at the expense of the parent as determined by Wee Care.

**Billing**
Wee Care will bill the ICSD on a monthly basis for reimbursement of salaries and benefits provided to the Wee Care’s employees with supporting documents by the second
Monday of the month for the previous month. The ICSD will make monthly payments following the Independence Board of Education meeting for the prior month’s payroll.

Wee Care will provide proof of actual cost of administrative costs, teacher and associate salaries, and any benefits, FICA and insurance provided as well as other expenditures needing reimbursement prior to any reimbursement given.

All purchases of supplies needed will require a Purchase Order (initiated by Wee Care, providing all relevant information) and approval by the ICSD prior to purchase. The ICSD reserves the right to deny Purchase Order based on financial and need analysis. All Purchase Orders and ordered materials will be handled by the ICSD upon receipt. Wee Care will arrange for pickup of purchased materials upon notification by the ICSD.

All equipment, furniture and non-consumable supplies are considered property of the ICSD. If the contract between the ICSD and Wee Care is terminated for any reason prior to completion of 5 successful consecutive partnership years, all equipment, furniture and non-consumable supplies will be returned to the ICSD. All equipment, furniture and non-consumable supplies become the property of Wee Care after the 5th year.

The ICSD is responsible for maintaining financial records for the voluntary preschool program throughout its implementation and for providing Wee Care a monthly copy of financials.

**Representatives**
The contact person for each party shall be as follows:

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Phone</th>
<th>email</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ICSD</td>
<td>Mary Jean Blaisdell</td>
<td>319-332-0535</td>
<td><a href="mailto:mjblaisdell@independence.k12.ia.us">mjblaisdell@independence.k12.ia.us</a></td>
</tr>
<tr>
<td>Wee Care</td>
<td>Sonia Bockoven</td>
<td>319-334-2511</td>
<td><a href="mailto:weecare@indytel.com">weecare@indytel.com</a></td>
</tr>
</tbody>
</table>

**Amendment of Contract**
This contract may not be modified, changed or varied except by a written instrument signed by the parties.

**Wee Care**

**Board President**  

Date **August 18, 2014**

**Independence Community School (ICSD)**

Date

**Board President**
Level I Investigator, Level II Investigator and Alternate Investigator for 2014-2015

Level I: Danielle Meyer, Director of School Improvement
Level II: Local Law Enforcement
Alternate: Josh Payton, Junior-Senior High School Assistant Principal
Regents Alternative Pathway to Iowa Licensure (RAPIL)

COOPERATIVE AGREEMENT

by and between

RAPIL AND Independence Schools

This agreement is made and entered into this August 19, 2014 by and between Regents Alternative Pathway to Iowa Licensure (RAPIL) program through Iowa State University, University of Northern Iowa and the University of Iowa (hereinafter referred to as the “University”) and Independence Schools (hereinafter referred to as the “Clinical Placement Site”).

WHEREAS, University seeks to provide students of the RAPIL program (“Students”) with experience in a setting in which the Students, while under appropriate supervision, learn to apply the methods, skills and standards of licensed professionals.

WHEREAS, Clinical Placement Site seeks to obtain the assistance of Students and also to establish relationships with and contribute to the education of future licensed professionals.

WHEREAS, University and Clinical Placement Site intend to offer clinical experiences to Students to support the Students’ development of applicable knowledge, dispositions, and performances in a variety of settings.

WHEREAS, the purpose of this Agreement is to set forth the terms and conditions of engaging in a cooperative program through which the students of the RAPIL program may obtain appropriate clinical experience.

NOW, THEREFORE, in consideration of the foregoing and the mutual promises set forth herein, the University and Clinical Placement Site agree as follows:

1.0 Rights and Responsibilities of University.

1.1 The University’s program coordinators shall determine eligibility of Students to participate in the clinical experience.

1.2 The placement of Students shall be accomplished on a cooperative basis involving both the University and the Clinical Placement Site including jointly defined qualifications for Students entering the clinical experience. The University will provide advance information to the Clinical Placement Site concerning the names of Students and dates for the clinical experiences to allow the Clinical Placement Site time and opportunity to reasonably accommodate the Students.

1.3 The University reserves the right to decline the services of any Clinical Placement Site’s cooperating staff member, if any, subject to the non-discrimination provisions in Section 6.

1.4 The University’s program coordinators, at any time and immediately in the case of an emergency, may terminate or change the assignment of any Student. Prior to doing so, the University’s program coordinators shall make reasonable efforts to consult with all parties concerned regarding reasons for termination or changes in assignment. University will provide the Clinical Placement Site written notification of such termination or change.

1.5 The University will explain to the Students that, during the clinical experience at the Clinical Placement Site, they will be subject to the rules and regulations of the Clinical Placement Site, the University and the code(s) of ethics of the profession.

1.6 The University, after consultation with appropriate representatives of the Clinical Placement Site, will plan and conduct the educational program for the Students’ experiences. The University will provide the Clinical Placement Site with discipline-specific goals and objectives, including prescribed minimum expectations and responsibilities for the Students, cooperating staff members, the Clinical Placement Site, and individuals supervising the Students.
1.7 The University will provide reasonable opportunities for the staff of the Clinical Placement Site to participate in joint planning and evaluation of Student experiences and to participate in the development of Student schedules at the clinical setting site. The final evaluation of the Student is the responsibility of the University.

1.8 The University will notify Students that they are to comply with all rules, regulations and procedures of the Clinical Placement Site during their clinical experience there.

1.9 The University will maintain communication and cooperation with the Clinical Placement Site and its cooperating teachers and staff to assure implementation of the goals and objectives of the clinical learning experiences contemplated by this Agreement.

1.10 The University shall assign and designate a point of contact that is to be responsible for planning and administering the clinical experience.

2.0 Rights and Responsibilities of Clinical Placement Site.

2.1 The Clinical Placement Site will provide a suitable environment for learning experiences for Students which are planned, organized, and administered by qualified staff in conjunction with designated University personnel, in accordance with mutually agreed upon discipline-specific goals and objectives.

2.2 The Clinical Placement Site and its cooperating teachers and staff shall maintain communication and cooperation with the University to assure implementation of the goals and objectives of the clinical learning experiences contemplated by this Agreement.

2.3 The Clinical Placement Site shall provide any Student assigned under this agreement with an orientation that includes a tour of its facility, an explanation of any applicable rules, regulations and procedures and other topics that will assure the Student a quality clinical experience.

2.4 The Clinical Placement Site shall assign and designate a point of contact that is to be responsible for planning and administering the clinical experience.

2.5 The Clinical Placement Site shall provide adequate facilities, equipment and supplies to meet the educational objectives of the clinical experience.

2.6 Students shall perform the services contemplated by this Agreement only under the supervision of the Clinical Placement Site employees or agents. Students are trainees and shall not be used as a replacement for teachers, administrators or any other staff member of the Clinical Placement Site.

2.7 The Clinical Placement Site acknowledges that Student education records are protected by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232(g) and 34 CFR Part 99, and that Student permission must be obtained before releasing directory or non-directory student data to anyone other than University. The Clinical Placement Site agrees to keep education records of Students confidential as required by FERPA.

3.0 Liability.

3.1 The Clinical Placement Site agrees to indemnify and hold harmless University, the Board of Regent's of the State of Iowa, the State of Iowa and their officers, employees and agents from any and all claims arising from activities provided or supervised by the Clinical Placement Site and from any and all liability, loss, damage, cause of action, cost and expenses, arising out of or in connection with any activities undertaken by the Clinical Placement Site, including its employees, in performing their duties and responsibilities under this Agreement or arising from a breach of the terms of this Agreement.
3.2 University agrees to be responsible for any and all claims and liability for injury to persons or property arising out of or caused by the negligence of its agents, employees, or officers in the performance of the duties and obligations contemplated in the Agreement to the extent permitted by the Iowa Tort Claims Act, Chapter 669 of the Code of Iowa. Non-public schools are not covered under the Iowa Tort Claims Act, Chapter 669 of the Code of Iowa.

3.3 Student Liability

3.3.1 Clinical Placement Sites within Iowa agree to indemnify and hold Students participating in a clinical experience harmless from any and all tort claims or demands, whether groundless or otherwise, arising out of an alleged act or omission occurring within the scope of their activities under this Agreement to the same extent the Clinical Placement Site shall do so for its officers and employees, as provided under the Code of Iowa, Sections 272.27 and 670.8 (Tort Liability of Governmental Subdivisions Act).

3.3.2 Professional liability insurance will be encouraged for all Students participating in in-state clinical experiences. Students, other than for those Students subject to the protections provided under Section 3.3.1 above, shall be required by University to obtain professional liability insurance while participating in an in-state clinical experience. Students participating in clinical experiences out of Iowa will be required to obtain professional liability insurance.

4.0 Compensation

4.1 Compensation for Cooperating Teachers Supervising Clinical Experiences - Student Teaching

4.1.1 The University agrees to compensate a cooperating teacher who satisfactorily serves as a cooperating teacher for a Student teacher for the full duration of a student teacher clinical experience.

4.1.2 If a cooperating teacher serves as a cooperating teacher for less than the full duration of a Student’s student teaching clinical experience for any reason, his/her compensation will be prorated.

4.1.3 Upon completion of the student teaching assignments, University will make payment for a cooperating teacher’s/staff member’s services within a reasonable time after receipt of written evidence from the Clinical Placement Site that a cooperating teacher/staff member has satisfactorily served as a cooperating teacher/staff member for a Student.

4.2 Compensation for Cooperating Staff Supervising Clinical Experiences - Non-Student Teaching

4.2.1 University agrees to compensate a cooperating teacher in accordance with the Clinical Placement Site’s policies and procedures for non-student teaching supervision. The Clinical Placement Site shall direct the cooperating teacher/staff members assigned to serve as a cooperating teacher/staff member for a Student to provide University appropriate documentation, when direct payment is made to cooperating teacher/staff member for a Student.

4.2.2 If a cooperating staff member serves as a cooperating staff member for less than the full duration of a Student’s Clinical experience in school psychology or school counseling for any reason, his/her compensation will be prorated accordingly in University’s sole discretion.

4.2.3 No compensation will be provided to the Clinical Placement Site or any cooperating staff member for any clinical experience other than those specifically provided for herein.
4.3 **No Compensation for Students**

4.3.1 Both parties agree that no Student in the clinical experience program shall be compensated for the services contemplated under this Agreement. Students are not employees of either University or Clinical Placement Site and are not required nor entitled to be paid any wage, salary or benefits and will not be covered for Worker’s Compensation, Social Security, or Unemployment Compensation programs.

5.0 **Term, Revisions and Termination.**

5.1 This Agreement shall commence beginning on the Effective Date of this Agreement and shall continue for two years but it is automatically renewable unless a termination notice is provided.

5.2 This Agreement may be terminated for any reason by either party upon one hundred twenty (120) days written notice. Should notice of termination be given, Students assigned to the Clinical Placement Site shall be allowed to complete any previously scheduled Clinical experience then in progress at the Clinical Placement Site.

5.3 Requests for revision of this Agreement or notice of termination to the Clinical Placement Site shall be directed to:

5.4 Requests for revision of this Agreement or notice of termination to the University shall be directed to:

6.0 **Non-Discrimination.** Each party shall be separately responsible for compliance with all anti-discrimination laws which may be applicable to their respective activities under this Agreement. Neither party will discriminate against any Student on the basis of race, national origin, color, religion, sex, age, marital status, sexual orientation, gender identity, disability, or status as a U.S. Veteran.

7.0 **Governing Law.** This Agreement shall be governed by and construed under the laws of the State of Iowa, which shall also be venue for any disputes arising hereunder.

8.0 **Entire Agreement.** This Agreement constitutes the entire understanding between the parties with respect to the subject matter hereof, and supersedes any and all prior understandings and agreements, oral or written, relating hereto. Any amendments hereof must be made in writing and agreed to by the parties.
IN WITNESS WHEREOF, the authorized representatives of the parties hereto have executed this Agreement.

CLINICAL PLACEMENT SITE
By: ____________________________
Print Name: ______________________
Its: _____________________________
Date: ____________________________

UNIVERSITY
By: ____________________________
Its: _____________________________
Date: ____________________________

By: ____________________________
Its: _____________________________
Date: ____________________________

By: ____________________________
Susan Fischer
RAPIL Program Coordinator

Date: ____________________________
Agreement to Establish a Consortium
to Jointly Administer an Instructional Program
at River Hills School located within the boundaries of the
Cedar Falls Community School District

This Agreement between the member school districts whose signatures appear at the end of this
document (hereafter “members”), including the Cedar Falls Community School District
(hereafter “host”), is to establish a jointly administered program for the enrollment of students
from the host and members’ school districts in the River Hills program pursuant to Iowa Code
sections 28E.3 and 280.15(1) to provide quality education and activities for students enrolled
from each member district, by the most efficient and economically responsible means; and

Whereas, each member wishes to enroll one or more of its students in classes or programs that
are offered and available at the River Hills program and that are not otherwise available at each
member’s site, and

Whereas, the host is willing to jointly administer the programs and activities at River Hills
School with the members with the costs determined as stated in this Agreement, and

Whereas, Iowa Code section 28E.3 provides, in part, that the boards of directors of two or more
school districts may by agreement jointly administer any power, privilege or authority each
member school district is capable of exercising individually, and

Whereas, Iowa Code section 280.15, subsection 1, provides, in part, that the boards of directors
of two or more school districts may by agreement jointly share services of school personnel,
acquire and share classrooms, facilities, and equipment,

Therefore, the member school districts agree to establish a jointly administered instructional
program in the form of a Consortium as authorized by Iowa Code under the following terms and
conditions:

1. PURPOSE

The Cedar Falls Community School District, pursuant to Iowa Code section 274.1, has the
exclusive authority and responsibility to operate the instructional programs on the River Hills
Campus. Each member school district, pursuant to Iowa Code, has responsibility for the
educational outcomes of its resident students. Members sending students to the River Hills
program will become members of the River Hills School Consortium. This Agreement describes
the arrangement for the provision of instructional services for the River Hills School Consortium
programs. This Agreement further describes certain terms and conditions to participate in the
River Hills School program within the Consortium arrangement for the students of each member
district, including the host district, and other students not residents of any member district. This
Agreement provides a means by which the members may jointly and cooperatively provide
greater educational opportunities for students through the offering of educational programs and
the collective operation of facilities for student use by exercising powers, privileges and
authority and proceeding to participate in and help administer the program, pursuant to the joint powers authorized by Iowa Code.

2. PROGRAM DESCRIPTION

The River Hills program serves students grades Pre-K through 12 with significant IEP cognitive needs. The River Hills program serves students who have been placed for day programming by the IEP team in the student’s resident school district. Students attending the day program are transported to the River Hills School campus by the resident district or by a contracted arrangement made by the resident district.

3. NAME/ORGANIZATION

To accomplish the purposes stated above and to carry out joint and cooperative activity associated with the program, there is hereby created the River Hills School Consortium (“hereafter Consortium”). This Consortium shall consist of the original member districts and host district, and shall include additional parties from time to time, but said Consortium shall not be considered a separate legal entity for purpose of Iowa Code Chapter 28E.

“Host district” means the district of location.

“Member district” means each public school district whose board has agreed to participate in the Consortium program, including the host district.

“Administrators” mean the superintendents of each public school district whose board has agreed to participate in the Consortium program, including the host district.

“Fiscal agent” means the district that is established within the terms of this Agreement to provide the administrative business services, including student, staff, and financial accounting/management on behalf of the Consortium.

4. FISCAL AGENT

In collaboration with Area Education Agency 267, the host district will serve as the fiscal agent for purposes of all administrative business services associated with participation in the Consortium pursuant to the terms of this Agreement. The fiscal agent shall receive funds, handle student, staff, and financial accounting, make timely payments, and provide timely itemized billings to member districts as well as to cover incidental administrative costs such as clerical and business services, postage, and telephone. The host district will ensure that students are entered into an appropriate Student Record Information System (SRI) in classes offered through the River Hills program.

A new fiscal agent may be designated by a majority vote of the administrators.
5. ADMINISTRATION

The Consortium shall be governed and administered by the superintendents of each participating member school district (collectively, “The Administrators”). However, contracts must be approved and signed by the board president and board secretary of the governing boards of member districts rather than the administrators.

The administrators of the districts which are members of the Consortium shall have all powers, privileges, and authority necessary and incidental to manage the affairs of the Consortium, to exercise any power common to the members, and to work with each other to manage this program. Each administrator shall have one vote, regardless of the number of students from that administrator’s school district that attend the River Hills program. The administrators shall also carry out the intent and purpose of this Agreement not inconsistent with law or this Agreement.

These powers and responsibilities of the administrators shall include general administrative duties which may arise from time to time, including, but not limited to:

A. Setting policy and directing administrative regulations for the Consortium.
B. Evaluating and preparing required reports on the effectiveness of the Consortium and the River Hills program.
C. Providing curriculum ideas for program offerings.
D. Assessing the education needs and interests of the students within their respective district.
E. Providing long-range planning for the Consortium and the River Hills program.
F. Setting and evaluating program participation numbers and qualification guidelines.
G. Discussing collective purchases for supplies, equipment, rental/leases, etc., on behalf of the Consortium.
H. Meeting periodically, as needed, to discuss issues associated with the River Hills program and the Consortium.
I. Other reasonable and necessary administrative duties.

Votes and approvals by the administrators may be accomplished by a consensus, a vote at a meeting, or by written affirmation by letter or electronic mail.

However, if the fiscal agent is entering into a contract or agreement on behalf of the Consortium, the governing boards of the member districts shall first approve the contract or agreement. The participating member districts may at any time restrict the powers of the fiscal agent of the Consortium.

6. JOINT MEETINGS

The administrators shall meet at least twice each school year, or more often if necessary, to discuss items of mutual concern. A minimum of 50% plus one administrator of the consortium member schools shall constitute a quorum for the purpose of conducting business during a meeting.
7. BOARD APPROVAL

Cons011ium membership shall be approved by the board of education of each member district. Failure of a board of education to approve the Consortium Agreement shall remove that school district from Consortium membership.

8. JURISDICTION

The students attending the Consortium program shall be allowed to participate in the student activities in their districts of residence and will be subject to the eligibility rules of their resident districts. Students in the Consortium continue to be enrolled in their resident districts and are subject to the testing requirements, graduation requirements, and disciplinary procedures of their resident districts. The employer of the licensed teachers will administer required assessments and will forward the results of the individual assessments to each resident district. The resident districts remain responsible for the achievement of resident students pursuant to the provisions of the No Child Left Behind Act. Permanent school records shall be maintained at the student’s resident district.

The resident districts, through the Consortium, must be actively involved in the management, direction, supervision, and evaluation of the program; evaluation of the students; staff development of teachers; and monitoring adherence to all pertinent state and federal laws, including, but not limited to: testing requirements, No Child Left Behind provisions, IDEA provisions, EDGAR provisions, OMB circular A-87 and A-133 provisions, FERPA provisions, teacher licensure, curriculum development, professional development and expectations, and core curriculum implementation.

Member district students shall be under the jurisdiction of, and be the responsibility of, the host district while in attendance at River Hills School, except as set out in this Agreement. Member district students shall be subject to the same academic, disciplinary, and other additional requirements that apply to host district resident students. Member district students may also be subject to additional disciplinary action at their resident district. All disciplinary or other hearings, if any, will be conducted by the administration or board of education hosting the program with the exception of hearings regarding suspension of more than ten (10) days and expulsions, which will be held by the resident district. The board of the resident district will work with the board of the host district to determine an appropriate course of action to the extent of the Consortium program.

9. INDEPENDENCE RETAINED

It is expressly understood and agreed to by the member districts that nothing contained in this Agreement shall be construed to create a partnership, association, or other affiliation or like relationship between the member districts, it being specifically agreed that their relationship is and shall remain that of independent parties participating in a cooperative mutual relationship in the Consortium. In no event shall a school district be liable for the debts and obligation of another school district.
10. NON-DELEGATION

Unless specifically provided in this Consortium Agreement, the Agreement shall not be construed as a delegation of the authority by the boards of education of any member school districts, or the powers or responsibilities conferred upon them by Iowa Code.

11. SPECIAL EDUCATION

Each member district, as well as any other district sending students under a tuition arrangement to the Consortium, shall remain responsible for insuring the special education instructional and related services offered to its students at the Consortium program provide a free and appropriate public education (FAPE) pursuant to federal and state law.

Each resident district is to maintain a file on each resident student attending the Consortium program. For special education students, this file should contain the student’s current IEP and progress reports.

The resident district, working with the district employing the teacher and the fiscal agent district, is responsible for IEP development and review.

12. LIMITED ENGLISH PROFICIENT

If any student enrolled and served in the Consortium requires a limited English proficient [LEP] program, the resident district shall be billed for the cost of those services provided above the regular instructional program provided. This will be billed as an individualized cost.

13. STAFFING

Staff are the employees of the fiscal agent member district, unless this Agreement assigns other member districts to provide specific staff positions for the Consortium or the fiscal agent member district contracts the day to day operation of the program to another agency (AEA 267).

The fiscal agent may employ, or contract with another public agency, on behalf of the Consortium, an appropriately licensed person or assign a portion of an appropriately licensed person’s time (with time records to show exclusively devoted to the Consortium), to perform the duties of a principal or special education director. Only the employing member district has the power to terminate the employment, or public agency contract, of the principal/director.

If the time records support a specific portion of the time of the principal or special education director was exclusively devoted to special education, the fiscal agent shall provide such records to each member district. Should individual member districts wish to make a request to the School Budget Review Committee (SBRC) to treat their individual portion of this cost as a special education cost, each individual member district’s Board of Education must approve the request and supply copies of board minutes verifying this request. The fiscal agent, on behalf of all consortium member schools, will file those requests that have been previously approve by member district’s Board of Education to the SBRC for administrative special education costs.
Member districts must meet filing timelines as established by the host district and the SBRC (timelines may be different) in order for the request to be considered by the SBRC.

14. TRANSPORTATION

Transportation of member students to and from River Hills School will be determined by the resident member district and will not be the responsibility of the host district. Other necessary transportation during the school day shall be provided by the host district and shall be charged to the resident member district for the student as an individualized cost.

The host member district agrees to allow vehicles from member districts to cross its boundaries for purposes of providing such transportation.

15. PROPERTY

It is not contemplated that the Consortium will acquire, hold or dispose of any real property as part of this undertaking. However, the fiscal agent in the Consortium may enter into leases or sublease arrangements for a building to house the program, with approval of the member districts. That lease or sublease arrangements may be payable from the Physical Plant and Equipment Levy Fund or other legally authorized funds.

Existing equipment, supplies, furniture, and textbooks of each member district may be used in the Consortium program. Such use will be determined by the administrators based upon the appropriate need for the item. An inventory of exchanged items will be maintained.

Upon termination of this Consortium Agreement, identifiable exchanged items shall be returned to the district of original ownership. All items purchased separately by each member district during the term of this Agreement shall remain the property of that member district.

Each member district shall be responsible for its own buildings, non-instructional equipment and supplies, school buses, custodial and maintenance, utilities, insurance, and similar costs outside of the Consortium.

16. NON-MEMBER DISTRICTS

Only Consortium member school district will be allowed to enroll students into the River Hills program.

17. MEDICAID

Administration and staff serving the instruction programs at River Hills School will complete Medicaid claim documentation on behalf of consortium member districts. The submission of claim documentation for Medicaid reimbursement will be the responsibility of each member district for their resident students. Tuition billing for student(s) actual costs for attending the River Hills program will not reflect any potential Medicaid reimbursement. The host district will not receive Medicaid reimbursements for students from other consortium member districts.
18. FINANCIAL PROVISIONS

Members agree to pay Consortium costs to the fiscal agent for their students’ enrollment in River Hills School programs. The costs shall be computed by determining actual costs for providing educational services to each member’s students with IEPs as defined in this Agreement. Billing will be done quarterly.

A member district may be involuntarily terminated at the end of a school year by a majority vote of the administrators for failure to pay timely or otherwise not abiding by the terms of this Agreement.

If statutory changes or additions, i.e., state incentives for such sharing, mandate adjustments in the payments required pursuant to this Agreement, addenda shall be executed to bring the Agreement into compliance with statutory requirements.

The fiscal agent shall receive no more than one (1) percent of the regular program DCPP for each student (FTE) enrolled and served in the Consortium program. In lieu of the one (1) percent limitation, the fiscal agent may keep time records to support billing actual cost for these services. This is a regular education cost and cannot be charged to special education.

The fiscal agent member district shall establish an operating budget for the Consortium program. The budget shall include all anticipated revenues and expenditures for instruction, instructional supervision, and operation and maintenance. If the revenues or cash flow are insufficient to meet the costs of the Consortium, the administrators shall discuss adjustments to the revenues, expenditures or budget. The budget, and any amendments to the budget, shall be approved by a majority of the administrators. Because the costs to districts must be based on actual resident students enrolled and served in the Consortium program, and students may move, drop out or join the program throughout the school year, the budget estimated to be paid by each member district may require adjustment throughout the year accordingly.

The fiscal agent member shall provide itemized billings for the costs set out in this Agreement, within thirty (30) days of the end of each quarter. No billing shall be provided directly to resident districts from a third party contract (such as the AEA or private provider). Each member shall promptly pay its amount at its next board meeting, but no later than forty-five (45) days from receipt of the itemized bill. If any costs were estimated in the first three quarters, the final quarter’s billing shall be adjusted to ensure that the costs are the actual costs for special education for the entire year and the correct share of costs pursuant to this Agreement.

“Itemized” billing means a bill in sufficient detail that each member district can meet its legal fiscal responsibilities, including but not limited to, determining performance of the IEP requirements for each of its students, reporting expenditures from the correct funding source in accordance with the permissive uses guidance document issued in December 2013, filing Medicaid claims or special education claims or determining that such claims have been filed and billed costs reduced by that amount, etc.

Each resident district shall be billed for and pay the actual costs of the educational program for each of its resident students pursuant to the IEP. “Actual costs” is a term referring to the excess
costs of providing instruction for children requiring special education, above the costs of
instruction of pupils in a regular curriculum. "Actual costs" should not be confused with the
common meaning of actual as 'all costs incurred' which might include non-instructional costs or
costs of instruction that are substantially similar to the costs of instruction in regular curriculum.
To the extent that the costs are directly related to the provision of special education services
pursuant to the IEPs, these costs are special education costs in the member districts. In the case
of a Consortium, the general purpose percentage [GPP] would not be billed as a part of the actual
costs, because the non-IEP costs are being allocated to member districts otherwise; billing for
GPP would result in duplicated billing.

Specialized costs for identified LEP students above the costs of providing instruction for students
in a regular curriculum, may be billed to each resident district of such identified LEP students in
the proportion that each member's student FTE enrolled in the Consortium program and using
that specialized LEP instruction bears to the total of all members' student FTE enrolled and
using that specialized LEP instruction. Costs must be exclusively for identified LEP students
and must be related to LEP instruction above the regular curriculum. Such costs will be billed as
an individualized cost and may be paid from the LEP weighted funding (280.4), from SBRC
modified supplemental amount (257.31(5)("j")), or from general fund general purpose funding.

Consortium members agree to lease the River Hills School facility from Area Education Agency
267. Because this facility is not a school building owned by a member district, the annual cost of
the lease may be billed to each member district in the proportion that each member's student
FTE enrolled in the Consortium program bears to the total of all members' student FTE enrolled
during that school year. The lease would be paid from either PPEL or SAVE and is not a special
education cost. No costs related to debt, facility use charges, or new construction/remodeling
may be charged.

If the cost of maintenance is increased as a result of the River Hills program (custodial, utilities,
garbage disposal, snow removal, lawn care), the excess cost of maintenance over the normal cost
of maintenance in the host district, may be billed to each member district in the proportion that
each member's student FTE enrolled in the Consortium program bears to the total of all
members' student FTE enrolled during that school year. This must be agreed to by the majority
of the administrators. The cost is a general fund, general purpose cost.

If the cost of insurance other than employee insurances is increased as a result of the River Hills
program (liability), the excess cost of liability insurance over the normal cost of liability in the
host district, may be billed to each member district in the proportion that each member's student
FTE enrolled in the Consortium program bears to the total of all members' student FTE enrolled
during that school year. This must be agreed to by the majority of the administrators. The cost
is a management fund cost.

Food service would be provided by the host district in the same way that food service is provided
to other students attending public school within the district boundaries.

Professional development and teacher travel that is specific and unique to the students served in
the River Hills program, may be billed to each member district in the proportion that each
member’s student FTE enrolled in the Consortium program bears to the total of all members’ student FTE enrolled during that school year. If the professional development/travel is special education professional development, it may be charged to special education funding by the member districts; if not special education professional development, it is a general fund, general purpose expenditure.

The cost of supplies and equipment that are not included in actual costs of special education, may be billed to each member district in the proportion that each member’s student FTE enrolled in the Consortium program bears to the total of all members’ student FTE enrolled during that school year. These costs would be general fund, general purpose expenditures.

The cost of purchased instructional services from a private provider that are not itemized and included in actual costs of special education, may be billed to each member district in the proportion that each member’s student FTE enrolled in the Consortium program bears to the total of all members’ student FTE enrolled during that school year. These costs would be general fund, general purpose expenditures.

19. CONTRACTED SERVICES

Billings from any purchased service provider must be “itemized” in sufficient detail that each member district can meet its legal fiscal responsibilities, including but not limited to, the ability to:

- Determine performance of the IEP requirements for each of its students.
- Report expenditures from the correct funding source in accordance with the permissive uses guidance document issued in December 2013.
- Ensure that costs are itemized for the purpose of submitting Medicaid claims or special education claims or determining that such claims have been filed and billed costs reduced by that amount, etc.
- Ensure that the costs are limited to actual costs of special education as defined by Iowa Code.
- Ensure that each item is an item on the student’s individual student’s IEP so that re-billings are accurate.
- Ensure that items such as services of a nurse are identified and are linked only to students with services of a nurse included on the individual student’s IEP.
- Ensure that each item is paid from the correct fund.
- Ensure that each item is paid from the correct funding stream (special education weighted funding, IDEA Part B or Part C, LEP, Title 1, general purpose funding, etc.).
- Ensure that any administrative costs are allowable and itemized for the purpose of requesting permission from the SBRC to pay those costs from special education weighted funding rather than general purpose funding.
- Ensure that costs that are not included within the definition of actual costs of special education instructional programs are separately identified so that they are not paid from any special education funding streams. For this purpose, at a minimum, this would require costs itemized to the function level, and sometimes object level, that districts are required to enter on the CAR-COA. There cannot be a single special education cost when that cost includes non-instructional items. Therefore, there would be separate purchased services (even if in
the same Agreement) for such things as instruction, support services, administration, operations & maintenance if applicable, etc.

- Ensure that no costs were paid from grants or other funding resources the private provider received or was entitled to receive to address the potential for any cost to be paid by the district which was properly paid from a different source. The IDEA provides that education agencies are payors of last resort.
- Ensure that any profit built in by a private for-profit service provider is reasonable. The district has a stewardship responsibility to look at those costs to evaluate the cost effectiveness of purchasing services versus providing the services directly as well as to have procedures in place to meet the coming requirements of the Omni-circular related to procurement.
- Ensure that no costs are “per pupil rates.”
- Ensure that no costs are related to purchasing spaces or other phantom student models.
- Ensure time records are maintained when personnel are paid from multiple funding streams and costs are proportionate to time.
- If the contracted service provider is the AEA, ensure that no costs are related to AEA responsibilities and all costs are at cost without built-in profit.
- Ensure that if GPP is part of the billing, that the GPP has been used to reduce the costs which are not defined by Code as special education instructional costs.

20. AMENDMENTS

The provisions of this Agreement may be added to, amended or modified by a majority vote of the administrators of all member districts and approved by a majority of consortium member schools boards of education. Amendment votes must be cast at a duly called meeting by all consortium school administrators physically present.

All other Consortium business not pertaining to amending this Agreement shall be decided by a majority of the administrators of all member districts.

21. DURATION

Subject to the rights of amendment, modification, or termination, this Agreement shall be in full force and in effect from the date of execution until June 30, 2015, and shall automatically renew every July 1 for one-year periods unless participation is terminated by a member by providing written notice to all other members on or before February 1 or terminated by mutual agreement of all of the member districts.

This Agreement will be reviewed annually by the administrators, beginning in January 2015.

22. TERMINATION

On termination of the Agreement, all assets owned by member districts shall be returned to the member district, and all Consortium assets remaining after payment of all liabilities shall be distributed to each member district, at fair value, on the basis of its total FTE of student enrollment on October 1 in the year of termination in proportion to the total student enrollment
of all member districts on October 1. If assets are insufficient to pay all liabilities, members shall be assessed in such proportion.

Also, upon termination of this Consortium Agreement, any remaining equipment, supplies, textbooks, and furniture purchased jointly on a prorated basis shall be divided by the same proration, subject to depreciation. Such items will be physically divided. If not possible, one district shall compensate the other districts for their prorated share of the depreciated value.

23. CROSS INDEMNIFICATION

If any claim for damage, injury or other loss (hereinafter “loss”) is made by or on behalf of a student, the district transporting or supervising the student at the time of the loss shall be responsible for any payment of claims, damages, or judgments arising out of the loss, and that transporting or supervising district shall indemnify, defend and hold harmless the non-transporting or non-supervising district if a claim is made against the non-transporting or non-supervising district for a loss which occurred while the student was under the supervision and control of the transporting or supervising district. Both member districts and the host district agree to carry liability insurance or otherwise contract for coverage of claims consistent with this Agreement.

Otherwise, to the extent permitted by law, each of the member districts shall protect, defend, hold harmless, and indemnify the other member districts from and against any and all claims, losses, costs, damages, and expenses including attorneys’ fees and expenses, which the other districts may incur by reason of the indemnifying party’s negligence, breach of this Agreement, or violation of law or right of a third party, or that of the indemnifying party’s officers, employees, or agents.

24. APPLICATION OF LAWS, RULES AND REGULATIONS

This Agreement and all policies, rules, and regulations adopted by the administrators to govern the operation of the program shall comply with the laws of the state of Iowa, with rules and regulations of the Iowa Department of Education, and with federal laws and regulations. Any provisions of this Agreement in conflict therewith shall be null and void and the remainder of the Agreement shall be binding upon all members.

All member districts shall refrain from any action which would violate any law, rule, policy, or regulation of any governmental body or agency having jurisdiction over this Agreement.

All member districts agree to cooperate as needed to assure that all required services and responsibilities are provided by the members and that the educational programs and activities are operated in compliance with all applicable laws.

25. BINDING EFFECT

This Agreement shall be binding upon, and inure to the benefit of, the member districts hereto and their successors and assigns.
26. EXECUTION IN COUNTERPARTS

This Agreement may be simultaneously executed in one or more counterparts, each of which shall be deemed to be an original and all of which together shall constitute one and the same instrument.

27. SEVERABILITY

If any clause, provision or section of this Agreement shall, for any reason, be held illegal or invalid by a court or state or federal agency, the illegality or invalidity of such clause, provision or section shall not affect any of the remaining clauses, provisions or sections hereof, and this Agreement shall be construed and enforced as if such illegal or invalid clause, provision or section had not be contained herein. In case any agreement or obligation contained in this Agreement is held to be in violation of law, then such agreement or obligation shall be deemed to be the agreement or obligation of the members, to the full extent permitted by law. Failure of a member to enter into this Agreement in accordance with Iowa law or inability of a member to be a party to this Agreement shall not affect the validity or enforceability of this Agreement as to all other members.

In commemoration of this Consortium Agreement, the presidents and secretaries of the respective boards of education sign this Agreement on the dates set below, the Agreement having been passed by a majority roll call vote of each board.

For the Cedar Falls Community School District:  
(Host and Fiscal Agent Member)

Board President _______________________________ Dated ________________

Board Secretary _______________________________ Dated ________________
For the ________________ Community School District:
(Participating Member)

Board President ___________________________ Dated ______________

Board Secretary ___________________________ Dated ______________
ISFIS SKILLS IOWA PROGRAM PARTICIPANT AGREEMENT

This Participant Agreement is entered into by and between Iowa School Finance Information Services (ISFIS) and Independence CSD (the “District”) effective this First day of July, 2014.

WHEREAS, ISFIS operates a training program in conjunction with software service providers known as Skills Iowa (the “Program”); and

WHEREAS, District wishes to participate in the Skills Iowa Program;

NOW, THEREFORE, in consideration of mutual promises and warranties contained in this Agreement, the parties hereby agree to the following:

NOW, THEREFORE, the Parties hereto make the following Agreement:

1. The following Services shall be performed by ISFIS or its subcontracting agent:
   a. Software license for edifyASSESS™ from July 1 – June 30 of the contract period.
   b. Software license for SkillsTutor from July 1 – June 30 of the contract period.
   c. Up to 16 hours of training, technical assistance or support which is provided in 2 onsite visits.
   d. Additional visits are available upon request for expense reimbursement. Additional training or assistance is available upon request for an additional fee.
   e. Provide usage reports, webinar training, newsletters, and various tools and templates for school improvement.

2. The following are successful practices for full implementation and student learning by the District:
   a. Planning for training and support for instructional staff and principal and allow access to District staff by Program trainers (6-8 hours close to the beginning of the school year, preferably no later than Oct 15th, for reading/language arts and math teachers and teachers of struggling and exceptional learners).
   b. Strong leadership (principals and leadership teams working collaboratively) that: (1) develop an implementation plan in collaboration with Program training staff; (2) make expectations for usage clear to staff; (3) monitor implementation; and (4) provides follow up support to improve the implementation in conjunction with Program trainers.
   c. Structures allowing time for teachers to work collaboratively to analyze and use the data to plan lessons.
   d. Successful operation for the program requires appropriate information technology support, bandwidth, and hardware.
   e. Other local costs are the responsibility of the District which include but are not limited to substitute teachers, appropriate hardware and equipment, and printed materials for distribution.

3. The term of this Agreement shall commence on the effective date listed above and shall be in effect until June 30, 2015. District shall remit to ISFIS the fee of $8,250, which provides a license for 1 building identified by the school district. Payment shall be due and payable in full by July 31, 2014, or within 30 days of receipt of invoice, whichever is later. Additional services may be added if requested by District and mutually agreed upon.

4. District and ISFIS agree to indemnify, hold each other harmless against all claims for loss or damage to third parties and all injury to persons including all expenses incident thereto, including attorney's fees and costs, in any manner whatsoever arising out of the negligent performance of their respective obligations under this Agreement.

IN WITNESS THEREOF, the parties hereto have caused this Agreement to be executed as designated below.

ISFIS, Inc.

Signature
Title
Date

District

Signature
Title
Date

SUBMIT COMPLETED AGREEMENT TO:
ISFIS, Inc.
Attn: Skills Iowa Program
1201 63rd Street
Des Moines, IA 50311

06.2014
This contract is made and entered into by and between Upper Iowa University and the Independence Community School District, Independence, Iowa.

1. Upper Iowa University and the above district agree to cooperate in a student teaching assignment during the 2014-2015 school year.

2. The student teacher placed in your district will receive regular visits and professional support from a university student teaching supervisor.

3. The student teacher has had presentations on mandatory child abuse reporting, first aid, blood borne pathogens, chemicals in schools, conflict resolution, and sexual harassment. Each student has been accepted into the Teacher Education Program at Upper Iowa University and has met the requirements to be eligible for student teaching.

4. Upper Iowa University agrees to assign a student teacher with administrative approval from your school. An individual contract will be written specifically for the student teacher. The contract will be filed with you and with Upper Iowa University.

5. Iowa Code 2003 Supplement; Section 272.27: Students actually teaching or engaged in preservice licensure activities in a school district under the terms of such a contract are entitled to the same protection, under section 670.8, as is afforded by that section to officers and employees of the school district, during the time they are so assigned.

A student teacher may not act as a substitute teacher. The student teacher may, however, continue teaching in the absence of the cooperating teacher if a certified substitute is present. It is understood that the student teacher may conduct classes without the cooperating teacher in the classroom, however, the cooperating teacher should be readily available to the student teacher. Teachers of record with a Class B license are exceptions to this status.

6. Upper Iowa agrees to provide reimbursement to the cooperating District in one of the following options:

   Option 1: The Cooperating Teacher may elect to receive the sum of $100 for each seven week placement the student teacher is assigned; payment to be made at the conclusion of the student teaching assignment. If a student teacher withdraws before completing one-half of the assignment, the payment will be one-half of the weeks originally assigned.

   Option 2: For each student accepted, a District may elect to receive an Upper Iowa University Scholarship certificate worth $100 for each seven weeks of student teaching assigned. This will be matched by UIU with a second certificate of equal worth when the student recipient registers and attends Upper Iowa University. If a student teacher withdraws before completing one-half of the assignment, the certificate will be worth one-half the amount originally assigned.

7. Signatures indicate mutual acceptance of this contract.

   Dr. Gail Moorman Behrens, Dean
   Andres School of Education
   Date September 11, 2014

   Brian C. Eddy, Board President
   Independence Community School District
   Date __________________________

   Andres School of Education
   605 Washington Street – P.O. Box 1857 – Fayette, IA 52142 – 563/425-5284
Resolution Naming Depositories

WHEREAS, the District must name depositories to be custodians of its funds.

BE IT RESOLVED BY THE BOARD OF EDUCATION of the Independence Community School District that the District does hereby designate the following banks to be depositories for the Independence Community School District funds not to exceed the amounts named opposite each designated depository as follows:

- BankIowa, Independence, Iowa $20,000,000
- Security State Bank, Independence, Iowa $20,000,000
- Bankers Trust $5,000,000

BE IT FURTHER RESOLVED that the Superintendent and his/her designee will have access to these accounts.

BE IT RESOLVED that this Resolution is passed by the Independence Community School District board of Education, Independence, Iowa, this 15th day of September 2014.

President, Board of Education
Independence Community School District
Independence, Iowa

Resolution to Pay Bills When the Board is not in Session

BE IT RESOLVED BY THE BOARD OF EDUCATION of the Independence Community School District that the District does hereby agree to follow School Board Policy #705.4 stating that the board authorizes the board secretary, upon approval of the superintendent to issue payment for verified bills when the board is not in session. The board secretary will examine the claims and verify bills. The Board will approve payment for the bills at the board’s regular meeting.

BE IT RESOLVED that this Resolution is passed by the Independence Community School District board of Education, Independence, Iowa, this 15th day of September 2014.

President, Board of Education
Independence Community School District
Independence, Iowa

Resolution to Issue Payroll

BE IT RESOLVED BY THE BOARD OF EDUCATION of the Independence Community School District that the District does hereby agree to follow School Board policy #706.1 stating that it shall be the responsibility of the secretary to issue payroll to employees in compliance with this policy.

BE IT RESOLVED that this Resolution is passed by the Independence Community School District board of Education, Independence, Iowa, this 15th day of September 2014.

____________________________
President, Board of Education
Independence Community School District  
Independence, Iowa

Resolution to Authorize the Use of a Check Protector and Signer and the Proper Control of the Signer

BE IT RESOLVED BY THE BOARD OF EDUCATION of the Independence Community School District that the District does hereby agree to follow School Board policy #705.4 stating that the Board President and Board Secretary may sign warrants by use of a signature plate or rubber stamp. If the Board President is unavailable to personally sign warrants, the Vice President may sign warrants on behalf of the President.

BE IT RESOLVED that this Resolution is passed by the Independence Community School District board of Education, Independence, Iowa, this 15th day of September 2014.

______________________________
President, Board of Education