

BOARD REPORT

August 15, 2011

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



INDEPENDENCE COMMUNITY SCHOOL DISTRICT

1207 First Street West
Independence, Iowa 50644

PH: (319) 334-7400

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Jean Peterson
Superintendent

Lynnette Engel
Director of Finance
Board Secretary/Treasurer

August 12, 2011

To: All School Board Members

From: Jean Peterson, Superintendent

Voting Orders:

Dawnye Sturtz – DD #2 ‘11

Charlie McCardle – DD # 3 ‘11

John Christensen – DD # 3 ‘13

Kathryn Jensen – DD # 1 ‘11

Stacy Henderson – At-Large ‘13

Re: Working agenda for the regular meeting on **Monday, August 15, 2011** beginning at **6:30 p.m.**
at the **School Administration Office**, 1207 First Street West, Independence, Iowa

1. PLEDGE OF ALLEGIANCE
A. Call to Order

2. FRIEND OF EDUCATION
A. Smith - D. & L. Insurance
We would like to thank Smith - D. & L. Insurance for sponsoring Registration Day at Heartland Acres.

3. SPOTLIGHT ON EDUCATION
A. Softball
We would like to recognize and honor Kelsey Ratchford for being named to the Class 3A All State honorable mention list in Softball. Special thanks to Coaches Lyle Hosch, Trixie Reed and Steven Posey.

4. CONSIDERATION OF ACTION ON CONSENT ITEMS
A. Approval of the minutes of the regular meeting on July 18, 2011 and the special session on August 4, 2011. Motion 4.A.
I am seeking approval of the minutes.

B. Approval of Agenda

Motion

I am seeking approval of the agenda.

C. Approval of Board Policies (* changes noted)

Motion 4.C.

Second Readings:

	POLICY #	POLICY NAME
1.	401.9	Use of School District Facilities & Equipment by Employees
2.	401.10	Use of School District Materials for Internal Communications
3.	401.11	Transporting of Students by Employees
4.	401.12*	Travel for the Board of Education, Administrators and Employees
5.	401.13	Employee Activity Passes
6.	401.14	Recognition for Service of Employees
7.	401.15	Employee Political Activity
8.	401.16	Credit Cards
9.	401.19	Meeting Expenses

*I am seeking approval of the above policies' second readings.***First Readings:**

	POLICY #	POLICY NAME
1.	504.6* & 504.6E1*	Student Fund Raising and Fund Raising Request Form (I am requesting the Board waive the second reading of this policy.)
2.	904.3 & 904.3E1*	Visitors to School District Buildings & Sites and Volunteer Interest Information (I am requesting the Board waive the second reading of this policy.)
3.	402.1	Release of Credit Information
4.	402.2* & 402.2R1	Child Abuse Reporting and Child Abuse Reporting Regulation
5.	402.3, 402.3E1, E2 & 402.3R1	Abuse of Students by School District Employees, Abuse of Students by School District Employees Forms and Regulations
6.	402.4	Gifts to Employees
7.	402.5	Public Complaints About Employees
8.	402.6	Employee Relations to the Public
9.	402.7	Employee Outside Employment
10.	402.8	Employee Telephone Calls
11.	402.9	Solicitations from Outside
12.	402.10	District Landline and Cellular Telephone Usage

I am seeking approval of the above policies' first readings.

D. Transfers/Reassignments

Motion

NAME	PREVIOUS ASSIGNMENT	NEW ASSIGNMENT	DATE
Amy Gustafson (Recall)	JSH .6 FTE Math Interventionist	JSH .5 FTE At Risk Gr 9-12 & .1 FTE Algebra Gr 8	8/17/2011
Pam Wendel	West 2.25 hr Dishwasher/FS	JSH 4.25 hr Lunch POS Op/FS	8/19/2011

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

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

Motion

NAME	ASSIGNMENT	SALARY	DATE
Christi Athas	West Elem Special Education Teacher (Strat II)	\$34,081	08/17/2011
Holly Honey	JSH/BCSC Guidance Counselor	\$48,418	08/10/2011
Rachel Keber	Assistant Vocal Director	\$1,978	08/22/2011
Marsha Lehs	West Elem 2.25 hr Dishwasher/Food Service Assist	\$8.75/hr	08/19/2011
Coleen Meissner	.5 FTE Assistant Speech Coach	\$932	08/17/2011
Craig Warmuth	Bus Driver 3.5 hrs/day	\$12.25/hr	08/22/2011
Jessica Weber	Food Service Director	\$32,000	08/02/2011
Mike Zimmerly	.75 FTE JSH Teacher (Health/Reading Interventionist	\$25,561	08/17/2011

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

F. Resignations

Motion

NAME	ASSIGNMENT	DATE
Melissa Knight	JSH/BCSC Guidance Counselor	07/18/2011
Stephanie Peterson	West Elem 5.75 hr Special Education Associate	08/05/2011

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

G. Approval of Financial Reports

Motion 4.G.

1. Approval of Bills – Director Sturtz will have reviewed the bills
2. Vendor Report
3. Board Report

5. ANNOUNCEMENTS, COMMUNICATIONS and PRESENTATIONS

- A. Comments from the public
- B. Comments from the Board
- C. Presentations

6. REPORTS

A. Building Administrator Reports

6.A.

1. Senior High School
2. Junior High School and Activities Director
3. West Elementary
4. East Elementary/Early Childhood Center

B. School Improvement/Curriculum Director Report

6.B.

C. Technology Report

6.C.

D. Food Service Report

6.D.

E. Transportation/Building & Grounds Report

6.E.

7. OLD BUSINESS

A. Affirmative Action Plan

Motion 7.A.

I am seeking approval of the updated Affirmative Action Plan for 2011-2012.

8. NEW BUSINESS

A. Energy Committee Report

Discussion 8.A.

Eric Smith will be on hand to discuss the Energy Committee's report for the proposed new secondary facility.

B. Fund Raising Request(s)

Motion 8.B.

I am seeking approval of the following fund raising request(s).

GROUP	DESCRIPTION OF EVENT	PURPOSE	START UP COSTS	TARGET AMOUNT	DATE
Independence Girls Basketball	Sell caramel apples for \$3.00	Raise money for equipment, t-shirts etc.		\$300	All home football games
Football Parents	Sell t-shirts for \$10 & \$12.50, pink pom poms for \$1 and pink cotton candy for \$1	Cancer awareness.	Funding for start up costs from Youth Football Association	\$900 – possible match from Modern Woodmen	08/18/11 through 10/07/11 “Pink Out” Night on 10/07/11

C. Termination of Farm Lease

Motion

I recommend that the board terminate the lease agreement with our current tenant.

D. Wal-Mart/Cotton Gallery Consent Form

Motion 8.D.

I am seeking approval of the Wal-Mart/Cotton Gallery Consent Form.

E. Independence Coaches Handbook 2011-2012

Motion 8.E.

I am seeking approval of the Coaches Handbook for 2011-2012.

F. Community Coalition Questionnaire

Discussion

The Board needs to complete this questionnaire for the August 29th Community Coalition Meeting.

G. School Board Self Evaluation

Discussion

Exempt Session

H. Director of Buildings and Grounds Contract

Motion

9. CLOSED SESSION

Motion

We need a motion to recess to a closed session as provided in Section 21.5(i) of the Iowa Code; *To evaluate the professional competency of an individual whose appointment, hiring, performance or discharge is being considered when necessary to prevent needless and irreparable injury to that individual's reputation and that individual requests a closed session.*

Roll Call Vote to Enter Closed Session

10. ADJOURNMENT

Motion

UPCOMING MEETINGS –

Monday, September 19th Regular Meeting 6:30 p.m. - Central Office Board Room, Independence

Independence Community School Board Minutes
Regular Meeting
July 18, 2011

A regular meeting of the Independence Community School Board was called to order at 6:32 p.m. by Chairperson Dawnye Sturtz at the School Administration Office, Independence, Iowa.

Members Present: Chairperson Dawnye Sturtz, Charlie McCardle, John Christensen, Kathryn Jensen, and Stacy Henderson

Superintendent Present: Jean Peterson

Press Present: Steven Smith, "The News"
John Klotzbach, "Independence Bulletin Journal"

Visitors Present: Interested Patrons

1. SPOTLIGHT OF EDUCATION

Congratulations to the 2011 Girls State Soccer participants! We would like to recognize and honor the following members of the Girls Soccer Team: Abby Biggs, Maria Breitsprecher, Sophie Dorman, Sarah Gaffney, Megan Gustafson, Natasha Heister, Carley Hersom, Kendra Kehrli, Lyda Kennicker, Riley Liss, Angie McCardle, Katherine McElroy, Katelynn Miller, Lizzy O'Loughlin, Haylee Rathbun, Natalie Reeder, Connor Shaffer, Sophie Shiffman, Ellie Straw, Taryn Tarpy, Sarah Terhark, Mackenzie Thompson, Emily Wilson and Tori Zasadny.

Three players earned all-state honors from the Iowa High School Soccer Coaches Association. Special congratulations to Tori Zasadny who made the first team in Class 2A, and Lyda Kennicker and Lizzy O'Loughlin who made the second team.

We would also like to recognize the following managers: Julia Grover, Paige King and Mary O'Loughlin.

Special thanks to trainers Kalika Staker, Steph Bantz and Melissa Corkery and Coach Trish O'Loughlin and Assistant Coach Bobby Lynch.

2. CONSIDERATION OF ACTION ON CONSENT ITEMS

Motion McCardle, second Jensen to approve the following consent items 2-A, 2-B (with change noted below), 2-C, 2-D, 2-E, and 2-G. All voted "Aye." Motion carried.

2-A Approval of Minutes of the special session on June 15, 2011, the regular meeting on June 20, 2011, the special session on June 22, 2011, the work session on June 22, 2011, the special session on June 29, 2011 and the special session on July 8, 2011.

2-B Approval of Agenda with the correction to replace "Motion" with "Discussion" for New Business item, Affirmative Action Plan.

2-C Approval of Board Policies (all policies may be reviewed in the Admin. Building)

Second Readings:

POLICY #	POLICY NAME
507.3 & 507.3E1	Communicable Diseases and Students and Communicable Disease Chart
400	Role of and Guiding Principles for Employees
401.1	Employee Orientation
401.2	Equal Employment Opportunity
401.3	Employee Conflict of Interest
401.4	Nepotism
401.5	Employee Complaints
401.7	Employee Relations to the Administration and to the Board
401.8	Employee Involvement in Decision Making

First Readings:

POLICY #	POLICY NAME
401.9	Use of School District Facilities & Equipment by Employees
401.10	Use of School District Materials for Internal Communications
401.11	Transporting of Students by Employees
401.12	Travel for the Board of Education, Administrators and Employees
401.13	Employee Activity Passes
401.14	Recognition for Service of Employees
401.15	Employee Political Activity
401.16	Credit Cards
401.19	Meeting Expenses

2-D New Hires

NAME	ASSIGNMENT	SALARY	DATE
Roger Barloon	High School Musical Director	\$2,441	08/01/2011
Jonathan Walter	Marching Band Coach	\$1,978	08/01/2011

2-E Resignations

NAME	ASSIGNMENT	DATE
Jim Arnold	Assistant Boys Basketball Coach	07/13/2011
Kyle Bentley	Assistant Boys Basketball Coach	07/13/2011
Emily Griffin	.5 FTE Assistant Speech Coach	07/12/2011
Melissa Kearns	West Elem 5.75 hr Special Education Associate	07/06/2011

2-F Termination of Contracts – Classified Staff: Motion Christensen, second McCardle to approve the termination of the Farm to School Coordinator, Jessi Dorsey, due to budgetary decisions for the 2011-2012 school year. Roll call vote: Sturtz – Aye, Christensen – Aye, Henderson – Aye, Jensen – Aye, McCardle – Aye. Motion carried 5-0.

2-G Approval of Financial Reports

3. ANNOUNCEMENTS, COMMUNICATIONS AND PRESENTATIONS

This time is reserved for patrons and Board members to speak to items not on the agenda and to request to speak to any items on the current agenda.

A. Bill Duffy addressed the board sharing that the weight room is getting used by many student athletes and Justin Kinseth is spending several hours each week supervising.

B. Christensen commented that Build for the Future is planning an update meeting at Heartland Acres Event Center from 6:30 to 8:00 p.m. on Wednesday, July 27.

Jensen shared that the 3rd Annual Joint Meeting of city, county, and school representatives will be held on Monday, August 29, at the MHI auditorium from 7:00 to 8:30 p.m. The group has invited other entities to participate and will be now known as Community Coalition. The public is encouraged to attend and listen to the conversation.

McCardle reported that he has been taking pictures at soccer, softball, and baseball events. These pictures are shown in the local papers.

Henderson indicated that the multipurpose building will meet its deadline. He suggested that people may wish to stop by and take a look. Henderson also stated that he was pleased to learn that the district had not been required to borrow money yet this summer.

Sturtz commented that she had received a letter from the IASB Education Finance Director confirming that the district's Workout Plan was submitted to ISCAP and was approved for participation in the 2011-2012 year.

Several members shared that they had assisted with making phone calls in regards to the proposed Jr./Sr. High School building.

Christensen expressed concerns with IASB in regards to their finances and past hiring.

Supt. Peterson gave an update on allowable growth and preschool funding.

C. Presentations - none

4. OLD BUSINESS

4-A 2012 IASB Legislative Action Priorities

Motion McCardle, second Christensen to approve the following legislative action priorities as the top five to submit to IASB for the upcoming delegate assembly in November:

1. Supports preserving the integrity of the statewide penny sales tax for school infrastructure, including the tax equity provisions of buying down the highest additional levy rates to the state average.

10. Supports setting allowable growth at a rate that encourages continuous school improvement and reflects actual cost increases experienced by school districts and AEA's. Our priority is to increase and maintain the state cost per pupil and the

spending authority associated with it to build a strong base for future education resources with full state funding of the state's share of the cost per pupil.

22. Supports legislation allowing school bond issues to be passed by a simple majority vote and to permit the local school board to levy a combination of property taxes and income surtaxes to pay the indebtedness.

29. Require arbitrators to first consider local conditions and ability to pay; once the arbitrator determines the district has the ability to pay, the arbitrator should determine comparability.

New Resolution on Modified Allowable Growth for Dropout Prevention – Supports the revision of code and administrative regulations to permit the use of funds generated by modified allowable growth for dropout prevention for the development and implementation of innovative and creative broad uses including, but not restricted to, prevention programs and remediation programs for dropouts and potential dropouts and also for such dropout prevention programs and activities provided in general for students regardless of identification as dropout or potential dropout. In addition, these funds should be available through a prorated formula to support personnel who work in the aforementioned programs in keeping with the amount of time assigned to such prevention and remediation programs rather than being applicable for only those times that the employee is working directly and exclusively with previously identified dropouts or potential dropouts. Also, up to five percent of these funds should be available to provide for the administration and supervision of such prevention and remediation programs.

All voted "Aye." Motion carried.

5. NEW BUSINESS

5-A Affirmative Action Plan

The board discussed the Affirmative Action Plan and updates to be made to the policy.

5-B Four Year Old Preschool Contracts

Motion Jensen, second Henderson to approve the Statewide Four Year Old Voluntary Preschool Contracts between the Independence Community School District and our partners – Wee Care, St. John's, and Kidsville – for the 2011-2012 school year with the following correction on page 2: Replace "Funding for the first year of the voluntary preschool program is based on the preschool program's enrollment count as of September 1, 2010" to "Funding for the first year of the voluntary preschool program was based on the preschool program's enrollment count as of September 1, 2010." All voted "Aye." Motion carried.

5-C Contracted Services Agreement with Tri-County

Motion Christensen, second Jensen to approve the Contracted Services Agreement with Tri-County Child & Family Development Council, Inc., with the term of August 22, 2011 through May 22, 2012. All voted "Aye." Motion carried.

5-D Millennium Therapy Contract Agreement for 2011-2012

Motion Christensen, second Henderson to approve the Millennium Therapy Contract Agreement for the 2011-2012 school year with changes to reflect the current season as 2011-2012 and the addition of the softball tournament for sports-medicine coverage. All voted "Aye." Motion carried.

5-E Concrete Work

Motion Henderson, second Christensen to approve acceptance of the concrete bid from Webb Concrete for \$26,500. Christensen, Henderson, and McCardle voted "Aye." Jensen and Sturtz voted "Nay." Motion carried 3-2. All bids received may be reviewed in the Administration Building.

RECESS taken from 7:50 to 7:52 p.m.

5-F AutoCAD Computer Upgrade

Motion Christensen, second Henderson to approve the purchase of 33 HP computers from HP Direct at a cost of \$33,000. The computers will be used to upgrade the current AutoCAD Computer Lab. All voted "Aye." Motion carried.

5-G Agreement with Autodesk Education Products/Imaginit Technologies

Motion McCardle, second Jensen to approve entering into an agreement with Autodesk Education Products/Imaginit Technologies for software licensing to be used in the AutoCAD Computer Lab. All voted "Aye." Motion carried.

5-H Board Self Evaluation

Chairperson Sturtz shared a self-evaluation form with board members and requested that it be completed and turned in to Finance Director Engel by August 8.

5-I Review Board Goals

The six board goals were reviewed and discussed by the board.

ADJOURNMENT

Motion Christensen, second Jensen to adjourn the meeting at 9:25 p.m. All voted "Aye." Motion carried.

Dawnye Sturtz
Chairperson

Jean Peterson
Superintendent

Independence Community School Board Minutes
Special Session
August 4, 2011

A special session of the Independence Community School Board was called to order at 12:07 p.m. by Vice Chairperson at the Administration Building, Independence, Iowa.

Members Present: Chairperson Dawnye Sturtz - by phone, John Christensen, Charlie McCardle, Stacy Henderson

Board Sec/Treas Present: Lynnette Engel

Press Present: John Klotzbach, "Independence Bulletin Journal"

1. Consideration of Action on Consent Items

A. Approval of Agenda – Motion Christensen, second Henderson to approve the agenda. All voted "aye". Motion carried.

2. New Business

A. Fund Raising Requests – Motion Henderson, second Sturtz to approve the following fund raising requests. All voted "aye". Motion carried.

GROUP	DESCRIPTION OF EVENT	PURPOSE	START UP COSTS	TARGET AMOUNT	DATE
High School Cheerleaders	Sell bars, cookies and walking tacos for various dollar amounts at Friday Night Live	Cheerleading warm ups and uniforms			8/5/2011

3. Adjournment

Motion Christensen, second Henderson to adjourn the meeting at 12:11 p.m. All voted "aye". Motion carried.

Charlie McCardle
Vice Chairperson

Lynnette Engel
Secretary

USE OF SCHOOL DISTRICT FACILITIES & EQUIPMENT BY EMPLOYEES

The primary purpose of the school district facilities and equipment is to deliver a quality education program. Resources for school district equipment are limited; therefore each user must operate the equipment with the utmost care. Employees may use school district equipment for any school purpose or activity held during the school day or for a school-sponsored event.

Employees may use the school district facilities for nonschool-sponsored events, when it does not interfere with the delivery of the education program, with the permission of the principal. An employee's request will not supersede a prior request. The employee will be responsible for ensuring the building and equipment are in the condition they were found. For non-educational business, the employee will be responsible to meet the requirements set out by the principal when the request is granted.

Legal Reference: Iowa Code §§ 256.12; 279.8; 297.9 (2003).

Cross Reference: 401.10 Use of School District Materials for Internal Communications
906 Use of School District Facilities & Equipment

Approved 11/1/2004

Reviewed 09/17/2007

Revised _____

USE OF SCHOOL DISTRICT MATERIALS FOR INTERNAL COMMUNICATIONS

School district materials are purchased and used for the delivery of the education program. Employees may use school district materials and equipment for internal communication among themselves when the communication is directly related to the education program.

When the communication will involve unusual expense or use of materials, the employee must first have permission of the principal.

Legal Reference: Iowa Code § 279.8 (2003).

Cross Reference: 401.9 Use of School District Facilities & Equipment by Employees

Approved 11/1/2004

Reviewed 09/17/2007

Revised _____

TRANSPORTING OF STUDENTS BY EMPLOYEES

Generally, transportation of students shall be in a motor vehicle owned by the school district and driven by an employee. In some cases, it may be more economical or efficient for the school district to allow an employee of the school district to transport the students in the employee's motor vehicle.

Employees who transport students for school purposes must have the permission of the superintendent.

This policy statement applies to transportation of students for school purposes in addition to the regular bus route transporting students to and from their designated attendance center.

Legal Reference: Iowa Code chs. 285; 321 (2003).

Cross Reference: 401.12 Employee Travel Compensation
711 Transportation
905.1 Transporting Students in Private Vehicles

Approved 11/1/2004

Reviewed 09/17/2007

Revised _____

TRAVEL FOR THE BOARD OF EDUCATION, ADMINISTRATORS AND EMPLOYEES

Approved travel expenses for official school business shall be reimbursed at the rate approved by the Board of Education.

TRAVEL REQUESTS – Requests for approval to attend meetings/conferences offered at multiple sites shall be to the closest site in proximity to the Independence Community School District. Any requests to attend alternate sites from the closest site shall require written rationale prior to submittal and must have the approval of the principal/supervisor and the Superintendent for in-state travel and the Board of Education for out-of-state travel. Requests to attend a meeting with discounted registration fees for early registration shall be timely submitted for approval to allow the discount.

Travel within a 200-mile radius of Independence or within the State of Iowa requires the approval of the principal/supervisor and the Superintendent if overnight. Travel outside the 200-mile radius and outside the State of Iowa also required the approval of the Board of Education.

OVERNIGHT LODGING – (Lodging for overnight travel should be limited to medium priced hotels/motels for the location of the meeting.) Request for travel to national meetings/conferences shall have a copy of the available hotels/motels attached for cost comparison. If the request is made to stay at a higher than medium-priced hotel, then it shall be accompanied by a written rationale for that necessity. Additional costs for non-employees or employee's spouse/dependents not on school business shall be paid by the employee.

EMPLOYEES OUT OF DISTRICT – Employee travel to all day meetings/conferences may be allowed up to five days during the fiscal year with approval by the appropriate supervisor/principal and the Superintendent if overnight. Requests to attend all day meetings/conferences beyond five days during the fiscal year shall additionally require the approval of the Board of Education.

REIMBURSEMENT OF EXPENSES – Employees or board members shall be reimbursed for expenses for registration fees, meals, mileage, and lodging expenses incurred while on field trips, conventions, conferences, or other school business approved by the supervisor/administrator and/or board. An itemized account of all expenses, accompanied by receipts, shall be presented for payment. Meals will not be reimbursed for one-day meetings unless they require overnight travel or in-district meetings unless they are for a board or board committee meeting.

SCHOOL/PERSONAL VEHICLE USE - If a school vehicle is available and the employee chooses to drive their own vehicle, one-way mileage will be paid from the first assigned work site. ***Employee is required to check availability of school vehicle as soon as travel is known. In order to receive two-way mileage, employee must submit a signed transportation request form verifying lack of availability of school vehicle. If travel is not short notice and employee waits until the last minute to check availability and none is available, employee will only be paid one-way mileage.***

Employees will be reimbursed for assigned travel between varying work sites. Travel to the first assigned site and from the last assigned site will not be reimbursed.

Legal Reference: Iowa Code §§ 68B; 277.27; 279.7A, .8, .32 (2003).
Cross Reference: 219.3 Board of Directors' Member Compensation and Expenses
401.16 Credit Cards

Approved 11/1/2004

Reviewed _____

Revised 02/18/2008

EMPLOYEE ACTIVITY PASSES

Employee passes to school sponsored activities may be made available to employees who choose to participate in the pass program offered by the Independence Community School District. The pass program provides employees an activity pass for working a set number of events. The number of events a staff person must work depends annually based on the number of staff that chooses to participate.

Legal Reference: Iowa Code § 279.8 (2003).

Cross Reference: 219.5 Activity Passes for Board Members

Approved 11/1/2004

Reviewed _____

Revised 10/15/2007

RECOGNITION FOR SERVICE OF EMPLOYEES

The board recognizes and appreciates the service of its employees. Employees who retire or resign with 15 or more years of continuous service in the district may be honored by the board, administration and staff in an appropriate manner.

If the form of honor thought appropriate by the administration and employees involves unusual expense to the school district, the superintendent shall seek prior approval from the board.

Legal Reference: Iowa Const. Art. III, § 31.
Iowa Code § 279.8 (2003).
1980 Op. Att'y Gen. 102.

Cross Reference: 407 Licensed Employee Termination of Employment
413 Classified Employee Termination of Employment

Approved 11/1/2004

Reviewed 09/17/2007

Revised _____

EMPLOYEE POLITICAL ACTIVITY

Employees shall not engage in political activity upon property under the jurisdiction of the board. Activities including, but not limited to, posting of political circulars or petitions, the distribution of political circulars or petitions, the collection of or solicitation for campaign funds, solicitation for campaign workers, and the use of students for writing or addressing political materials, or the distribution of such materials to or by students are specifically prohibited.

Violation of this policy may be grounds for disciplinary action.

Legal Reference: Iowa Code §§ 55; 279.8 (2003).

Cross Reference: 402.9 Solicitations from Outside
409.4 Licensed Employee Political Leave
414.5 Classified Employee Political Leave

Approved 11/1/2004

Reviewed 09/17/2007

Revised _____

CREDIT CARDS

Employees may use school district credit cards for the actual and necessary expenses incurred in the performance of work-related duties. Actual and necessary expenses incurred in the performance of work-related duties include, but are not limited to, fuel for school district transportation vehicles used for transporting students to and from school and for school-sponsored events, payment of claims related to professional development of the board and employees, and other expenses required by employees and the board in the performance of their duties.

Employees and officers using a school district credit card must submit a detailed receipt in addition to a credit card receipt indicating the date, purpose and nature of the expense for each claim item. Failure to provide a proper receipt shall make the employee responsible for expenses incurred. Those expenses shall be reimbursed to the school district no later than ten working days following use of the school district's credit card. In exceptional circumstances, the superintendent or board may allow a claim without proper receipt. Written documentation explaining the exceptional circumstances shall be maintained as part of the school district's record of the claim.

The school district may maintain a school district credit card for actual and necessary expenses incurred by employees and officers in the performance of their duties. The superintendent may maintain a school district credit card for actual and necessary expenses incurred in the performance of the superintendent's duties. The transportation director may maintain a school district credit card for fueling school district transportation vehicles in accordance with board policy.

It shall be the responsibility of the superintendent to determine whether the school district credit card use is for appropriate school business. It shall be the responsibility of the board to determine through the audit and approval process of the board whether the school district credit card use by the superintendent and the board is for appropriate school business.

The superintendent shall be responsible for developing administrative regulations regarding actual and necessary expenses and use of a school district credit card. The administrative regulations shall include the appropriate forms to be filed for obtaining a credit card.

Legal Reference: Iowa Constitution, Art. III, § 31.
Iowa Code §§ 279.8, .29, .30 (2003).
281 I.A.C. 12.3(1).

Cross Reference: 219.3 Board of Directors' Member Compensation and Expenses
401.12 Employee Travel Compensation

Approved 11/1/2004

Reviewed 09/17/2007

Revised _____

MEETING EXPENSES

The Independence Board of Education will cover the cost of meeting expenses for its employees, teachers, administrators, members of the Board, and some others not in the direct employ of the Independence School District, when conducting official school business, under the conditions outlined below. The Board of Education expects that district personnel exercise good judgment in making arrangements that strike a balance between the expenses incurred and the business conducted. The policy applies to expenses charged to all funds administered by the Board of Education.

While it is understood that absolute adherence to specifics may not be possible in each case, significant departures from the policy must be approved by the Board of Education before reimbursement is made. In all cases, reimbursement for expenses is limited to actual reasonable and necessary business-related expenses.

Legal Reference: Iowa Code §§ 68B; 277.27; 279.7A, .8, .32 (2003).

Cross Reference: 219.3 Board of Directors' Member Compensation and Expenses
401.12 Travel for the Board of Education, Administrators and Certified Employees
401.16 Credit Cards

Approved 02/18/2008

Reviewed _____

Revised _____

STUDENT FUND RAISING

Students may raise funds for school-sponsored events by having the coach/sponsor fill out the appropriate fund raising form for permission. This form must be approved by the ~~Activities Director, Building Principal, and Director of Finance before presentation to the Board of Education~~ **then submitted to the Activities Director** for final approval. ***If the fund raiser is projected to raise more than \$3,500.00, prior approval from the Board of Education will be required.*** No fund raisers will be held without prior approval from the Board of Education. If this policy is not followed as written, the disciplinary steps will be:

1st Offense – Letter of reprimand to be placed in personnel file signed by Activities Director and Staff Member

2nd Offense – One half of money raised will be placed in general activity fund

3rd Offense – All money raised will be placed in general activity fund

Requests are due for the board agenda the Monday prior to the regular monthly board meeting.

It shall be the responsibility of the superintendent, in conjunction with the Activities Director ~~and Director of Finance~~, to develop administrative regulations regarding this policy.

Legal Reference: Senior Class of Pekin High School v. Tharp, 154 N.W.2d 874 (Iowa 1967).
Iowa Code § 279.8 (2003).

Cross Reference: 402.9 Solicitations from Outside
502 Student Rights and Responsibilities
503 Student Discipline
504 Student Activities
704.5 Student Activities Fund
905.2 Advertising and Promotion

Approved 11/1/2004

Reviewed 12/15/2008

Revised 09/20/2010

FUND RAISING REQUEST FORM

INDEPENDENCE COMMUNITY SCHOOL DISTRICT
ACTIVITY FUND
FUNDRAISING REQUEST

DATE OF REQUEST: _____

BUILDING: _____

NAME OF GROUP: _____

DATE(S) OF SALE: _____

PURPOSE OF FUNDRAISER: _____

DESCRIPTION OF ITEMS TO BE SOLD: _____

COST OF ITEMS TO BE SOLD: _____

WHEN WILL YOUR GROUP BE SELLING ITEMS: _____

WILL THE ITEMS BE SOLD IN THE SCHOOL, COMMUNITY OR BOTH: _____

IN WHAT OTHER FUNDRAISING PROJECTS IS YOUR GROUP INVOLVED: _____

DATE FOR PROGRESS REPORT ON FUNDRAISER: _____

ESTIMATED PROFIT FROM FUNDRAISER: _____

SIGNATURES: _____ GROUP SPONSOR
_____ BUILDING PRINCIPAL
_____ ACTIVITIES DIRECTOR
_____ ~~DIRECTOR OF FINANCE~~

ACTUAL FUNDS RAISED: \$ _____

TARGET GOAL MET? YES NO

VISITORS TO SCHOOL DISTRICT BUILDINGS & SITES

The board welcomes the interest of parents and other members of the school district community and invites them to visit the school buildings and sites. Visitors, which include persons other than employees or students, must notify the principal of their presence in the facility upon arrival.

Persons who wish to visit a classroom while school is in session are asked to notify the principal and obtain approval from the principal prior to the visit so appropriate arrangements can be made and so class disruption can be minimized. Teachers and other employees shall not take time from their duties to discuss matters with visitors.

Visitors shall conduct themselves in a manner fitting to their age level and maturity and with mutual respect and consideration for the rights of others while attending school events. Visitors failing to conduct themselves accordingly may be asked to leave the premises. Children who wish to visit school must be accompanied by a parent or responsible adult.

It shall be the responsibility of employees to report inappropriate conduct. It shall be the responsibility of the superintendent and principals to take the action necessary to cease the inappropriate conduct. If the superintendent or principals are not available, a school district employee shall act to cease the inappropriate conduct.

General Principles

1. The Volunteer Program of the Independence Community School District operates with the approval of the Board of Education and the School Administration, and it is at all times guided by the principles and policies of the school district.
2. Volunteers serve only in an auxiliary capacity under the direction and supervision of professional school personnel.
3. A volunteer supplies supplemental and supportive service and is not a substitute for a member of a school staff.
4. Wherever possible, volunteers are assigned to the particular school where they wish to serve.
5. A volunteer does not have access to confidential files and records.
6. The relationship between volunteers and the school staff should be one of mutual respect and confidence.

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

Cross Reference: 220 School Visitation by Board of Directors
902 Press, Radio and Television News Media
904.2 Community Resource Persons and Volunteers

Approved 11/1/2004

Reviewed _____

Revised 12/21/2009

VISITORS TO SCHOOL DISTRICT BUILDINGS & SITES

Volunteers – Screening Statement

A screening statement is required of all volunteers whose primary role is that of **working** directly with students or assisting staff on a regular basis; supervising/chaperoning students; or acting as an **authority** figure.

- a. Categories of volunteers included in screening statement:
 - Classroom volunteers/teacher assistants
 - Field trip supervisor, trip chaperones
 - Business Partnership Volunteers
 - Volunteer sport coaches/assistants
- b. Categories of volunteers excluded from the screening statement:
(i.e. volunteers whose primary role is not the supervision of students)
 - Classroom resource speakers
 - Concession workers, ticket-takers, etc.

The screening statement shall be collected on a separate card and kept on file in the district office. This protects the privacy of the volunteers and keeps the cards readily available and in a central location.

The screening statement can be completed in conjunction with the Volunteer registration information, or at the time volunteer assignment is made, depending on operational procedures at the building.

VOLUNTEER INTEREST INFORMATION

SCHOOL _____ NAME _____

☐ Parent ☐ Non-Parent ☐ Senior Citizen ☐ Youth DOB (mm/dd/yy) ____/____/____

Street Address _____

City/State Zip _____ Phone _____

VOLUNTEER DISCLOSURE STATEMENT

It is the policy of the Independence Community School District Board of Education to make every reasonable effort to provide a safe learning environment for students working with volunteers. Therefore, the district requires the following information:

Have you ever been convicted of a felony? ☐ YES ☐ NO

Have you ever been convicted, or had an administrative finding, of violating any law involving child abuse, sexual abuse, physical abuse, sexual harassment or exploitation, or any other crime related to children?

☐ YES ☐ NO

Do you currently have charges pending relating to any of the aforementioned?

☐ YES ☐ NO~~A "YES" answer requires a background check and an interview with a District Administrator.~~

As a volunteer for the Independence Community School District, I understand that it is my responsibility to treat information about students, staff, and other situations of a professional nature as confidential.

Signature _____ Date _____

RELEASE OF CREDIT INFORMATION

The following information will be released to an entity with whom an employee has applied for credit or has obtained credit: title of position, income, and number of years employed. This information will be released without prior written notice to the employee. Confidential information about the employee will be released to an inquiring creditor with a written authorization from the employee.

It shall be the responsibility of the board secretary or superintendent to respond to inquiries from creditors.

Legal Reference: Iowa Code §§ 22.7; 279.8 (2003).

Cross Reference: 401.6 Employee Records

Approved 11/1/2004

Reviewed 09/17/2007

Revised _____

CHILD ABUSE REPORTING

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

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

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

Legal Reference: Iowa Code §§ 232.67-.77; 232A; 235A; 280.17 (2003).
441 I.A.C. 9.2; 155; 175.
1982 Op. Att'y Gen. 390, 417.
1980 Op. Att'y Gen. 275.

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

Approved 11/1/2004

Reviewed 10/15/2007

Revised _____

CHILD ABUSE REPORTING REGULATION

Iowa law requires licensed employees to report to the Iowa Department of Human Services (DHS) instances of suspected child abuse which they become aware of within the scope of their professional duties.

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

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

Child Abuse Defined

"Child abuse" is defined as:

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

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

Reporting Procedures

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

CHILD ABUSE REPORTING REGULATION

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

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

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

ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES

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

The school district will respond promptly to allegations of abuse of students by school district employees by investigating or arranging for the investigation of an allegation. The processing of a complaint or allegation will be handled confidentially to the maximum extent possible. Employees are required to assist in the investigation when requested to provide information and to maintain the confidentiality of the reporting and investigation process.

The school district has appointed a Level I investigator and alternate Level I investigator. The school district has also arranged for a trained, experienced professional to serve as the Level II investigator. The Level I investigator and alternate will be provided training in the conducting of an investigation at the expense of the school district. The names of the investigators shall be listed in the student handbook, published annually in the local newspaper and posted in all school facilities.

The superintendent is responsible for drafting administrative regulations to implement this policy.

Legal Reference: Iowa Code §§ 232.67, .70, .73, .75; 235A; 272A; 280.17; 709; 728.12(1) (2003).
281 I.A.C. 12.3(6), 102; 103.
441 I.A.C. 155; 175.
1980 Op. Att'y Gen. 275.

Cross Reference: 402.2 Child Abuse Reporting
403.5 Harassment
503.5 Corporal Punishment

Approved 11/1/2004

Reviewed 10/15/2007

Revised _____

ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES
Complaint of Injury to or Abuse of a Student by a School District Employee

Please complete the following as fully as possible. If you need assistance, contact the Level I investigator in your school.

Student's name and address: _____

Student's telephone no.: _____

Student's school: _____

Name and place of employment of employee accused of abusing student:

Allegation is of _____	Physical abuse _____	Sexual abuse*
------------------------	-------------------------	---------------

Please describe what happened. Include the date, time and where the incident took place, if known. If physical abuse is alleged, also state the nature of the student's injury:

Were there any witnesses to the incident or are there students or persons who may have information about this incident? ____yes ____no

If yes, please list by name, if known, or classification (for example "third grade class," "fourth period geometry class"):

*Parents of children who are in pre-kindergarten through sixth grade and whose children are the alleged victims of or witnesses to sexual abuse have the right to see and hear any interviews of their children in this investigation. Please indicate "yes" if the parent/guardian wishes to exercise this right:

____ Yes ____ No Telephone Number _____

ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES
Complaint of Injury to or Abuse of a Student by a School District Employee

Has any professional person examined or treated the student as a result of the incident?

____yes ____no ____unknown

If yes, please provide the name and address of the professional(s) and the date(s) of examination or treatment, if known

Has anyone contacted law enforcement about this incident? ____yes ____no

Please provide any additional information you have which would be helpful to the investigator. Attach additional pages if needed.

Your name, address and telephone number:

Relationship to student: _____

Complainant Signature

Witness Signature

Date

Witness Name (please print)

Witness Address

Be advised that you have the right to contact the police or sheriff's office, the county attorney, a private attorney, or the State Board of Educational Examiners (if the accused is a licensed employee) for investigation of this incident. The filing of this report does not deny you that opportunity.

You will receive a copy of this report (if you are the named student's parent or guardian) and a copy of the Investigator's Report within fifteen calendar days of filing this report unless the investigation is turned over to law enforcement.

ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES
Report of Level I Investigation

Student's name: _____

Student's age: _____ Student's grade: _____

Student's address: _____

Student's school: _____

Name of accused school employee: _____ Building: _____

Name and address of person filing report:

Name and address of student's parent or guardian, if different from person filing report: _____

Date report of abuse was filed: _____

Allegation is of _____ Physical abuse _____ Sexual abuse* _____

Describe the nature, extent and cause of the student's injury, if any and if known: (Attach additional pages if needed).

Describe your investigation: Attach additional pages if needed. (Please do not use student witnesses' full names.)

*Were parent(s) or guardian(s) advised of their right to see and hear any interview of their pre-kindergarten through sixth grade children who are alleged victims of or a witness in a sexual abuse investigation?

____ Yes ____ No Was the right exercised? ____ Yes ____ No

ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES
LEVEL I INVESTIGATOR'S REPORT FORM

Were audio tapes made of any interviews? ____yes ____no

Were video tapes made of any interviews? ____yes ____no

Was any action taken to protect the student during or as a result of the investigation? ____yes ____no

If yes, describe:

____student excused from school

____school employee placed on leave

____student assigned to different class

____other (please specify)

Level I investigator's conclusions:

____ **The complaint is being dismissed for lack of jurisdiction.**

____ Physical abuse was alleged, but no allegation of injury was made.

____ Physical abuse was alleged, but no evidence of physical injury exists and the nature of the alleged incident makes it unlikely an injury, as defined in the rules, occurred.

____ Sexual abuse was alleged, but the alleged actions of the school employee, even if true, would not meet the definition of sexual abuse in the rules.

____ Alleged victim was not a student at the time of the incident.

____ Alleged school employee is not currently employed by this school district.

____ Alleged incident did not occur on school grounds, on school time, at a school-sponsored activity, nor in a school-related context.

____ **The complaint has been investigated and concluded at Level I as unfounded.**

____ Complaint was withdrawn.

____ Insufficient evidence exists that an incident of abuse, as defined in the rules, took place.

ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES
LEVEL I INVESTIGATOR'S REPORT FORM

- _____ **The complaint has been investigated at Level I and is founded.**
- _____ The investigation is founded at Level I and is being turned over to Level II for further investigation.
- _____ Investigation of the complaint was deferred at Level I and referred to law enforcement at this time.
- _____ The investigation is concluded at Level I because the accused school employee has admitted the violation, has resigned, or has agreed to relinquish any teaching license held.

Current status of investigation:

- _____ Closed. No further investigation is warranted.
- _____ Closed and referred to school officials for further investigation as a personnel matter.
- _____ Deferred to law enforcement officials.
- _____ Turned over to Level II investigator.

Other comments: _____

I have given a copy of the report of abuse and of this investigative report to the employee named in the report, the employee's supervisor, and the student's parent or guardian and informed the person filing the report of the options of contacting law enforcement, private counsel, or the State Board of Educational Examiners, if the accused school employee holds an Iowa teacher's certificate or license.

Name of investigator (please print)

Investigator's place of employment

Signature of investigator

Date

ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES REGULATION

An individual who has knowledge an employee has physically or sexually abused a student may immediately report it to the Intermediate Principal, who is the school district's Level I investigator. "Employee" means one who works for pay or as a volunteer under the direction and control of the school district. The report shall be written, signed and witnessed by a person of majority age. The witness may be the Level I investigator. The reporter is the individual filing the report. The report shall contain the following:

- The full name, address, and telephone number of the person filing.
- The full name, age, address, and telephone number, and attendance center of the student.
- The name and place of employment of the employee who allegedly committed the abuse.
- A concise statement of the facts surrounding the incident, including date, time, and place of occurrence, if known.
- A list of possible witnesses by name, if known.
- Names and locations of persons who examined, counseled or treated the student for the alleged abuse, including the dates on which those services were provided, if known.

Upon request, the Level I investigator may assist the reporter in completing the report. An incomplete report shall not be rejected unless the missing information would render the investigation futile or impossible. An employee receiving a report of alleged abuse of a student by an employee shall pass the report to the investigator and shall keep the report confidential to the maximum extent possible. In performing the investigation, the investigator shall have access to the educational records of the alleged student victim as well as access to the student for interviewing purposes.

In order for the school district to have jurisdiction over the acts and to constitute a violation of the law, acts of the employee must be alleged to have occurred on school grounds, on school time, at a school-sponsored activity, or in a school-related context. However, the student need not be a student in the school district. The student can be from another school district. To be investigable, the written report must include basic information showing that the victim of the alleged abuse is or was a student at the time of the incident, that the alleged act of the employee resulted in injury or otherwise meets the definition of abuse in these rules, and that the person responsible for the act is currently an employee. If the report is not investigable due to lack of jurisdiction, the investigator shall dismiss the complaint and inform the reporter of other options available. Other options available to the reporter include contacting law enforcement authorities, private counsel, or the Board of Educational Examiners in the case of a licensed employee.

If the Level I investigator believes the student is in imminent danger if continued contact is permitted between the employee and the student, the Level I investigator may:

- temporarily remove the student from contact with the employee;
- temporarily remove the employee from service; or,
- take other appropriate action to ensure the student's safety.

ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES REGULATION

The Level I investigator shall have access to the educational records of the student and access to the student for purposes of interviewing the student about the report.

Physical Abuse Allegations

When physical abuse is reported, the Level I investigator shall make copies of the report and give a copy to the person filing the report, the student's parents and the immediate supervisor of the employee named in the report. The employee named in the report shall not receive a copy of the report until the employee is initially interviewed.

The Level I investigator shall use discretion in handling the information received regarding an investigation of abuse by an employee, and those persons involved in the investigation shall not discuss information regarding the complaint outside the investigation. The entire investigative procedure will be thoroughly explained, including the confidential nature of the proceedings, to the student and other persons involved in the investigation.

Within five days of receipt of an investigable report, the Level I investigator shall complete an informal investigation. The informal investigation shall consist of interviews with the student, the employee and others who may have knowledge of the alleged incident. If the Level I investigator determines that the allegations in the report are founded and that immediate and professional investigation is necessary, the Level I investigator may defer further investigation and contact appropriate law enforcement officials, the student's parents and the person filing the report. Within fifteen days of receipt of the report, the Level I investigator shall complete a written investigative report, unless the investigation was temporarily deferred.

The written investigative report shall include:

1. The name, age, address and attendance center of the student named in the report.
2. The name and address of the student's parent or guardian and the name and address of the person filing the report, if different from the student's parent or guardian.
3. The name and work address of the employee named in the report as allegedly responsible for the abuse of the student.
4. An identification of the nature, extent and cause, if known, of any injuries or abuse to the student named in the report.
5. A general review of the investigation.
6. Any actions taken for the protection and safety of the student.
7. A statement that, in the investigator's opinion, the allegations in the report are either:
 - Unfounded. *(It is not likely that an incident, as defined in these rules, took place),* or
 - Founded. *(It is likely that an incident took place.)*

ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES REGULATION

8. The disposition or current status of the investigation.
9. A listing of the options available to the parents or guardian of the student to pursue the allegations. These options include, but are not limited to:
 - Contacting law enforcement officials.
 - Contacting private counsel for the purpose of filing a civil suit or complaint.
 - Filing a complaint with the board of educational examiners if the employee is a licensed employee.

The investigator shall retain the original and provide a copy of the written investigative report to the school employee named in the report, the employee's supervisor and the student's parent or guardian. The person filing the report, if not the student's parent or guardian, shall be notified only that the Level I investigation has been concluded and of the disposition or anticipated disposition of the case.

It is the responsibility of the Level I investigator to determine whether it is more likely than not that an incident of abuse as defined in the rules took place between the student and employee. The Level I investigator does not make the determination of whether the use of physical contact was appropriate or whether any of the exceptions apply. That is the responsibility of the Level II investigator. Upon completion of the report, if the Level I investigator determines the allegations of physical abuse are founded and serious, the Level I investigator shall notify law enforcement authorities. If the allegations are founded but the physical abuse is not of a serious nature, the Level I investigator shall refer the case on to the Sheriff/Police, the Level II investigator.

The Level II investigator shall review the Level I investigator's final investigative report and conduct further investigation. The Level II investigative report shall state the conclusion as to the occurrence of the alleged incident, the applicability of exceptions, the reason for the contact or force used, and recommendations regarding the need for further investigation. In determining the applicability of the exceptions or the reasonableness of the contact or force used, the Level II investigator will use the following definitions:

Physical abuse is non-accidental physical injury to the student as a result of the action of an employee. Injury occurs when evidence of it is still apparent at least twenty-four hours after its occurrence. The following do not constitute physical abuse, and no employee is prohibited from:

- a. Using reasonable and necessary force, not designed or intended to cause pain:
 - (1) To quell a disturbance or prevent an act that threatens physical harm to any person.
 - (2) To obtain possession of a weapon or other dangerous object within a pupil's control.
 - (3) For the purposes of self-defense or defense of others as provided for in Iowa Code § 704.3.
 - (4) For the protection of property as provided for in Iowa Code §§ 704.4, .5.
 - (5) To remove a disruptive pupil from class, or any area of school premises or from school-sponsored activities off school premises.
 - (6) To prevent a student from the self-infliction of harm.
 - (7) To protect the safety of others.
- b. Using incidental, minor, or reasonable physical contact to maintain order and control.

ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES REGULATION

In determining the reasonableness of the contact or force used, the following factors shall be considered:

- a. The nature of the misconduct of the student, if any, precipitating the physical contact by the school employee.
- b. The size and physical condition of the student.
- c. The instrumentality used in making the physical contact.
- d. The motivation of the school employee in initiating the physical contact.
- e. The extent of injury to the student resulting from the physical contact.

"Reasonable force" is that force and no more which a reasonable person, in like circumstances, would judge to be necessary to prevent an injury or loss and can include deadly force if it is reasonable to believe that such force is necessary to avoid injury or risk to one's life or safety or the life or safety of another, or it is reasonable to believe that such force is necessary to resist a like force or threat.

Upon completion of the Level II investigation, the Level I investigator shall forward copies of the Level II investigative report to the employee, the employee's immediate supervisor and the student's parent. The Level I investigator shall notify the person filing the report of the current status of the case.

If the Level II investigator's report or law enforcement officials conclude abuse occurred, or the employee admits the violation, or the employee has surrendered the employee's certificate or license, the Level I investigator shall file a complaint with the State Board of Educational Examiners. The Level I investigator shall also arrange for counseling services for the student if the student or student's parents request counseling services.

SEXUAL ABUSE

Sexual abuse is defined as including sexual acts involving a student, acts that encourage the student to engage in prostitution, as well as inappropriate, intentional sexual behavior or sexual harassment by the employee toward a student. "Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:

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

When sexual abuse is reported, the Level I investigator shall make copies of the report and give a copy to the person filing the report, the student's parents and the immediate supervisor of the employee named in the report. The employee named in the report shall not receive a copy of the report until the employee is initially interviewed. The designated investigator shall not interview the school employee named in a report of sexual abuse until after a determination is made that jurisdiction exists, the alleged victim has been interviewed and a determination made that the investigation will not be deferred.

ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES REGULATION

The investigator shall notify the parent, guardian or legal custodian of a student in prekindergarten through grade six, of the date and time of the interview and of the right to be present or to see and hear the interview or send a representative in the parent's place. The Level I investigator shall interview the student as soon as possible, but in no case later than five days from the receipt of a report or notice of the allegation of sexual abuse. The Level I investigator may record the interview electronically.

The Level I investigator shall exercise discretion in the investigative process to preserve the privacy interests of the individuals involved. To the maximum extent possible, the investigator shall maintain the confidentiality of the report.

It is the responsibility of the Level I investigator to determine whether it is more likely than not that an incident took place between the employee and the student. If the Level I investigator believes the employee committed a sex act with a student or sexually exploited a student, the Level I investigator shall defer the Level I investigation and immediately notify law enforcement officials, the student's parents and the person filing the report.

If the Level I investigator determines an incident occurred, while not an illegal sex act with a student or sexual exploitation of a student, but where the employee engaged in inappropriate, intentional sexual behavior, further investigation is warranted. If further investigation is warranted, the Level I investigator may proceed to interview the employee and other individuals who may have knowledge of the circumstances contained in the report. Prior to interviewing other individuals who may have knowledge of the circumstance contained in the report, the Level I investigator shall provide notice of the impending interview of student witnesses or the student who is in prekindergarten through grade six, to their parent, guardian, or legal custodian, and may provide notice to the parent or guardian of older students, prior to interviewing those students. The Level I investigator shall, if founded, arrange for the Level II investigator to further investigate the allegations.

Within fifteen days of receipt of the report or notice of alleged sexual abuse, the Level I investigator shall complete a written investigative report unless the investigation was temporarily deferred. The written investigative report shall include:

1. The name, age, address and attendance center of the student named in the report.
2. The name and address of the student's parent or guardian and the name and address of the person filing the report, if different from the student's parent or guardian.
3. The name and work address of the school employee named in the report as allegedly responsible for the abuse of the student.
4. An identification of the nature, extent and cause, if known, of any injuries or abuse to the student named in the report.
5. A general review of the investigation.
6. Any actions taken for the protection and safety of the student.
7. A statement that, in the investigator's opinion, the allegations in the report are either:
 - Unfounded. *(It is not likely that an incident, as defined in these rules, took place),* or
 - Founded. *(It is likely that an incident took place.)*
8. The disposition or current status of the investigation.
9. A listing of the options available to the parents or guardian of the student to pursue the allegations. These options include, but are not limited to:
 - Contacting law enforcement officials.
 - Contacting private counsel for the purpose of filing a civil suit or complaint.
 - Filing a complaint with the Board of Educational Examiners if the school employee is certificated.

ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES REGULATION

The investigator shall retain the original and provide a copy of the investigative report to the school employee named in the report, the school employee's supervisor and the named student's parent or guardian. The person filing the report, if not the student's parent or guardian, shall be notified only that the Level I investigation has been concluded and of the disposition or anticipated disposition of the case.

If the allegations are founded, the Level I investigation shall refer the case to the Level II investigator. The Level II investigator shall review the Level I investigator's final investigative report and conduct further investigation if necessary. The Level II investigative report shall state conclusively as to the occurrence of the alleged incident, conclusively as to the nature of the sexual abuse and recommendations regarding the need for further investigation. Upon completion of the Level II investigation, the Level I investigator shall forward copies of the Level II investigative report to the employee, the employee's immediate supervisor and the student's parent. The Level I investigator shall notify the person filing the report of the current status of the case.

If the Level II investigator's report or law enforcement officials conclude sexual abuse occurred, or the employee admits the violation, or the employee has surrendered the employee's certificate or license, the Level I investigator shall file a complaint on behalf of the district after obtaining the superintendent's signature with the State Board of Educational Examiners. The Level I investigator shall also arrange for counseling services for the student if the student or student's parents request counseling services.

In cases involving founded physical or sexual abuse by a licensed employee, the board shall notify the Board of Educational Examiners. Information of unfounded abuse at Level I or Level II shall not be kept in the employee's personnel file. If the Level I investigative report is founded but Level II is unfounded, then the Level I report shall be removed from the employee's permanent file.

It shall be the responsibility of the board to annually identify a Level I and Level II investigator. The board shall also designate annually an alternate Level I investigator, preferably of the opposite sex of the designated Level I investigator, to whom reports may also be made. The names and telephone numbers of the Level I investigator and the alternate Level I investigator shall be included in employee handbooks, student handbooks, annually published in the local newspaper, and prominently displayed in all school buildings.

GIFTS TO EMPLOYEES

Employees may receive a gift on behalf of the school district. Employees shall ~~not~~, either directly or indirectly, solicit, accept or receive any gift, series of gifts or an honorarium unless the donor ~~does not~~ meet the definition of "restricted donor" stated below or the gift or honorarium does not meet the definition of gift or honorarium stated below.

A "restricted donor" is defined as a person or other entity which:

- Is seeking to be, or is a party to, any one or any combination of sales, purchases, leases or contracts to, from or with the school district;
- Will be directly and substantially affected financially by the performance or nonperformance of the employee's official duty in a way that is greater than the effect on the public generally or on a substantial class of persons to which the person belongs as a member of a profession, occupation, industry or region; or
- Is a lobbyist or a client of a lobbyist with respect to matters within the school district's jurisdiction.

A "gift" is the giving of anything of value in return for which something of equal or greater value is not given or received. However, "gift" does not include any of the following:

- Contributions to a candidate or a candidate's committee;
- Information material relevant to an employee's official function, such as books, pamphlets, reports, documents, periodicals or other information that is recorded in a written, audio or visual format;
- Anything received from a person related within the fourth degree by kinship or marriage, unless the donor is acting as an agent or intermediary for another person not so related;
- An inheritance;
- Anything available or distributed to the general public free of charge without regard to the official status of the employee;
- Items received from a charitable, professional, educational or business organization to which the employee belongs as a dues paying member if the items are given to all members of the organization without regard to an individual member's status or positions held outside of the organization and if the dues paid are not inconsequential when compared to the items received;
- Actual expenses of an employee for food, beverages, travel and lodging for a meeting, which is given in return for participation in a panel or speaking engagement at the meeting when the expenses relate directly to the day or days on which the employee has participation or presentation responsibilities;
- Plaques or items of negligible resale value given as recognition for public service;
- Nonmonetary items with a value of less than three dollars that are received from any one donor during one calendar day;
- Items or services solicited or given to a state, national or regional organization in which the state of Iowa or a school district is a member for purposes of a business or educational conference, seminar or other meeting or solicited by or given for the same purposes to state, national or regional government organizations whose memberships and officers are primarily composed of state or local government officials or employees for purposes of a business or educational conference, seminar or other meeting; representatives of members of state, national or regional government organizations whose memberships and officers are primarily composed of state or local government officials or employees;

Approved 11/1/2004

Reviewed 10/15/2007

Revised _____

GIFTS TO EMPLOYEES

- Items or services received by members or representatives of members as part of a regularly scheduled event that is part of a business or educational conference, seminar or other meeting that is sponsored and directed by any state, national or regional government organization in which the state of Iowa or a political subdivision of the state of Iowa is a member or received at such an event by members;
- Funeral flowers or memorials to a church or nonprofit organization;
- Gifts which are given to an employee for the employee's wedding or twenty-fifth or fiftieth wedding anniversary;
- Payment of salary or expenses by the school district for the cost of attending a meeting of a subunit of an agency when the employee whose expenses are being paid serves on a board, commission, committee, council or other subunit of the agency and the employee is not entitled to receive compensation or reimbursement of expenses from the school district for attending the meeting;
- Gifts other than food, beverages, travel and lodging received by an employee which are received from a person who is a citizen of a country other than the United States and is given during a ceremonial presentation or as a result of a custom of the other country and is of personal value only to the employee;
- Actual registration costs for informational meetings or sessions which assist a public official or public employee in the performance of the person's official functions. The costs of food, drink, lodging and travel are not "registration costs" under this paragraph. Meetings or sessions which a public official or public employee attends for personal or professional licensing purposes are not "informational meetings or sessions which assist a public official or public employee in the performance of the person's official functions" under this paragraph.

An "honorarium" is anything of value that is accepted by, or on behalf of, an employee as consideration for an appearance, speech or article. An honorarium does not include any of the following:

- Actual expenses of an employee for registration, food, beverages, travel or lodging for a meeting, which is given in return for participation in a panel or speaking engagement at a meeting when the expenses relate directly to the day or days on which the employee has participation or presentation responsibilities;
- A nonmonetary gift or series of nonmonetary gifts donated within thirty days to a public body, an educational or charitable organization or the Iowa Department of General Services; or
- A payment made to an employee for services rendered as part of a private business, trade or profession in which the employee is engaged if the payment is commensurate with the actual services rendered and is not being made because of the person's status as an employee of the district, but rather because of some special expertise or other qualification.

It shall be the responsibility of each employee to know when it is appropriate to accept or reject gifts or an honorarium.

Legal References: Iowa Code ch. 68B (2003).
1972 Op. Att'y Gen. 276.
1970 Op. Att'y Gen. 319.

Cross References: 221 Gifts to Board of Directors
401.3 Employee Conflict of Interest
704.4 Gifts-Grants-Bequests

PUBLIC COMPLAINTS ABOUT EMPLOYEES

The board recognizes situations may arise in the operation of the school district which are of concern to parents and other members of the school district community. While constructive criticism is welcomed, the board desires to support its employees and their actions to free them from unnecessary, spiteful, or negative criticism and complaints that do not offer advice for improvement or change.

The board firmly believes concerns should be resolved at the lowest organizational level by those individuals closest to the concern. Whenever a complaint or concern is brought to the attention of the board it will be referred to the administration to be resolved. Prior to board action however, the following should be completed:

- (a) Matters concerning an individual student, teacher, or other employee should first be addressed to the teacher or employee.
- (b) Unsettled matters from (a) above or problems and questions about individual attendance centers should be addressed to the employee's building principal for licensed employees and the superintendent for classified employees.
- (c) Unsettled matters regarding licensed employees from (b) above or problems and questions concerning the school district should be directed to the superintendent.
- (d) If a matter cannot be settled satisfactorily by the superintendent, it may then be brought to the board. To bring a concern regarding an employee, the individual may notify the board president in writing, who may bring it to the attention of the entire board, or the item may be placed on the board agenda of a regularly scheduled board meeting in accordance with board policy 214.1.

It is within the discretion of the board to address complaints from the members of the school district community, and the board will only do so if they are in writing, signed, and the complainant has complied with this policy.

Legal Reference: Iowa Code § 279.8 (2003).

Cross Reference: 214.1 Board Meeting Agenda
215 Public Participation in Board Meetings

Approved 11/1/2004

Reviewed 10/15/2007

Revised _____

EMPLOYEE RELATIONS TO THE PUBLIC

Members of the school district community shall be treated with respect by employees. The board encourages active participation by employees in community activities and events.

It shall be the responsibility of employees as they participate in various community groups and events, to make a conscientious effort to make the school district and its events a real part of the community. Employees shall take advantage of their participation in the community to look for opportunities in which the community and school district can join forces for the betterment of the school district and the community.

Legal Reference: Iowa Code § 279.8 (2003).

Cross Reference: 303.7 Superintendent Civic Activities
304.8 Administrator Civic Activities
904 Public Participation in the School District

Approved 11/1/2004

Reviewed 10/15/2007

Revised _____

EMPLOYEE OUTSIDE EMPLOYMENT

The board believes the primary responsibility of employees is to the duties of their position within the school district as outlined in their job description. The board considers an employee's duties as part of a regular, full-time position as full-time employment. The board expects such employees to give the responsibilities of their positions in the school district precedence over any other employment.

It shall be the responsibility of the superintendent to counsel employees, whether full-time or part-time, if, in the judgment of the superintendent and the employee's immediate supervisor, the employee's outside employment interferes with the performance of the employee's duties required in the employee's position within the school district.

The board may request the employee to cease the outside employment as a condition of continued employment with the school district.

Legal Reference: Iowa Code §§ 20.7; 279.8 (2003).

Cross Reference: 401.3 Employee Conflict of Interest
408.3 Licensed Employee Tutoring

Approved 11/1/2004

Reviewed 10/15/2007

Revised _____

EMPLOYEE TELEPHONE CALLS

The board recognizes the need of employees to receive and make telephone calls **d**during working hours. Employees may receive and make personal telephone calls during lunches, breaks, **or** preparation periods. Employees may receive and make emergency telephone calls at any time.

The district telephones may only be used for local personal telephone calls; all **other** calls must be paid for by the employee. It shall be the responsibility of the employee to exercise discretion in **m**making and receiving telephone calls during working hours.

Legal Reference: Iowa Code §§ 20.9; 279.8 (2003).

Cross Reference: 401.9 Use of School District Facilities & Equipment by Employees

Approved 11/1/2004

Reviewed 10/15/2007

Revised _____

SOLICITATIONS FROM OUTSIDE

Generally, employees should be free from solicitations at their place of employment. No organization or individuals, including employees, may solicit or distribute flyers or other materials within school district facilities or on school district grounds without the approval of the superintendent.

No employee shall be made responsible, or assume responsibility, for the collection of money or the distribution of fund drive literature within the school district unless such activity is voluntary and has been approved by the superintendent.

Legal Reference: Iowa Code § 279.8 (2003).

Cross Reference: 401.15 Employee Political Activity
504.6 Student Fund-Raising
905 Community Activities Involving Students

Approved 11/1/2004

Reviewed 10/15/2007

Revised _____

DISTRICT LANDLINE AND CELLULAR TELEPHONE USAGE

The district provides telephones to employees because communication is essential for the performance of their duties, especially in times of emergency or when addressing safety issues. In addition, the district provides a voice mail system which permits employees to receive and retrieve messages from locations outside of their offices.

The landline and cellular telephones provided by the district to employees are to be used for school business.

Certain employees are required to perform work outside of their offices or assigned work spaces, outside of the Independence Community School District, or outside of the district's regular business hours. It is important to the mission of the district to provide for communication with these employees when they are not in their offices. Telephone communication is greatly enhanced by the use of cellular telephones. With a cellular telephone, an employee may receive and respond to calls regardless of the time of day or the employee's location and retrieve and respond to messages in the district's voice mail system.

If a cellular telephone assigned to an employee is lost, damaged or is malfunctioning, the Business Office must be notified immediately. Employees who fail to notify the Business Office immediately of a lost telephone may be responsible for all unauthorized calls made from their assigned cellular telephone and replacement costs.

The district will not reimburse employees for business use of their own cellular telephone. Employees are encouraged to use their office telephone for business telephone calls. Employees who have a personal cellular telephone are not expected to use that telephone for district business.

The Superintendent or his/her designee is authorized to review the use of district-issued cellular telephones by employees and to revoke the privilege of using a district-issued cellular telephone if it is determined that the cellular telephone is being used primarily for personal business or is being used in any other manner which is contrary to district policy.

Approved 10/26/2009

Reviewed _____

Revised 07/19/2010

Independence Community School District

08/09/2011 10:53 AM

Fund: 10 OPERATING FUND

Period Vendor Report by Fund

07/01/2011 - 07/31/2011

Page: 1

User ID: ARF

<u>Vendor Name</u>		<u>Total</u>
ACCENT LASER SERVICES	SUPPLIES	609.10
ADVANCED SYSTEMS INC	SUPPLIES	76.18
APPLE INC	EQUIPMENT	1,584.00
AREA EDUCATION AGENCY 267	TUIT/SUPP/SERV	1,176.27
ASCD	SUPPLIES	100.82
B & B FARM STORE INC.	EQUIPMENT	175.55
BUSINESS SYSTEMS INC.	SUPPLIES	1,220.73
CEDAR RAPIDS COMMUNITY SCHOOLS	REIM/TUIT/FEES	896.74
CENTRAL IOWA DISTRIBUTING	SUPPLIES	6,725.16
CHANNING L. BETE CO INC	SUPPLIES	398.94
CITY LAUNDERING CO	SERVICE	97.71
CITY OF INDEPENDENCE	SERVICE	1,538.53
COMPANION CORPORATION	SUPPLIES	599.00
CONSOLIDATED ENERGY CO/HARTLAND FUEL DIESEL		150.00
CY & CHARLEY'S INC	REPAIRS/MAINT/SUPPLIES	300.99
DON'S TRUCK SALES INC	SERVICE	362.30
DUBUQUE COMMUNITY SCHOOLS	TUITION	1,960.80
ESCHEN TARPY NAPA	SUPPLIES	514.35
EXCEPTIONAL PERSONS, INC	SERVICE	17.18
FARM PLAN	SUPPLIES	1,666.71
FASTENAL COMPANY	SUPPLIES	19.73
FOUR OAKS-RESIDENTAL	INSTRUCTION	46,506.40
FUSION FORWARD	SERVICES	325.00
GAGE EXTERMINATING	SERVICES	45.00
GALAXY TECH	SOFTWARE	11,025.00
GRAYBILL COMMUNICATIONS	SUPPLIES	380.00
HARDWARE HANK	SUPPLIES	57.99
HEARTLAND PAPER COMPANY	SUPPLIES	103.46
HERFF JONES	SUPPLIES	3,654.96
HOUCHEN BINDERY INC	BOOK BINDING	427.60
IASB	DUES/FEES	4,450.00
IFCSEP CONFERENCE	REG FEES	190.00
IKON OFFICE SOLUTIONS	SUPPLIES/LEASE	9,519.00
INDEPENDENCE BULLETIN JOURNAL	SUPPLIES	62.00
INDEPENDENCE COMMUNITY SCHOOLS	REGISTRATION CASH	700.00
INDEPENDENCE LIGHT & POWER	UTILITIES	12,064.92
INFRASTRUCTURE TECHNOLOGY SOLUTIONS	SERVICE	562.50
INNOVATION DESIGNS, LLC	SUPPLIES	109.50
IOWA COMMUNICATIONS NETWORK	SERVICE	232.90
IOWA DIRECT EQUIP & APPRAISAL	EQUIPMENT	140.00
IOWA SCHOOL FINANCE INFORMATION SVC	SERVICES	1,625.69
JIM GILL, INC	REG FEES	1,304.00
JOHN WILEY & SONS, INC.	SUPPLIES	283.55
JW PEPPER & SON, INC.	SUPPLIES	523.98
KEPHART'S MUSIC CENTER INC	SUPPLIES	318.25
KESSLERS TEAM SPORTS, INC.	SUPPLIES	612.00
KEY EQUIPMENT FINANCE	LEASE AGREEMENT	448.95
KWIK TRIP/KWIK STAR STORES	GASOLINE	3,592.82

<u>Vendor Name</u>		<u>Total</u>
KWWL TELEVISION INC	ADS	1,120.00
LEGO EDUCATION	SUPPLIES	310.30
MAXIMOVICH, VALERIE	REIMBURSEMENT	36.24
MCGRAW'S CARPETS	IMPROVEMENT	605.19
MIDAMERICAN ENERGY CO.	NATURAL GAS	852.70
MILLER QUARRY	SUPPLIES	150.18
MOEMS	SUPPLIES	178.00
MUSCATINE COMMUNITY SCHOOL DISTRICT	TUIT/SRV	5,500.35
NATIONAL SCHOOL TOWEL SALES	SUPPLIES	653.12
NOYES, STEPHEN	REIMBURSEMENT	1,110.44
OELWEIN GLASS, INC.	REPAIRS	180.16
OELWEIN PUBLISHING COMPANY	ADS/LEGALS	59.60
PAETEC	UTILITIES	1,187.84
PHI DELTA KAPPA INTERNATIONAL	MEMBERSHIP	90.00
PITNEY BOWES	LEASE	107.00
POSTMASTER-INDEE	POSTAGE	108.10
RENAISSANCE LEARNING, INC.	SUPPLIES	6,663.20
RIDELL/ALL AMERICAN SPORTS COMPANY	SUPPLIES	1,330.75
SCHOOL ADMINISTRATORS OF IOWA	SERVICES	2,525.00
SCHOOL BUS SALES	VEHICLE/SUPPLIES	184.04
SOFTWARE UNLIMITED INC	SVC/SUPPLES/TRNG	200.00
SPAHN & ROSE LUMBER CO INC	SUPPLIES	219.13
STAPLES CREDIT PLAN	SUPPLIES	36.98
SUPERIOR CLEANING SERVICES LTD	SERVICE	448.00
SUPERIOR WELDING INC	SUPPLIES	40.00
THE NEWS	ADS/LEGALS	690.08
THOMAS ELECTRIC MOTOR SERV INC	SRV/PARTS/SUP	58.60
U.S. CELLULAR	TELEPHONE	674.44
UNITED RENTALS	SUPPLIES	114.48
VERN'S TRUE VALUE	SUPPLIES	3,102.60
VIPS	EQUIPMENT	25,519.00
VISA CARD SERVICES	SUPPLIES	594.98
WALMART COMMUNITY	SUPPLIES	168.64
WASTE MANAGEMENT OF WI-MN	SERVICE	2,268.00
WEBER PAPER COMPANY	SUPPLIES	1,726.24
Vendors Listed:	83	Total: 178,269.64

<u>Vendor Name</u>		<u>Total</u>
ADVENTURELAND INN	LODGING	997.92
ADVENTURELAND PARK	TICKETS	2,482.00
AMERIC INN OF CALEDONIA, MN	LODGING	494.15
ARMEL, RAYMOND	OFFICIAL	290.00
BUHR, DEAN	OFFICIAL	240.00
CEDAR FALLS HIGH SCHOOL	FEES	120.00
CHIDESTER, STEVE	OFFICIAL	300.50
CYCLONE VOLLEYBALL CAMPS	FEES	550.00
DAIRY QUEEN	SUPPLIES	99.18
DANIELS, DENNIS	OFFICIAL	290.00
DECKER SPORTING GOODS	SUPPLIES	293.00
DESIGNS UNLIMITED	SUPPLIES	744.00
FOSTER, BRYAN D.	OFFICIAL	90.00
GLAZIER FOOTBALL CLINICS	DUES/FEES	299.00
GREGG'S SPORTING GOODS	SUPPLIES	70.00
GUENTHER, MARK	OFFICIAL	190.50
HERMSEN, ALLAN	OFFICIAL	280.00
HILDMAN, MARK	OFFICIAL	180.00
I.C.S. NUTRITION FUND	SUPPLIES	117.79
IGHSAU	FEES	1,045.00
INDEPENDENCE PTO	SUPPLIES	70.00
IOWA FOOTBALL COACHES ASSOC.	DUES/FEES	225.00
JESUP COMMUNITY SCHOOL	TUIT/FEES/REIMB	150.00
JOHNSON, BRUCE	OFFICIAL	90.00
KLEIN, DAN	OFFICIAL	102.60
LONG, GARY STEVEN	OFFICIAL	200.00
LORAS COLLEGE VOLLEYBALL	FEES	300.00
LUENSMAN, ROGER	OFFICIAL	90.00
MADISON, CLARK	OFFICIAL	185.00
MAKE MUSIC	SUPPLIES	36.00
MARY'S FLOWER PATCH	SERVICE	51.00
MATHERS, BRETT	OFFICIAL	90.00
MONTICELLO SPORTS INC	SUPPLIES	4,182.60
NEFF MOTIVATION INC	SUPPLIES	678.64
NOLTE, JEFF	OFFICIAL	117.00
RASMUSSEN, JIM	OFFICIAL	185.00
RATCHFORD, MICHAEL	OFFICIAL	75.00
RATCHFORD, THOMAS	OFFICIAL	335.00
RENAISSANCE SAVERY HOTEL	LODGING	3,044.06
RICHTER, ROBERT	OFFICIAL	260.00
RIDELL/ALL AMERICAN SPORTS COMPANY	SUPPLIES	577.47
RODGERS & HAMMERSTEIN ANNEX	SUPPLIES	57.37
SCHULTZ, DARYL	OFFICIAL	90.00
SNYDER, GLEN	OFFICIAL	275.00
TROTT TROPHIES	SUPPLIES	147.05
VISA CARD SERVICES	SUPPLIES	7,045.85
WINDSTAR LINES INC	SERVICE	4,154.00
WOODS, BRYAN	OFFICIAL	75.00

Vendor NameTotal

Vendors Listed: 48

Total: 32,061.68

<u>Vendor Name</u>	<u>Total</u>
AUL SPECIAL PAY TRUST EMPLOYEE INVESTMENTS	223.31
SMITH - D & L INSURANCE SERVICES	175,054.00
Vendors Listed: 2	Total: <u>175,277.31</u>

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07/01/2011 - 07/31/2011

User ID: ARF

Fund: 23 PHYSICAL PLANT & EQUIPMENT

<u>Vendor Name</u>		<u>Total</u>
ACCENT LASER SERVICES	SUPPLIES	3,149.70
APPLE INC	EQUIPMENT	1,316.00
Vendors Listed:	2	Total: <u>4,465.70</u>

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07/01/2011 - 07/31/2011

User ID: ARF

Fund: 33 LOCAL OPTION SALES AND SERVICES TAX

<u>Vendor Name</u>		<u>Total</u>
BUCHANAN COUNTY RECORDER	FILING FEE	91.00
ELECTRICAL ENGINEERING & EQUIP	SUPPLIES	8,827.47
HARGERS ACOUSTICS INC	IMPROVEMENT	8,483.00
J & J CONSTRUCTION CO INC	IMPROVEMENT	827.79
LYNCH ROOFING & SIDING INC	IMPROVEMENTS	13,110.00
MANATTS INC	IMPROVEMENT	739.55
PLUMB SUPPLY COMPANY	IMPROVEMENT	2,622.34
THE LOUIS BERGER GROUP INC	IMPROVEMENT	2,000.00
WBC MECHANICAL, INC.	IMPROVEMENT	15,825.29
Vendors Listed:	9	Total: <u>52,526.44</u>

Independence Community School District
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Fund: 40 DEBT SERVICES FUND

Period Vendor Report by Fund
07/01/2011 - 07/31/2011

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<u>Vendor Name</u>		<u>Total</u>
BANK IOWA	SERVICES	168,135.00
Vendors Listed:	1	Total: <u>168,135.00</u>

Fund: 61 SCHOOL NUTRITION FUND

<u>Vendor Name</u>	<u>Total</u>
BAGGE STRAWBERRIES	880.00
DELAWARE COUNTY EXTENSION OFFICE	665.00
GOODWIN TUCKER GROUP	978.66
Vendors Listed: 3	Total: 2,523.66

<u>Vendor Name</u>		<u>Total</u>
BLAND'S FLOWER SHOP INC	FLOWERS	62.00
HAUSERS WATER SYSTEM	SUPPLIES	11.00
Vendors Listed:	2	Total: <u>73.00</u>

<u>Vendor Name</u>	<u>Vendor Description</u>	
Checking	1	
Checking Account: 1	Fund: 10	OPERATING FUND
ACCENT LASER SERVICES	SUPPLIES	
	Vendor Total:	1,704.25
ADVANCED SYSTEMS INC	SUPPLIES	
	Vendor Total:	76.18
ALLIED 100 LLC	SUPPLIES	
	Vendor Total:	247.70
AREA EDUCATION AGENCY 267	TUIT/SUPP/SERV	
	Vendor Total:	335.74
BEE READING COMPANY	SUPPLIES	
	Vendor Total:	993.20
BLAISDELL, MARY JEAN	REIMBURSEMENT	
	Vendor Total:	64.43
BUSINESS SYSTEMS INC.	SUPPLIES	
	Vendor Total:	75.81
CARSON-DELLOSA PUBLISHING, INC.	SUPPLIES	
	Vendor Total:	30.82
CEDAR BRIDGE SOLUTIONS	SOFTWARE	
	Vendor Total:	3,674.00
CENTER POINT-URBANA COMMUNITY SCHOOL	OE TUITION	
	Vendor Total:	11,176.60
CHANNING L. BETE CO INC	SUPPLIES	
	Vendor Total:	276.86
CHARACTER DEVELOPMENT GROUP, INC.	SUPPLIES	
	Vendor Total:	51.50
CITY LAUNDERING CO	SERVICE	
	Vendor Total:	50.00
CLARINDA COMMUNITY SCHOOLS	TUIT	
	Vendor Total:	2,431.24
CLASSROOM DIRECT	SUPPLIES	
	Vendor Total:	324.48
COLLEGE COMM SCHOOL DISTRICT	TUITION	
	Vendor Total:	7,617.28
COMPANION CORPORATION	SUPPLIES	
	Vendor Total:	599.00
CONSOLIDATED ENERGY CO/HARTLAND FUEL	DIESEL	
	Vendor Total:	2,768.50
CRAWFORD, ROBIN	REIMBURSEMENT	
	Vendor Total:	54.35
CY & CHARLEY'S INC	REPAIRS/MAINT/SUPPLIES	
	Vendor Total:	384.49
DELTA	SUPPLIES	
	Vendor Total:	72.01
DEMCO INC	SUPPLIES	
	Vendor Total:	257.28
DON JOHNSTON INC	SUPPLIES	
	Vendor Total:	405.82
DON'S TRUCK SALES INC	SERVICE	
	Vendor Total:	337.89

<u>Vendor Name</u>	<u>Vendor Description</u>		
DUNLAP MOTORS INC	SUPPLIES		
		Vendor Total:	54.72
EAI EDUCATION	SUPPLIES		
		Vendor Total:	210.66
EBSCO SUBSCRIPTION SERVICE	PERIODICALS		
		Vendor Total:	164.70
EDUCATION 2020	SUPPLIES		
		Vendor Total:	4,800.00
ELECTRICAL ENGINEERING & EQUIP	SUPPLIES		
		Vendor Total:	4,766.42
ESCHEN TARPY NAPA	SUPPLIES		
		Vendor Total:	124.21
EXCEPTIONAL PERSONS, INC	SERVICE		
		Vendor Total:	19.56
FARM PLAN	SUPPLIES		
		Vendor Total:	80.54
FASTENAL COMPANY	SUPPLIES		
		Vendor Total:	70.40
FIRST STREET DELI	SUPPLIES		
		Vendor Total:	105.00
FITNESS FINDERS	SUPPLIES		
		Vendor Total:	149.74
FOLLETT LIBRARY RESOURCES	SUPPLIES		
		Vendor Total:	100.86
FROG PUBLICATIONS	SUPPLIES		
		Vendor Total:	97.69
FUSION FORWARD	SERVICES		
		Vendor Total:	850.00
GOOGLE INC	SERVICE		
		Vendor Total:	6,386.75
HAMERAY PUBLISHING GROUP INC	SUPPLIES		
		Vendor Total:	45.65
HAMMOND & STEPHENS	SUPPLIES		
		Vendor Total:	139.44
HARDWARE HANK	SUPPLIES		
		Vendor Total:	2,407.97
HAWKEYE ALARM SIGNAL COMPANY	SERVICES		
		Vendor Total:	100.00
HAWKEYE FIRE & SAFETY	SUPPLIES		
		Vendor Total:	584.60
HAWKEYE INTERNATIONAL TRUCKS INC	REPAIRS		
		Vendor Total:	4,122.71
HEARTLAND PAPER COMPANY	SUPPLIES		
		Vendor Total:	3,357.51
HEINEMANN	SUPPLIES		
		Vendor Total:	1,364.00
HIGLEY CHEMICAL COMPANY	SUPPLIES		
		Vendor Total:	256.05
IASB	DUES/FEES		
		Vendor Total:	200.00
IASBO	DUES/FEES		

<u>Vendor Name</u>	<u>Vendor Description</u>		
		Vendor Total:	100.00
IKON OFFICE SOLUTIONS	SUPPLIES/LEASE		
		Vendor Total:	579.87
INDEPENDENCE LIGHT & POWER	UTILITIES		
		Vendor Total:	10,022.39
INFRASTRUCTURE TECHNOLOGY SOLUTIONS	SERVICE		
		Vendor Total:	85.00
IOWA PUPIL TRANSPORTATION ASSOC.	MEMBERSHIP		
		Vendor Total:	275.00
JOLLY LEARNING LTD	SUPPLIES		
		Vendor Total:	59.47
KEY EQUIPMENT FINANCE	LEASE AGREEMENT		
		Vendor Total:	448.95
KWIK TRIP/KWIK STAR STORES	GASOLINE		
		Vendor Total:	1,573.02
KWWL TELEVISION INC	ADS		
		Vendor Total:	1,055.00
LAKESHORE LEARNING MATERIALS	SUPPLIES		
		Vendor Total:	1,130.86
LYNCH DALLAS PC	SERVICES		
		Vendor Total:	1,516.50
MARI, INC.	BOOKS		
		Vendor Total:	23.98
MARTIN BROS DIST CO	SUPPLIES		
		Vendor Total:	162.94
MARY'S FLOWER PATCH	SERVICE		
		Vendor Total:	80.00
MCDONALD PUBLIISHING CO	SUPPLIES		
		Vendor Total:	43.55
MERRITT, SANDRA	REIMBURSEMENT		
		Vendor Total:	415.00
MIDAMERICAN ENERGY CO.	NATURAL GAS		
		Vendor Total:	513.57
MUSCATINE COMMUNITY SCHOOL DISTRICT	TUIT/SRV		
		Vendor Total:	2,842.53
NAGLE SIGNS INC	SERVICE		
		Vendor Total:	431.57
NASCO	SUPPLIES		
		Vendor Total:	74.25
NATIONAL SCHOOL PRODUCTS	SUPPLIES		
		Vendor Total:	37.45
OELWEIN GLASS, INC.	REPAIRS		
		Vendor Total:	18.94
OELWEIN PUBLISHING COMPANY	ADS/LEGALS		
		Vendor Total:	1,161.46
OFFICE DEPOT, INC	SUPPLIES		
		Vendor Total:	4,059.43
OFFICE TOWNE, INC.	SUPPLIES		
		Vendor Total:	608.97
ORIENTAL TRADING CO	SUPPLIES		
		Vendor Total:	106.49

<u>Vendor Name</u>	<u>Vendor Description</u>		
PACE SUPPLY	SUPPLIES	Vendor Total:	240.50
PAETEC	UTILITIES	Vendor Total:	1,188.03
PAPER CORPORATION	PAPER	Vendor Total:	14,894.40
PEPSI-COLA GEN BOT IN	SUPPLIES	Vendor Total:	12.00
PINICON FORD INC	SRV/SUP	Vendor Total:	175.23
PITNEY BOWES	LEASE	Vendor Total:	107.00
PITNEY BOWES INC	SUPPLIES	Vendor Total:	106.23
PRIMARY CONCEPTS	SUPPLIES	Vendor Total:	25.90
PRINT EXPRESS-MILLER PRINTERIE	SERVICES	Vendor Total:	109.50
PYRAMID SCHOOL PRODUCTS	SUPPLIES	Vendor Total:	35.46
READING READING BOOKS LLC	SUPPLIES	Vendor Total:	508.00
REALLY GOOD STUFF	SUPPLIES	Vendor Total:	1,043.31
REMEDIA PUBLICATIONS INC	SUPPLIES	Vendor Total:	14.99
RIDELL/ALL AMERICAN SPORTS COMPANY	SUPPLIES	Vendor Total:	5,365.00
RITE PRICE OFFICE SUPPLY INC	SUPPLIES	Vendor Total:	315.36
SCHOLASTIC INC	SUPPLIES	Vendor Total:	178.95
SCHOLASTIC STORE ONLINE	SUPPLIES	Vendor Total:	254.75
SCHOOL ADMINISTRATORS OF IOWA	SERVICES	Vendor Total:	2,848.00
SCHOOL BUS SALES	VEHICLE/SUPPLIES	Vendor Total:	20.00
SCHOOL NURSE SUPPLY, INC	SUPPLIES	Vendor Total:	266.55
SCHOOL SPECIALTY	SUPPLIES	Vendor Total:	33.32
SIOUX CENTRAL COMM SCHOOL DISTRICT	SERVICES	Vendor Total:	14,114.72
SPAHN & ROSE LUMBER CO INC	SUPPLIES	Vendor Total:	169.81
STAPLES CREDIT PLAN	SUPPLIES	Vendor Total:	86.93
SUMMIT LEARNING	SUPPLIES	Vendor Total:	69.50
SUPER DUPER PUBLICATIONS	SUPPLIES		

<u>Vendor Name</u>	<u>Vendor Description</u>		
		Vendor Total:	34.95
SUPERIOR CLEANING SERVICES LTD	SERVICE		
		Vendor Total:	1,689.00
TEACHER DIRECT	SUPPLIES		
		Vendor Total:	300.76
TEACHER'S DISCOUNT	SUPPLIES		
		Vendor Total:	146.86
TEACHER'S DISCOVERY	SUPPLIES		
		Vendor Total:	20.89
THE NEWS	ADS/LEGALS		
		Vendor Total:	703.48
TOM'S AUTO TRIM	SERVICE		
		Vendor Total:	85.00
U.S. GAMES	SUPPLIES		
		Vendor Total:	233.18
UPSTART	SUPPLIES		
		Vendor Total:	59.65
US SCHOOL SUPPLY	SUPPLIES		
		Vendor Total:	86.00
USBORNE BOOKS	SUPPLIES		
		Vendor Total:	34.97
VERN'S TRUE VALUE	SUPPLIES		
		Vendor Total:	3,125.36
VSA INC	SUPPLIES		
		Vendor Total:	30.27
WALMART COMMUNITY	SUPPLIES		
		Vendor Total:	248.01
WASTE MANAGEMENT OF WI-MN	SERVICE		
		Vendor Total:	170.64
WEBER PAPER COMPANY	SUPPLIES		
		Vendor Total:	11,566.73
WEST DES MOINES MARRIOTT	LODGING		
		Vendor Total:	206.08
WEST MUSIC CO INC	SUP/SRV		
		Vendor Total:	1,070.60
YOUTHLIGHT, INC.	BOOKS		
		Vendor Total:	152.68
		Fund Total:	154,143.35
Checking Account: 1	Fund: 22 MANAGEMENT FUND		
AUL SPECIAL PAY TRUST	EMPLOYEE INVESTMENTS		
		Vendor Total:	296.75
		Fund Total:	296.75
		Checking Account Total:	154,440.10
Checking 2			
Checking Account: 2	Fund: 61 SCHOOL NUTRITION FUND		
GOODWIN TUCKER GROUP	REPAIRS/MAINT		
		Vendor Total:	1,530.46
HAWKEYE FOODSERVICE	SUPPLIES		
		Vendor Total:	146.32
HORN, TERESA	REFUND		
		Vendor Total:	13.40

<u>Vendor Name</u>	<u>Vendor Description</u>
INDEPENDENCE ROOTS AND SHOOTS GARDEN	SUPPLIES

Vendor Total: 250.00

OFFICE TOWNE, INC.	SUPPLIES
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Vendor Total: 85.00

SCOTT SMALLEY S&S PRODUCE	SUPPLIES
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Vendor Total: 485.00

Fund Total: 2,510.18

Checking Account Total: 2,510.18

<u>Checking</u>	<u>3</u>	
Checking Account:	3	Fund: 21 STUDENT ACTIVITY FUND
ACADEMA		SUPPLIES

Vendor Total: 475.00

BLUE MOOSE TEES	SUPPLIES
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Vendor Total: 319.92

HERMAN, MARY	SERVICES
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Vendor Total: 100.00

I.C.S. GENERAL FUND	REIMBURSEMENT
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Vendor Total: 325.00

IHSMA	REGISTRATION
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Vendor Total: 25.00

KESSLERS TEAM SPORTS, INC.	SUPPLIES
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Vendor Total: 1,302.60

KINSETH, JUSTIN	SERVICE
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Vendor Total: 500.00

MUSTANG FOUNDATION	REFUND
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Vendor Total: 620.00

NICK NURSE ENTERPRISES	DUES/FEES
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Vendor Total: 2,310.00

RATCHFORD, THOMAS	OFFICIAL
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Vendor Total: 75.00

RICHTER, ROBERT	OFFICIAL
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Vendor Total: 75.00

TENDER LAWN CARE	SERVICES
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Vendor Total: 250.00

Fund Total: 6,377.52

Checking Account:	3	Fund: 91 AGENCY POP FUND
HAUSERS WATER SYSTEM		SUPPLIES

Vendor Total: 11.00

MARY'S FLOWER PATCH	SERVICE
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Vendor Total: 23.99

Fund Total: 34.99

Checking Account Total: 6,412.51

<u>Checking</u>	<u>4</u>	
Checking Account:	4	Fund: 23 PHYSICAL PLANT & EQUIPMENT
AHLERS AND COONEY, P.C.		SERVICES

Vendor Total: 2,971.39

DIAMOND ENTERPRISES	IMPROVEMENT
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Vendor Total: 550.00

DONNELLY WOOD FLOORING & REF.	IMPROVEMENT
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Vendor Total: 2,150.00

Fund Total: 5,671.39

<u>Vendor Name</u>	<u>Vendor Description</u>		
Checking Account: 4	Fund: 33	LOCAL OPTION SALES AND SERVICES TAX	
INDEPENDENCE PLUMBING/HTG INC	IMPROVEMENT		
		Vendor Total:	1,701.71
PLUMB SUPPLY COMPANY	IMPROVEMENT		
		Vendor Total:	1,030.31
STEPHEN A. MILLER CONSTRUCTION	IMPROVEMENT		
		Vendor Total:	8,367.27
THE LOUIS BERGER GROUP INC	IMPROVEMENT		
		Vendor Total:	2,000.00
WBC MECHANICAL, INC.	IMPROVEMENT		
		Vendor Total:	14,432.50
		Fund Total:	27,531.79
		Checking Account Total:	33,203.18

Board Report for August

Jennifer Sornson, Junior/Senior High School Principal

Junior-Senior High 2.0

The second year of the Junior-Senior High has arrived. We have made great improvements to the schedule. Junior High schedule will have bells this year. Junior High lunch has been split into two lunches. There are no skinnies during 3rd block in the Senior High so this will help with high school lunches and instructional time.

Orientation for 7th Grade, 9th Grade, and New Students

Orientation is set for August 19 at 1:30 in the gym. We will have a general meeting with all students. After that they have the opportunity to find their locker, walk through their schedule, and meet their teachers.

Schedules and information about orientation has been mailed to Junior and Senior High students.

New Committees for the Junior-Senior High 2011-2012

Building Leadership Team – Concerned with all aspects of the building

Advisor Formation and Planning – formation of the Advisor program for senior high, planning for all activities in the 2012-2013 school year

Respect and Protect (Character Ed.) – monitor the Respect and Protect program, make recommendations for assemblies or programs that should be brought in to the Junior-Senior High

Professional Development – continue with Instructional Strategies that Work will present to the rest of the staff three new strategies

Data Analysis - analysis ITBS/ITED data, analysis MAP test data

isolate areas for improvement and identify students that need instructional interventions
Committee assignments were mailed out to all teachers.

Co-Teaching – Regular Education Teachers and Special Education Teachers working together to best serve the needs of all students.

We have increased the number of courses that are being co-taught and we have more special education and general education teachers co-teaching.

All Co-Teaching assignments were mailed out to teachers.

I am very excited to start the school year. The changes that have been made will benefit the students and staff.

August Board Report- Activities and Junior High

The summer sports concluded their seasons at the end of July. The **H**igh School Baseball Team was 9-31 and lost in the opening round of the regional tournament to Oelwein. The Softball team concluded their season with a 23-18 record and a **second** round loss to West Delaware in the regional tournament.

The Activities Department is finishing up a very busy summer. The **w**eight room at West has been busy and numbers have been increasing all summer. The **k**ids have been working very hard and hopefully they will reap the benefits of their **h**ard work as the fall season gets going. Special thanks to Kalika Staker and Justin Kinseth who both have volunteered countless hours for the benefit of our Mustang Athletes. Both the Boys and Girls Basketball teams have been very busy as well working on their **g**ame in the High School Gym. Volleyball has had an outstanding summer working hard in the gym as well. All three of those teams have gone to team camp or held a **c**amp in our gym and are improving with each experience. Football and Volleyball have held their camps are official practice is underway.

On the Activities side, Band has had their drum line camp, color guard, and leadership camps. The band has also completed their week of band camp. Not to mention their involvement in Rowley Day's Parade and Brandon Day's Parade. They have had a very busy summer and as always, are looking for great things this fall.

I met with all the head coaches on August 8 and 9th to go over the Activities Handbook and outline expectations. You have a copy of the handbook in your board packet. It is important to me that we have consistent dialogue with coaches and sponsors for what the Mustang Experience is going to be. I'm really excited about where we are going. There are many great things happening within our Activities Programs and I'm proud of our coaches who have spent so much time this summer training our athletes to work hard.

Junior High is ready to get started as well. We have orientation for all 7th graders on August 19th. This will help to rest the worries that exist with coming to our building. They will run a sample schedule, practice their combinations, and meet their advisors. I am also working to get to know the staff. We are really looking forward to getting the year going and can't wait to fill the halls.

**Report to the Board of Education
West Elementary
August 15, 2011**

Professional Development

Our focus for professional development this year is math. Staff will be learning how to increase the rigor of instruction. We will focus on higher order thinking, using math problem solving tasks, asking more involved questions that get students to think, etc. A group of 9 staff members started the work in June by attending 3 days of training at AEA 267. They will facilitate conversations with the remainder of the staff about their learning in September.

We have had 3 staff members attend the Iowa Core math training over the last two years. They will be helping to facilitate the professional development sessions throughout the year with Jeff Struck from AEA. The year is set up so that there is new training one month and then a month to implement and reflect on what they have learned.

Small Group Intervention as part of Response to Intervention

Three staff members spent some time working with me this summer to organize materials and set procedures for our small group intervention time. Each grade level will have multiple binders of lessons that can be used to teach a wide variety of concepts. Each student will have an assessment folder to record and keep track of how he/she is progressing in math. These will help staff begin small group intervention easier. We plan to begin our first round of instruction on October 1.

Building Status

The custodians have been working very hard in the building to get it ready for school. Things are looking great, including our new gym floor!! Teachers are starting to work in their classrooms to get ready for the new school year.

Sandy Merritt

8/15/11 Board Report
 East/ECC
 Mary Jean Blaisdell, principal

1. PK4 Enrollment

As known so far, we have the following numbers:

	ECSE (integrated)		PK4		HS		PK5		Sub total	Re-peats	Total indivs
	am	pm	am	pm	am	pm	am	pm			
ICSD	1	3	7	9	6	1	6	4	37	13	24
KV			17	12	3	6	0	2	40	3	37
SJ			19	7	0	0	0	4	30		30
WC			6	4	0	0	0	1	11		11
SubTotals	1	3	49	32	9	7	6	11	118		102
Totals		4		81		16		17			

repeat summary:
 (10= IN/KV;
 3=IN/SJ)
 (3=KV/IN)

2. East enrollment

K: 19, 20, 20, 20, 20 = 99

1: 20, 20, 20, 21 = 81

2: 20, 20, 20, 21, 21 = 102

Total East K-2 = 282 (2010-11 = 265)

- East will be concentrating professional development efforts on reading comprehension, math curriculum revisions, and technology integration.
- The PK4 program will be digging deeper into Creative Curriculum and the online assessment system during professional development. School will start officially at all of the preschools on August 29, to allow for beginning of the year professional development. All sites are continuing their commitment to the program this year. The state is funding the program at .5 instead of .6 dollars this year.
- We will be implementing the Boost Up (SMART) program at both the ECC and East this year. [Stimulating Maturity through Accelerated Readiness Training \(S.M.A.R.T.\)](#) - A combination of physical and classroom activities, the curriculum stimulates high levels of pre-academic and early academic development among all children, from those at risk for failing due to receiving too little early stimulation to those fully prepared for academic learning. Students complete an obstacle course of activities which includes floor mats, re-bouncers, overhead ladders, balance beams and spinning activities designed to improve hand/eye coordination, vision, fine motor skills, sequencing, left/right awareness and spatial relations. (see handout)
 More details will be given to the board at a later date once the program is up and running.

**Report to the Board of Education
Curriculum and School Improvement
August 15, 2011**

Professional Development

We will be spending a good amount of time on technology this year, helping staff to become familiar with their laptops and how they can use technology to enhance instruction. This will be the first step as we prepare to move to our one to one initiative with 7-12 students having their own laptops. I have included the professional development calendar for the year to demonstrate how time will be spent.

As you may recall from a report in the spring, we have adjusted the SAC work a little to better align with the national expectations coming out, Common Core. Three SAC teams will be looking at Iowa Core and Common Core this year. The Math SAC will be looking at the common core standards and revising our curriculum to meet the expectations of the core. As I have indicated in the past, I don't expect that there are many concepts that we are not covering but I do expect that we will have to adjust when they are presented. I also expect that we will need to look at teaching for deeper understanding.

When the Science SAC aligned their curriculum to the Iowa Core, they found a few gaps. They will be revising curriculum this year to address those areas. Common Core has not addressed science yet but it is believed that it will be very similar to Iowa Core.

The Social Studies SAC will be looking at Iowa Core and aligning our curriculum to it.

Response to Intervention (RtI)/Instructional Decision Making (IDM)

RtI/IDM is a pro-active process for helping all students succeed. It was discussed at the June board meeting as an initiative that will be mandated by the state in 2012-13 with the board recommendation that we begin implementation now. The administrative team has discussed it and developed an implementation plan. Each building will determine how they will implement RtI in their building by the end of the first grading period. I have attached the implementation plan for you to review.

Communicating About Our Curriculum

SIAC asked that information be provided at registration and throughout the year about our curriculum. I had available a FAQ about curriculum that addressed questions from SIAC and a handout about our grading policies at registration. This will continue to be a priority. The FAQ is attached.

Meet and Greet at Buck Bowl

We will have all buildings open from 4-5 on August 19th so that families can visit classrooms, meet teachers, and drop off supplies prior to going to the Buck Bowl. The new athletic building will be open as well. Parents had a very positive reaction to the event at Registration and I am hopeful that many will attend.

Sandy Merritt

PROFESSIONAL DEVELOPMENT CALENDAR 2011-12

Date/Time	Group/Location	Learning Task
August 16 7:30-3:30	New Teachers at Central office	Orientation to curriculum, Respect and Protect, insurance, technology, buildings, etc. Community tour. Pictures for the paper
August 17 8:00-4	All staff at West Commons	AM-Welcome Back LUNCH PROVIDED BY PIZZA RANCH-WEST COMMONS PM-work in rooms/building meetings
August 18 8-4	All teachers-West Commons	AM-Internet Safety, managing technology, overview of Rtl/IDM PM-work in rooms/building meetings
August 19 9-5	All teachers	Work in rooms/building meetings 1:30-2:30 7 and 9 Orientation 4-5 K-12 Meet and Greet in all buildings Followed by Buck Bowl
August 22 11:40-7:40 Early Dismissal 1:00 1:30-3:00 3-4 3:30-4	ECSE and East All para-educators-West commons Associates who track behavior-Central Office Mentors of new teachers-West conference room	Beginning of Year Conferences Duties, responsibilities, Para Handbook Medicaid training Expectations and responsibilities
August 23 Early Dismissal 1:00 1:30-4:00	All staff except... Teachers needing training/recertification in CPI-West 6 th grade computer lab	Work in rooms/building meetings HS-MAP training CPI training

August 24 8:30-9:30 Early Dismissal 1:00	Nurses-central office All staff except...	Medicaid training Work in room/building meetings
1:30-2:30	Special ed. Teachers with students tracked by Medicaid-Central Office	Medicaid training
1:30-2:30	E2T2 Leadership Team-West commons	Planning for Sept. PD sessions
2:30-3:30	All PK-12 special ed teachers-West commons	Special ed team meeting
3:00-4:00	Associates tracking health-Central office	Medicaid training
3:30-4:00	All new and second year teachers-West conference room	Introduction to Keys to Teaching Excellence
September 6-23 September 7 Early Dismissal 1:00	MAP Testing	9-12 testing for MAP
1:30-2:30	All staff-West commons	Google Docs on Atomic Learning
2:30-3:30		East-Website/camera review West-math moodle JH/HS-Learning teams
5-7:30		Training
September 12 4:30-8	Second Year Teachers-AEA New Mentors-AEA	Training
September 15 4:30-8	New mentors-AEA	Training
September 21 Early Dismissal 1:00	All staff-West commons	Google sites on Atomic Learning
September 22	7-12 staff	Parent Teacher Conferences

3:30-7:30			
September 28 8:30-3	E2T2 District Team-AEA	Training	
September 29 6:00-7:30	K-6 Staff	Open House	
October 3 4:30-8	First Year Teachers and their mentors-ICN at high school	Training	
October 6 4:30-8	First Year Teachers and their mentors-ICN at high school	Training	
October 7 No School-Professional Development	East Staff	AM-mimio training and implementation PM-Data analysis, using mimio for writing instruction	
	West staff	AM-mimio training and implementation PM-math-summarize phase	
	JH/HS	AM-website overview and work PM-MAP data analysis led by JH staff	
	Health/PE/FCS SAC	Validate curriculum	
October 10-28	3-8	MAP testing	
October 12 8:30-11:30	MATH SAC-West in 6 th grade computer lab	Review common core and begin alignment to GLEs	
October 13 1-3	ICC District Leadership Team-West conference room	Webinar training	
October 19 8:30-11:30 Early Dismissal-1:00	Science SAC-West conference room	Align ICC with district GLEs-identify gaps	
	All staff Guidance SAC	Learning Teams Work on curriculum	
October 25 8:30-3:30	ICC Math-AEA	Training	
October 27 8:30-3:30	ICC Literacy Across Content Areas-AEA	Training	
October 31 9-2:30	ICC Science-AEA	Training	
November 2 Early Dismissal 1:00	All staff	East-Learning Teams West-implement and reflect on summarize	

			phase JH-Reading-TBD HS-Marzano-Reinforcing Effort
November 7 3:30-?	ICC Science		Webinar
November 14 1:00-3:00	ICC District Leadership Team-West conference room		Webinar
November 16 Early Dismissal 1:00	All staff		Prepare for conferences
November 21 Early Dismissal 1:00	All Staff		Parent Teacher Conferences K-6 1:30-8:00 7-12 1:30-3:30-Tech Integration 3:30-7:30-Parent Teacher Conferences
November 22 Early Dismissal 1:00	K-6 staff		Parent Teacher Conferences 1:30-8
November 28 3:45-5:15	ICC Literacy Across the Content Areas		webinar
November 29 3:30-?	ICC Science		webinar
December 1 3:30-5:00	ICC Math		webinar
December 7 8:30-11:30	Math SAC-West 6 th grade computer lab		Continue adjusting curriculum to align with Common Core
Early Dismissal 1:00	All staff		East-Learning Teams West-Math-sustaining the work (peer observations, develop and implement Explore and Questioning) JH-Reading TBD HS-Advisor/Advisee overview
December 8 9-3	E2T2 team-AEA		Training
December 19 3:45-5:15	ICC Literacy Across the Content Areas		Webinar
December 20	ICC science		Webinar

3:30-?			
December 21 Early Dismissal			Dismissal for Christmas break
January 2 3:30-?	ICC Science		webinar
January 5 3:30-5	iCC Math		webinar
January 9-10	West		MAP testing for identified students
January 9 4:30-8	First Year Teachers and their mentors-ICN		Training
January 10 1:00-3	ICC District Leadership Team-West conference room		webinar
January 11 Early Dismissal 1:00	All Staff-West Commons		Google sites
January 12 4:30-8	First Year Teachers and their mentors-ICN		Training
January 12-13	9 th grade		MAP testing
January 24 8:30-3:30	ICC Literacy Across the Content Areas-AEA		Training
January 25 Early Dismissal 1:00	All staff		East-Learning Teams (tech integration) West-Math-Launch Phase JH-Reading TBD HS-Marzano-Non Linguistic Representations
January 26 8:30-3:30	ICC Math-AEA		Training
January 27 9-2:30	ICC Science-AEA		Training
January 30-Feb. 10	7-8		ITBS Testing
February 1 5:00-7:30	Second Year Teachers-AEA		Training
February 6 3:45-5:15	ICC Literacy Across the Content Areas		Webinar
February 6-17	West and HS		ITBS/ITED testing
February 7 3:30-?	ICC Science		Webinar

February 8 Early Dismissal 1:00	All Staff	Integrating Technology
February 9 9:00-3:00 3:30-5 3:30-7:30	E2T2 Team-AEA ICC Math 7-12 staff	Training Webinar Parent Teacher Conferences
February 13 3:30-?	ICC Science	Webinar
February 21 8:30-3:30	ICC Math-AEA	Training
February 22 8:30-11:30 Early Dismissal 1:00 February 22 continued	Social Studies SAC All Staff	Review ICC and align to GLEs East-Data analysis, tech integration West-Learning Teams-content development-collaboration, implementation and reflection JH-Reading TBD HS-Marzano-Advanced Organizers
February 23 8:30-3:30	ICC Literacy Across the Content Areas-AEA	Training
February 27 12:00-8	K-6 staff	Parent Teacher Conferences
February 28 9-2:30 Late Start 10:30	ICC Science-AEA	Training 7-12 8-10-Leaearnig Teams K-6 Parent Teacher Conferences 3:30-6
March 1 1:00-3:00	ICC District Leadership-West conference room	Webinar
March 5 3:30-?	ICC Science	Webinar
March 7 Early Dismissal 1:00	All Staff	East-Learning Teams West-Math Checking for Understanding

			JH-Reading TBD HS-Advisor Advisee preparation
March 12-30		7-8	MAP testing
March 21 8:30-11:30		Math SAC-West 6 th grade computer lab	Continue adjusting GLEs to align with CC
Early Dismissal 1:00		IT/B SACs	Review 21 st Century Skills and implementation in curriculums
		Remaining Staff	East-Learning Teams West-Data analysis JH/HS-Learning Teams
April 3 1:00-3:00		ICC District Leadership Team-West conference room	Webinar
3:30-?		ICC Science	Webinar
April 4 8:30-11:30		Science SAC	Continue adjusting curriculum to align with ICC
Early Dismissal 1:00		All Staff	East-Learning Teams-integrate tech West-Learning Teams-content development-checking for understanding JH-Data Analysis HS-Data analysis
April 5 3:30-5:00		ICC Math	Webinar
April 9 3:30-?		ICC Science	Webinar
April 10-25		West	MAP testing
April 11 9:00-3:00		E2T2 Team	Training
April 18 Early Dismissal 1:00		All staff	Integrating Technology
April 19 3:30-7:30		7-12 staff	Parent Teacher Conferences
April 23-May 11		HS	MAP Testing
April 24		ICC Math-AEA	Training

8:30-3:30			
April 26 9:00-2:30		ICC Science-AEA	Training
May 1 8:30-3:30		ICC Literacy-AEA	Training
May 2 Early Dismissal 1:00		All staff	End of year paperwork
May 23		All staff	Work in rooms to end year
June 18-19 9:00-3:00		E2T2 Team-AEA	Training

Independence Community School District RTI Plan

1. **RTI definition:** a general education approach for all students which integrates assessment and intervention within a multi-tier prevention system to maximize student achievement and to reduce behavior problems.

2. **Concept**

- a. District Vision for RTI: All students receive the support needed in order to be successful at school and beyond.
- b. Components
 - i. Proactive, preventative effort implemented in the general education environment
 - ii. Identifies students at risk for poor learning outcomes and provides immediate support
 - iii. Student progress is monitored routinely
 - iv. Research-based interventions in multi-tiered system
 - v. Intensity and nature of those interventions are adjusted based on student's response to intervention
 - v. Tiers of Instruction
 1. Core Instruction - instruction that meets the needs of 80% of student population
 - a. District curriculum
 - b. reteaching is part of core instruction
 2. Supplemental instruction
 - a. small group instruction that addresses the needs of some 15% of the population
 - b. in addition to core
 - c. identified through screening
 - d. progress is monitored weekly
 - e. targeted instruction
 - f. general education setting
 3. Intensive instruction
 - a. additional individual or very small group instruction for those not responding to core or supplemental instruction that addresses the needs of up to 5% of the population.
 - b. in addition to core
 - c. general education setting
 - d. progress is monitored weekly
 - e. targeted instruction
 4. Students may shift between tiers (repeatedly or indefinitely) depending on their needs
 - vi. Entitlement
 1. When Data Analysis/Intervention Team determines that all efforts have been exhausted in the general education setting, consideration of entitlement of special education may occur
 - vii. Assessment

1. Screening - Given to all students 2-3 times a year and used to identify data trends/curricular gaps in core instruction and/or to identify students in need of supplemental instruction. Answers questions:
 - a. Is core instruction working?
 - b. Is instruction effective?
 - c. Which students need additional assessment and instruction?
2. Formative - Ongoing assessment of all tiers of instruction
3. Summative - End of unit/course/GLE/etc assessment of core instruction
4. Progress monitoring-Answers questions...
 - a. Are students meeting short and long term performance goals?
 - b. Are students making progress at accelerated rate?
 - c. Does the instruction need adjusted or changed?
 - d. A weekly collection of consistent data which reflects the instruction given in supplemental and intensive instruction
 - e. For students identified as at risk
 - f. Short and specific
 - g. students should graph their own progress

viii. Data Analysis

1. Frequent, ongoing examination of student assessment data to inform instruction
2. Will occur at the end of each intervention cycle (4-6 weeks) to determine groups for next cycle.
3. Used at all levels of instruction
4. Used to study core curriculum and effectiveness of strategies

ix. Intervention Instruction

1. Reteaching is not considered an intervention; it is part of core instruction
2. Supplemental/Intensive intervention instruction will be for skill building in deficit/need areas and not for homework completion or non-instructional activities.
3. Intervention instruction should be focused on one skill until proficiency or goal is met
4. One cycle of intervention instruction will last 4-6 weeks for sufficient instructional opportunity and data collection.

3. **Building Structures**

- a. Data Analysis Team - to examine assessment data to determine (could be intervention team, building leadership team or other)
 - i. members/ reps
 - 1. ECC:
 - 2. East:
 - 3. West:
 - 4. Jr High:
 - 5. Sr High:
 - ii. if core instruction is meeting the needs of 80% of the students
 - iii. which students needs supplemental/intensive intervention and on what specific skills
 - iv. Each building team will get release time for Data Analysis Team to meet at the end of each cycle to identify data trends/curricular gaps in core instruction and/or identify student instructional groups for intervention.
 - 1. ECC:
 - 2. East:
 - 3. West:
 - 4. Jr High:
 - 5. Sr High:
 - v. Intervention Timeframe - time designated for interventions to occur (could be by grade level, building, other)
 - vi. Supplemental Instruction - (small group) 3 times week/cycle for 15-30 mins
 - vii. Intensive Instruction - (individual or very small group) 4-5 times week/ cycle for 20-30 mins
 - viii. Each building will determine when these timeframes will occur
 - 1. ECC:
 - 2. East:
 - 3. West:
 - 4. Jr High:
 - 5. Sr High:
- b. Staffing for Interventions
 - i. All students falling below proficiency level must be instructed by a certified teacher during intervention time
 - ii. Certified teachers will provide directions for paraeducators leading an intervention group for students above proficiency level during intervention time
 - iii. Each building will determine how interventions will be staffed
 - 1. ECC:
 - 2. East:
 - 3. West:
 - 4. Jr High:
 - 5. Sr High:

4. **Record Keeping**

- a. Intervention Assessment Folder
 - i. Graph of progress
 - 1. Student graphs if possible

2. Ongoing collection of graphs per skill/cycle
 3. States tier level of instruction (supplemental/intensive), specific skill focus during intervention, brief description of instructional method/activity, measurement tool, teacher/para providing intervention (also include goal for intensive intervention)
- ii. District data
 - iii. Intervention folder follows student to intervention groups and is used as documentation for data analysis/intervention team decisions
 - iv. Intervention folder follows student to next building (to be considered later)

5. Professional Development

a. District Level

- i. 10 min overview by Sandy on Aug 18
 - 1. Rtl vs IDM, Problem-Solving, Intervention Teams
 - 2. State mandate
 - 3. Basic Framework + Building Input
 - 4. Will assist us with SINA and Intervention Team
 - 5. Building Plans due by End of First Term/Trimester 1, 2011

b. Building Level

- i. PD: Extended Overview by principals (ppt)
- ii. Building Plan:
 - 1. Data Analysis Team members
 - 2. Data Analysis Team meeting dates (with release time)
 - 3. Intervention Timeframe
 - 4. Intervention Staffing

Commonly Asked Questions About Curriculum

1. What are GLEs?

Grade Level Expectations are the concepts and skills that students must master at each grade level/for each course. There are multiple GLEs for each subject area and for each grade/course. Beginning in 2002, staff spent a great deal of time studying national standards to determine what concepts and skills were necessary to be taught at each grade level/in each course. Staff worked in K-12 teams for each content area to develop the GLEs that make up the curriculums.

2. What are “components”?

Components are the smaller skills and concepts that students must understand in order to master the GLE. For example, a first grade GLE is to be able to apply phonics in reading and writing. In order to master that GLE, students need to 1) learn the consonant sounds, 2) learn the vowel sounds, 3) apply sounds to words, etc. Each of these smaller skills are components of the GLE.

3. How were GLEs determined? What resources were used to develop them?

Teachers worked together in K-12 content area groups to write the current curriculums. In all cases, state and national standards were used as a resource. This continues to be the case as teachers review and revise curriculums.

Independence began a rigid curriculum writing process in 2002. Teams of teachers worked together in content alike groups (Language Arts, Math, Science Social Studies, Industrial Technology, Music/Art, Family Consumer Science, Guidance, Spanish, Business, PE, Health) to review/revise/write curriculums. An important step in the process was to ensure that skills and concepts in one grade/course built upon what had been taught previously and aligned with what would be taught at the next grade/course.

4. How are GLEs and components compared to standards and benchmarks?

GLEs are sometimes referred to in other districts/states as standards.

Components may be labeled as components in other places. They are referring to the same thing.

5. What is considered mastery?

When the district started working on curriculum, they determined that a minimum of 70% would be considered mastery of a GLE. We hope that students will master the concepts at a much higher percentage though.

6. What happens if a student doesn't pass a GLE?

Students who do not pass GLEs continue to work on that concept with the teacher so that they can achieve mastery. This is the purpose of re-teaching.

7. How are GLEs related to grades?

Students must demonstrate mastery of the GLE as part of their grade

8. Where can I find the GLEs?

The GLEs for every curriculum are on the district website.

9. I have heard my child talk about their summative assessment. What is a summative assessment?

Summative assessments are tests/projects that students take at the end of a GLE to test students' mastery of the concepts presented. They are what may be referred to as the "end of unit test."

10. How can I access my child's grades?

Grades are available on the district website through Power School. Teachers are always willing to share grades too.

11. What is re-teaching?

Re-teaching occurs when a student does not understand the concept or has not mastered the content of a particular GLE. The teacher works with the student to help him learn and understand the content.

12. What do teachers do on early release days? Why do they need these days?

Teachers need continual training and updating on best instructional practices. This learning takes time and oftentimes requires presentation of new material. There is no other time available when staff can get together for this new learning. Content cannot be delivered in one sitting. It must be presented over time so that teachers can more fully understand and implement the new content.

Some of the professional development time is used for curriculum revision work. We have a K-12 aligned curriculum for every content area and curriculum revision is an ongoing process. Resources must continually be revised and developed for teaching the concepts and assessments created for each GLE. These take time and the ability for teams to work together.

Teachers also need time to collaborate with each other to increase their instructional delivery skills, create materials, discuss student progress, make instructional decisions, etc.

13. If I have a question or concern, what do I do to be heard?

The building principals, Jean Peterson, superintendent, and Sandy Merritt, curriculum director, are always open to hear concerns and answer questions. School board members are also available.

14. What is the Iowa Core Curriculum and how does it impact our curriculums at Independence?

The Iowa Core Curriculum is a set of essential skills and concepts that have been determined by the state as necessary for all students to master in order to be successful adults in our global environment. These skills and concepts came from national standards of the content areas (language arts, math, science, social studies). The purpose of the Iowa Core is to ensure that every child in the state will have the same opportunities in every district in the state.

All districts in Iowa developed an implementation plan last year outlining how they will align and adopt the Iowa Core Curriculum.

The work in Iowa was noted at the federal level as conversation began regarding having national standards and a Common Core Curriculum. Our Iowa Core was used to develop the Common Core essential concepts and skills. At this point the only content areas that have been developed are language arts and math.

Independence is in a very good place with the Iowa Core and Common Core because of the work done by staff in the last 9 years and the fact that our curriculums are aligned with national content standards. Content area teams have been comparing GLEs to the concepts and skills identified in Iowa Core over the last two years. They are finding that our curriculums are closely aligned to Iowa Core. We will begin to study the Common Core this year and make adjustments as needed.



Independence

Community School District

Office of Stephen Noyes
Technology Director

August 22, 2011

PowerSchool University was great. We had three-three hour training sessions everyday, except Tuesday. On Tuesday we went to a Cubs baseball game. The game was a good opportunity to network with other people and visit about their programs and ideas. PowerSchool has released a new version and will be a major upgrade from the previous version. Most of the changes are 'under-the-hood' so the teachers will not see very many differences.

I have fallen behind on the new website. FusionForward has been great to work with and we will still be able to have our new website ready in September. The new webserver is running and is under development.

The district will start to use School Messenger as the primary phone communication with parents and families. We are preparing for a full roll-out in September. Parents will like the greater flexibility with the types of phone calls and options for different phone numbers. School Messenger will also do text messages and emails.

Registration Day went well, we processed over 500 families on August 1. We continue to process Mail-in registrations and parents are registering at the buildings. The data from registration is in much better shape then it was last year at this time. The secretaries were careful to enter correct data and parents were able to clarify data with the parent screen.

The new computers for the AutoCadd lab have been delayed. We hope to have the computers setup by the first week of school, but possibly not the first day of school.

I will be ordering all toner/ink cartridges for all printers within the district. We will be able track usage and look for ways to save money on printing. Our printers will be repaired on-site this year. On-site repair will save about a week of printer downtime.

It is an exciting time at the beginning of the new school year. We are looking forward to an improved technology experience for the 2011-2012 school year.

Sincerely,

Stephen B. Noyes
District Technology Director

Farm to School

We cleaned 400 lbs. of wonderful Bagge's Strawberries at West Elementary on **June 21st**. We had enough volunteers that we were completely done in 2 ½ hours!! Those strawberries will be on yogurt parfaits at every school's lunch at least twice this year.

We also processed green beans and zucchini the first week of August from Scott Smalley and his FFA program in Oelwein. Volunteers helped clean approximately 200 pounds of Green Beans and 200 lbs. of zucchini. Both items were frozen and will be used throughout the school year. We hope to also get sweet corn again from Scott, and clean about 1200 ears on August 18th. You are ALL invited to help!

The school garden looks amazing!

Equipment/Budget

Officially reporting, items disposed of in the 2010-2011 school year:

All of these items were so old we didn't have records for them and are worth \$0.00. These items either didn't work or were obsolete and replaced by newer equipment, either purchased or from Old East.

Old MS	Mixer, floor
East*	Chest Freezers
East*	Chest Freezers
Storage*	Range, stove, vulcan, 8-burner w/SS backsplash & shelf (from South)
HS	Computer Hard drive/Tower

Food Service Depreciated Out in 10-11 school year:

HS	Cooler, 2-door	True	T-49	1-2363005	2000
West	Roller Assembly for D/W	??	??	??	1999

After looking at the final expenditure and revenue report, I'm very happy to say that the Nutrition Fund operated in the black for the 2010-2011 school year! Raising lunch prices and being vigilant about our spending made all the difference. We will continue to keep an eye on our budget, but we'll now be able to look at updating a few pieces of equipment that desperately need to be replaced.

Free and Reduced

Either the state or the USDA has officially changed the name of "Free & Reduced" applications to "Eligibility Application". Going forward, this is how we will address the applications for school meal assistance. We won't have any eligibility numbers to report until next month when we've gotten back the majority of our applications.

Personnel

I will have one cook, Pam Wendel, from West Elementary moving over to the JSH, taking the 4.25 hour position as the lunch cashier. We'll be moving her permanently, and the vacant 2.25 dishwasher position at West will be filled by Marsha Lehs.

Technology

Due to our tower going down, Steve is helping us by getting a new (or new to us) laptop to use. We're excited to be having this due to not having a computer for the past week.

Respectfully Submitted,
Jessica Weber, Food Service Director

Board Report August 2011

Buildings

Grounds

Transportation:

Been Busy getting busses and vans ready for the new school year.
Working on updating and changing a few routes

We have new am shuttle stops for the NorthEast side

13th Ave and 4th St NE

3rd St and 9th Ave NE

The Pm shuttle Stops

11th Ave and 2nd St NE

2nd st and 9th Ave NE

We will also be stopping at Terrace Drive and 3rd St SE and
14th Ave and 3rd St Se both am and pm

Buildings:

The lighting project is done

The water heaters are in at West

The water softner is in at West

The gym floor will be done in time for the start of school

The boiler inspection was end of July and all boilers were good shape

High school boilers needed the tubes rolled

The new carpet is in at West

Grounds:

The concrete work is done at all schools

The parking lots have been lined

Burt Van Horn

Chad Obrien

Kim Chesmore

2011 – 2012 Equal Employment Opportunity / Affirmative Action Plan Independence Community School District, Independence, Iowa

Administrative Statement

The Independence Community School District is deeply committed to the principles of equal employment opportunity and affirmative action to attain a workforce representative of ethnic and gender diversity. A diverse workforce serves as role models for our students. A diverse workforce broadens and deepens the capacity of our organization to address issues related to diversity. This plan contains the policy and employment goals to assist us in continuing toward our goal of an increasingly diverse organization.

Every employee of the Independence School District plays a vital role in promoting equal employment opportunity and diversity in the workplace. In the 2011 – 2012 school year, we will target recruitment efforts to boost applicants in underrepresented categories, review application and interview materials to ensure nondiscrimination, and provide equal employment opportunity, affirmative action, and intergroup relations training for employees who hire and supervise.

Employment decisions are made without regard to race, religion, color, national origin, ancestry, age, gender, sexual orientation, gender identity, creed, disability, marital status, military service, veteran status, or any other legally protected status. Furthermore, reasonable accommodations will be made to the known limitations of otherwise qualified applicants or employees with disabilities except where such accommodations are determined to impose an undue hardship. Any employee who files a complaint of discrimination or harassment will be protected against retaliation. District policies for non-discrimination, affirmative action, harassment and bullying are appended to this plan. Annually, data will be collected to determine progress with meeting plan goals.

This plan is designed to meet the requirements of Iowa Code chapter 19B.11 and Iowa Administrative Code chapter 95.



Jean Peterson, Superintendent

August 15, 2011
Date

Identification of Coordinator

The employee responsible for coordinating the development and implementation of the equal employment opportunity and affirmative action plan is the Superintendent of Schools. Inquiries or grievances related to the Independence Community School District's Equal Employment Opportunity / Affirmative Action policies or plan may be directed to Jennifer Sornson, High School Principal, Independence School District, 1207 1st Street West, Independence, IA 50644, 319-334-7400, jsornson@independence.k12.ia.us; or to the Director of the Iowa Civil Rights Commission, to the Director of the Region VII Office of the United States Equal Opportunity Commission, or the Region VII Office of Civil Rights within the United States Education Department. In addition, inquiries may also be directed to the Director, Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, 515-281-5294.

Workforce Analysis

The following analysis of workforce distribution is based on gender, race and ethnicity. Employment groups analyzed are certificated and professional staff, including administrators, teachers and other professional staff, and support staff, including associates, food service, physical plant, administrative assistants and secretaries, and technical/supervisor staff. The analysis of distribution data is done to provide a portrait of the district's employees and to monitor growth toward hiring and recruitment goals. Charts are presented to show employees based on race, gender and employment positions. The data is based on the August 2011 employee database.

Administrators

The District employs 8 administrators. There is (1) chief executive administrator – the superintendent. There are 5 building level administrators. There is (1) full-time principal at the junior-senior high school, (1) full time assistant principal who also serves as the activities director at the junior-senior high school, (1) full time elementary principal at the grades 3-6 elementary who also serves at the curriculum/school improvement director, (1) full time elementary principal at the K-2 building who also oversees an early childhood center, (1) school administrative manager at the grades 3-6 elementary, (1) district technology director, and (1) finance director/board secretary.

Chart 1 shows the gender and the racial/ethnic composition of the District's administrative staff. There is a balance of male and female administrative staff. Racial and ethnic groups are underrepresented in this category.

Chart 1: Gender and Ethnic composition of administrative staff

	<i>Nonwhite</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Superintendent	0	0	1	1
Principals	0	0	3	3
Asst principal/Activities Director	0	1	0	1
S.A.M.	0	1	0	1
Other Administrators	0	1	1	2
Total	0	3	5	8
Percentage	0%	38%	62%	100%

Teachers and Other Professional Staff

The District employs 110 teachers and 1 other professional staff. Each of these staff holds a license granted by a governing board or other oversight group. Chart 2 shows the gender and the racial/ethnic composition of the District's teachers and other professional staff. Males are underrepresented in the following categories: preschool teachers, elementary teachers, special education teachers, librarians and other professional staff. There is a balance of males and females in the categories of secondary teachers and counselors. Racial and ethnic groups are underrepresented in all categories of teachers and other professional staff.

Chart 2: Gender and Racial/Ethnic composition of teachers and other professional staff

	<i>Nonwhite</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Preschool teachers	0	0	4	4
Elementary teachers (K-6)	0	3	40	43
Secondary teachers (7-12)	0	18	18	36
Special Education teachers	0	3	19	22
Counselors	0	2	2	4
Librarians	0	0	1	1
Other professional staff	0	1	0	1
Total	0	27	84	111
Percentage	0%	24%	76%	100%

Support Staff

The district employs 109 support staff employees. This number reflects a per-person count and not a full-time equivalency. Teacher assistants (called associates by the District) are employees who provide in-classroom support for special needs students, or provide support to other teachers or programs. Associates include special education associates, media associates and medical assistants. Other support staff includes the assistant to the director of technology and volunteer mentor coordinator. Chart 3 shows the distribution of support staff over position categories according to gender and race/ethnicity. Males and females each dominate job categories traditionally gender-bound. Specifically, males are underrepresented in teacher assistants, food service workers, payroll/accounts payable, secretary/administrative assistant and nurse categories. Females are underrepresented in the district grounds/maintenance category. Racial and ethnic groups are underrepresented in all categories of support staff.

Chart 3: Gender and Racial/Ethnic composition of support staff

	<i>Nonwhite</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Teacher assistant (Assoc)	0	1	47	48
Food Service worker	0	0	18	18
Janitor/custodial	0	5	3	8
Bus driver	0	6	4	10
Payroll/Acct payable	0	0	2	2
Secretary/Admin assist	0	0	13	13
Nurse	0	0	2	2
Transportation/Assist Trans Dir	0	1	1	2
Food Svc Dir	0	0	1	1
District Grounds/Maintenance	0	3	0	3
Other Support Staff	0	1	1	2
Total	0	17	92	109
Percentage	0%	16%	84%	100%

Employees with disabilities

Iowa Administrative Code 95.5(3) directs that for the “purpose of confidentiality, disability data may be based on total agency figures, rather than those of major job categories.” Of the district’s 228 total employees, not one employee has a known disability.

Qualitative Analysis

The district has had a stable workforce, with little to no turnover in most employment categories. Annually the district hires approximately five to 10 percent (5% - 10%) for vacant K-12 teaching positions. Over seventy percent of the district’s teaching staff has been employed by the district for five or more years.

A qualitative analysis of the district’s employment and personnel policies and practices reveal no intended or unintended bias toward or against a candidate for employment based on race, creed, color, religion, gender, age, national origin, sexual orientation, gender identity, or disability. In employment categories where vacancies have occurred, the data indicates the district has been successful in hiring men and women in positions traditionally held by one gender. Secondary mathematics and science positions, career and technical education positions, and administrative positions are all evenly balanced by gender. However, the data reveals that the district has been unsuccessful in hiring employees of diverse racial and ethnic backgrounds in any job category.

The district's recruitment efforts consist of posting vacancy notices in the local newspapers, in the state newspaper, on the district's website, and recently, on the nationwide National Schools Applications Network (IAREAP). Periodically, when mid-year vacancies occur, targeted recruiting efforts have occurred to college and university education placement offices, although these have been the exception rather than the rule. In short, the recruitment efforts have been passive.

The district will need to learn how to target its recruitment efforts to boost applicants in underrepresented categories. It will need to review its application and interview materials to ensure nondiscrimination. Finally, it will need to provide equal employment opportunity, affirmative action, and intergroup relations trainings for employees who hire and supervise.

2011 – 2012 Qualitative Goals/Actions/Timelines

1. Target recruitment efforts to boost applicants in underrepresented categories.
2. Review application and interview materials to ensure nondiscrimination.
3. Provide equal employment opportunity, affirmative action, and intergroup relations training for employees who hire and supervise.

Goals	Actions	Timeline
1. Target recruitment efforts	a. Expand recruiting efforts geographically	Continually
	b. Participate in job fairs	As available
	c. Recruit via personal contact at employment offices/job placement offices/career counseling center	Continually
2. Review application and interview materials	a. Collect and review principals' and supervisors' application and interview materials	June 2012
	b. Revise materials as appropriate	August 2011
3. Provide training for employees who hire and supervise	a. Gather information on available training from DE, AEA, other school districts, community/county groups	June 2012
	b. Conduct training for supervisors	Continually

Goals

The District will aspire to the following numerical goals when hiring for the 2011 – 2012 biennium for those employment vacancies for which an internal transfer does not occur. The categories listed are those in which one gender is underrepresented in the current employment pool, or in those categories that typically hire on an annual basis.

	<i>Nonwhite</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Elementary teacher (K-6)	1	3		4
Secondary teacher (7-12)	1			1
Special Education teacher	1	3		4
Teacher assistant	1	3		4
Food prep worker	1	3		4
Janitor/custodial	1		1	2
Bus driver	1			1
Total	7	12	1	20
Percentage	35%	60%	5%	100%

Appendix

A. Equal Employment/Affirmative Action policy

B. Non-discrimination statement

EQUAL EMPLOYMENT OPPORTUNITY

The Independence Community School District will provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity and affirmative action laws, directives and regulations of federal, state and local governing bodies. Opportunity to all employees and applicants for employment includes hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination. The school district will take affirmative action in major job categories where women, men, minorities and persons with disabilities are underrepresented. Employees will support and comply with the district's established equal employment opportunity and affirmative action policies. Employees will be given notice of this policy annually.

The board will appoint an affirmative action coordinator. The affirmative action coordinator will have the responsibility for drafting the affirmative action plan. The affirmative action plan will be reviewed by the board annually.

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

Prior to a final offer of employment for any teaching position the school district will perform the background checks required by law. The district may determine on a case-by-case basis that, based on the duties, other positions within the district will also require background checks. Based upon the results of the background checks, the school district will determine whether an offer will be extended. If the candidate is a teacher who has received an initial license from the Board of Educational Examiners, then the requirement for a background check is waived.

Advertisements and notices for vacancies within the district will contain the following statement: "The Independence Community School District is an equal employment opportunity/affirmative action employer." The statement will also appear on application forms.

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

Approved 06/19/2007

Reviewed _____

Revised 06/19/2007
04/26/2010

EQUAL EMPLOYMENT OPPORTUNITY

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Region VII Office of Civil Rights, U.S. Department of Education, 10220 North Executive Hills Boulevard, 8th Floor, P. O. Box 901381, Kansas City, Missouri 64190-1381, (816) 891-8026, TTY (816) 374-7607 or the Iowa Civil Rights Commission, Grimes State Office Building, 400 E. 14th Street, Des Moines, IA 50319-1004, Phone: 515-281-4121, Toll Free: 1-800-457-4416, Fax: 515-242-5840. This inquiry or complaint to the federal 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.

Legal Reference: 29 U.S.C. §§ 621-634 (1994).
42 U.S.C. §§ 2000e *et seq.* (1994).
42 U.S.C. §§ 12101 *et seq.* (1994).
Iowa Code §§ 19B; 20; 35C; 73; 216; 279.8; 692.2; 692.2A; 692.2C(5);
235A.15; 235A.6e(9) (2001).
281 I.A.C. 12.4; 95.
28 I.A.C. 14.1; 2000.

Cross Reference: 102 Equal Educational Opportunity
403.5 Harassment
405.2 Licensed Employee Qualifications, Recruitment, Selection
411.2 Classified Employee Qualifications, Recruitment, Selection

Appendix B: Statement of Non-Discrimination

Statement of Non-Discrimination

It is the policy of the Independence School District not to discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (employment only), marital status, sexual orientation, gender identity and socioeconomic status (students/program only) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the district's Equity Coordinator, Jennifer Sornson, Junior Senior High School Principal at 319-334-7400, ext. 703, or jsornson@Independence.k12.ia.us.

Energy Committee Report
Build For the Future
Monday 15 August 2011

Roster

Eric B. Smith, Chair

Craig Ankerstjerne

Tom Ciesieliski

Dan Cohen

Dick Curry

Jarod Holt

Joe Olsen

Tyler Rasmussen

Darrel Wenzel

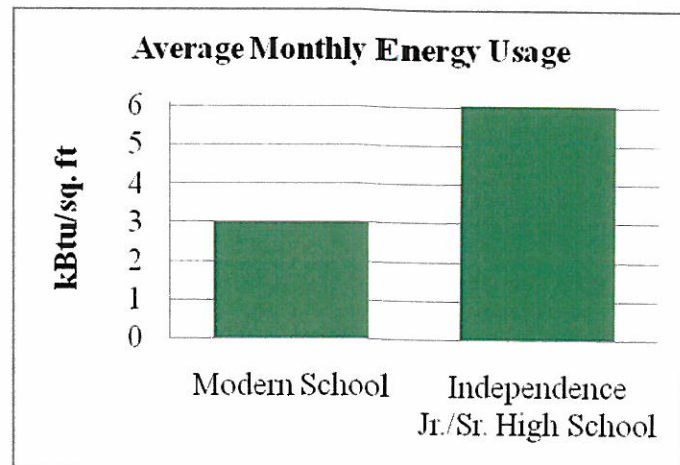
Summary

An energy efficient school building will meet society's sustainability expectations without increasing the school district's annual operating budget. This holds no matter the energy source for heating and cooling. After the building envelope is addressed, lighting options will have the next most significant impact on energy use. The Energy Committee recommends that a horizontal well geothermal heat pump system be an alternative on the request for bid.

Benefits of Energy Efficient School Buildings

The Energy Committee was tasked with researching the different avenues the community could best utilize resources (capital and energy) in the construction and operation of a new junior/senior high school building. An energy efficient school building will benefit the Independence Community School District in several ways.

First, green buildings use less energy, thus incurring less cost for operation. Compared to a new school building opened in 2010 in Wisconsin, the current Junior/Senior high school uses twice the energy per square foot. In the 2010 calendar year, the Independence



Community School District consumed 54,000 kilowatt hours. While the new junior/senior high school building will have 1.5 times the square footage and higher year-around usage, a 10% reduction in kilowatt hours should be observed if energy efficient designs are used. The energy savings will allow the school district annual budget to absorb future utility rate increases.

Second, energy efficient buildings contribute to our society's sustainability. Sustainability refers to the use of resources in a fashion that ensures resources are available for future generations. Sustainable building design considers the environmental impact to the site, selection of building materials, and reuse/recyclability of the materials, in addition to the energy consumption. Some school districts specify that a significant portion of the building materials must be manufactured

within the region. This strategy reduces the amount of fossil fuels required to construct the building and injects the taxpayer dollars into the region's economy. Sound stewardship of our resources takes into consideration these factors to satisfy's our society's expectations.

Third, school buildings built to energy efficient and sustainable design standards can be interactive learning environments. Brad Simonson of HSR has ideas for enabling the use of the energy efficient building into the students' educational curriculum. An example would be an energy monitoring kiosk. The kiosk would show the real-time energy consumption of a building zone, and then allow the student or instructor to project the energy consumption if variables such as indoor temperature were changed. Also, a portion of the landscaping can be designed and installed by the students. There will be a need for prairie grass strips to control runoff from the parking lot and shrubs to shade the school building. Local resources are available to instruct students on the principles for improving the school grounds with landscaping and teaching students about living in a watershed. Brad Simonson referred to these ideas as creating an educational setting where the "building is part of the active learning process."

Design Considerations for Energy Efficient School Buildings

In visiting with numerous resources, the over-arching point stressed to the Energy Committee was to make the building envelope as energy efficient as we can afford. A well sealed building is the foundation for energy efficiency.

First, the insulation performance will impact the building's energy efficiency. The R-Value (where larger is more isolative) of the walls and ceilings will be in the range of 18 to 30. This range will be greatly influenced by the exterior finish specified by the school district to HSR. Also, in their request for bids, HSR typically specifies windows that are triple glaze low e insulated aluminum frames to reduce the heat flow through the window. Walls, ceilings, and windows are the first part of the building envelope to consider.

Second, lighting consideration will impact energy consumption. HSR looks for opportunities to use daylighting in their school building designs. "Daylighting is the controlled admission of natural light through windows, skylights, or roof monitors...while avoiding excessive heat loss, heat gain, and glare." (High-Performance School Buildings Resource and Strategy Guide, 2004) Achieving successful daylighting requires HSR to consider design goals such as:

- a) South facing windows to avoid morning glare in the classrooms. **This** is best achieved with an east/west building orientation.
- b) Exterior shades for window shade in the summer while allowing **sunlight** entry in the winter.

The result will be minimal use of interior lights when there is outdoor **sunlight**. Also, passive solar will reduce the energy required for heating.

For interior lighting, Independence Light and Power offered several **suggestions**.

- a) Use efficient lighting, such as LED bulbs.
- b) Turn off the lights when daylighting is available.
- c) Automatically turn off lights when people leave the area. Rather than rely on people remembering to turn off the lights, use in-expensive sensor technology to turn off the lights. This includes hallways, where lighting level can be automatically **increased** between classes and when someone needs to use the hall during class.
- d) Reduce the parking lot lighting level, increasing only when people are present.

Design of the heating and ventilation systems will not be visible to the casual observer passing through the school building. Separating the ventilation system from the heating and cooling system is better because it has the potential to impact the control energy loss while improving comfort. When the Oelwein School District retrofitted their high school with heat pumps, an air handler was installed in each individual room. This allows each teacher to control the temperature in their own room. There is a building code requirement that specifies how much fresh outdoor air must be supplied to the room at any given time. Treating outdoor air is expensive because it may need to be heated or cooled significantly because of the outdoor temperature swings in the midwest. Oelwein installed one air handler to treat all of the outdoor air coming into the building, thereby making the system more efficient. This system then feeds the individual rooms.

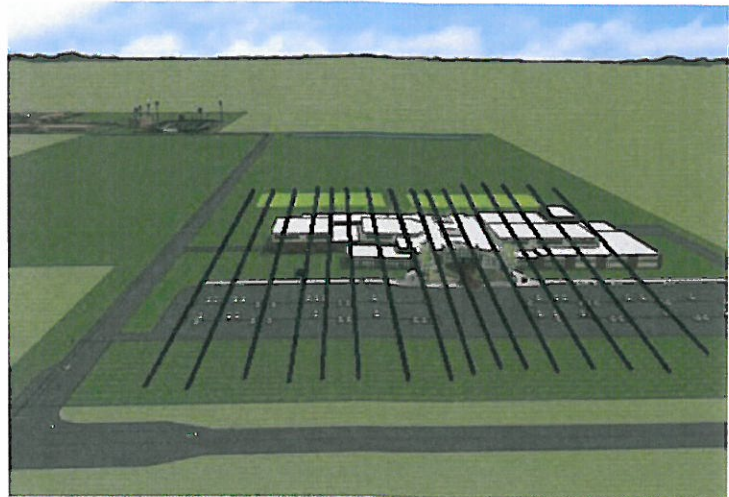
In addition to integrating these features into the school building, there are numerous alternative energy sources which could be installed for educational purposes. Photovoltaics, similar to the units installed south of the Administration Building, would demonstrate the transformation of sunlight to electricity. Solar hot water could supplement a portion of the hot water requirements. The feasibility of a small wind turbine can be assessed, though the potential to harvest wind

energy at the sheltered site must be determined prior to moving forward. Pat Higby, of the University of Northern Iowa Center for Energy and Environmental Education, recommended a self-sufficient parking lot LED lamp with two solar panels and a micro wind turbine. These methods to harvest renewable energy will demonstrate to our students the potential in these alternatives.

Considerations for a Geothermal Heat Pump System

In particular, the Energy Committee was challenged with reviewing ways to use heat pumps in place of traditional natural gas energy sources. Because the junior/senior high school will have air conditioning, the school district would see energy savings by using geothermal heat pumps over traditional air conditioning units. Compared to a traditional HVAC system, the installation cost for a geothermal system is greater, but studies have shown that the operating, maintenance, and expansion costs for a geothermal system are less. (Source: "Space Conditioning: The Next Frontier," EPA 430-R-93-004, April 1993)

The current plan for the new junior/senior high school building does not include a heat pump system. The adjacent picture proposes the geothermal heat pump well field: under the new building and parking lot. Consideration must be given to allow for more additional wells if the school building is expanded for increased enrollment. Oelwein School District placed their geothermal wells under their new Regional Academy. When the wells are horizontal, buildings and parking lots can be built over the top of the well field.



Shown is a proposed geothermal heat pump field under the new school building. The wells are horizontal, represented by black lines through the school building. The black lines would be 15, 30, and 45 feet below the surface.

Input about the geothermal well field came from several contractors in the region who specialize in industrial and commercial applications. Based on rule-of-thumb estimates, the well field for

the 169,000 square foot building will cost \$1 million. This works out to approximately \$6,000 per classroom.

There is no value placing the geothermal field near West Elementary. Geothermal wells fields are for a single building. If a geothermal system was installed for West Elementary, it should be placed in land adjacent to that school building.

The Energy Committee reviewed several styles of heat pumps. Air-to-Air heat pumps would not be practical because a back heat source is necessary for heat when the outside air temperature drops below 20°F. Summer air conditioning costs are similar to traditional air conditioning installation. For geothermal heat pumps, we excluded burying the loops in a pond (like Heartland Acres) because we do not anticipate having standing water on the school property. New buildings like the Independence Public Library and the Buchanan County Health Center additions use vertical wells. Vertical wells are not recommended because of the higher installation cost. Many residential installations use open trench, where an excavator is used to open a trench six to nine feet deep. This option may take advantage of the in-kind dirt work opportunities. Much, much more space for the geothermal field would be required. No buildings could be constructed over the geothermal field buried this shallow. Also, there are residential installations which find that the shallow pipes warm in the summer and become chilled in the winter, defeating the benefits of the geothermal system. The Energy Committee recommends adding a geothermal option to the building request for bids where the horizontal wells will be under the school building and parking lot.

Recommendations for Moving Forward

The Energy Committee recommends the following to the Board of Education:

1. Support HSR's efforts to explore energy efficient design options. Brad Simonson has stated that "Nothing is settled. HSR is willing to investigate options." Dan Cohen, of the Buchanan County Conservation Board, supplied contact information to HSR for Structural Insulated Panels being used in the Silvis, Illinois, Middle School. These design alternatives will directly impact the junior/senior high school building energy needs, no matter if the heating source is traditional natural gas or geothermal heat pump. An energy efficient building will reduce the \$1 million geothermal well field cost.

2. Include the geothermal heat pump as an option during the bid process. To receive sound bids and address contractor questions, a \$10,000 test well will need to be drilled prior to requesting bids. The information from this test will give the contractors a good indication of the number of wells required to heat and cool the new building.
3. Pursue grants and loans for these energy options. Pat Higby, of the University of Northern Iowa Center for Energy and Environmental Education, directed us to 0% interest loans from the Iowa Energy Bank. The intent is to pay off these loans with the savings generated from these energy options. Also, the Iowa Utility Board has grants which may apply to the school building. The Energy Committee should work with the Grant Committee to apply for each dollar available.
4. Take advantage of the Energy Consultant available through Independence Light and Power and WPPI Energy. This consultant has tools to analyze the detailed design from HSR and project the energy usage and assess improvements available with different design options.
5. Continue to leverage the learning of the Energy Committee. This group has brought their unique background and perspective to converse with numerous experts over the last four months. Going forward, they can help the Board of Education ask the right questions to ensure we get the school building we want.

INDEPENDENCE COMMUNITY SCHOOL DISTRICT
ACTIVITY FUND
FUNDRAISING REQUEST

DATE: 7/28/2011

BUILDING: High School

NAME OF GROUP: Independence Girls Basketball

DATE(S) OF SALE: All home Football games

PURPOSE OF FUNDRAISER: Equip, T Shirts Etc

DESCRIPTION OF ITEM TO BE SOLD: Carmel Apples

COST OF ITEM TO BE SOLD: \$3.00 ??

WHEN WILL YOUR GROUP BE SELLING ITEMS: All Home Football games

WILL THE ITEM BE SOLD IN THE SCHOOL, COMMUNITY, OR BOTH: Football Field

IN WHAT OTHER FUNDRAISING PROJECTS IS YOUR GROUP INVOLVED: None

DATE FOR PROGRESS REPORT ON FUNDRAISER: ~~Nov. 1st~~ Nov. 1st
(This report may be waived)

ESTIMATED PROFIT FROM FUNDRAISER: 300⁰⁰

SIGNATURES: Rob Ratchford / Rod Conrad Group Sponsor
Jennifer Souyson Building Principal
Robert Allen Activities Director
Ignacio Lopez Administration Office

INDEPENDENCE COMMUNITY SCHOOL DISTRICT
ACTIVITY FUND
FUNDRAISING REQUEST

DATE: 8-8-11

BUILDING: All school

NAME OF GROUP: Football Parents, funding for start up costs from Youth Football Association

DATE(S) OF SALE: Aug 18, 2011 - Oct 7, 2011

PURPOSE OF FUNDRAISER: Cancer Awareness "Pink Out" Night on Oct 7, 2011. Possible matching funds from Modern Woodmen.

DESCRIPTION OF ITEM TO BE SOLD: T-shirts, Pink Pom Poms, Pink cotton Candy
Pre-sale of T-shirts starting @ Buck Bowl, through night of event.

COST OF ITEM TO BE SOLD: T-shirts 10⁰⁰ + 12⁵⁰, Pom Poms 1⁰⁰ a piece, Cotton candy 1⁰⁰ each

WHEN WILL YOUR GROUP BE SELLING ITEMS: Football games, school mail, -

WILL THE ITEM BE SOLD IN THE SCHOOL, COMMUNITY, OR BOTH: both

IN WHAT OTHER FUNDRAISING PROJECTS IS YOUR GROUP INVOLVED: none

DATE FOR PROGRESS REPORT ON FUNDRAISER: September School Board Meetings + Oct
(This report may be waived)

ESTIMATED PROFIT FROM FUNDRAISER: \$900⁰⁰ 75% to American Cancer Society 25% to Football Fund

SIGNATURES: Janece M. Brubaker Group Sponsor + Janece Payne

Jennifer Somson Building Principal

Shirley Allen Activities Director

Lynette Engel Administration Office

Dear Administrator,

Wal-Mart has selected the Cotton Gallery as their exclusive supplier of high school apparel for your state. Wal-Mart has for many years provided high quality school spirit apparel at affordable prices in many of their stores. It is important to both the Cotton Gallery and Wal-Mart that we have the consent of each school that we produce and Wal-Mart sells in its stores. Enclosed is a consent form if you would like to be included in the program. An 8% royalty will be paid to each school that signs the included consent form. The royalty will be paid quarterly directly to your school by the Cotton Gallery or by a licensing company if you have already signed a separate agreement.

Please note that the included consent form does not interfere with your local booster club or other retailers being able to sell your schools apparel. The sole purpose of this form is to make sure that Wal-Mart and its suppliers has the consent of each individual school before product is sold at its stores. If you have any questions please feel free to contact me.

Please fax or email the consent form back to us at your convenience.

Email: sales@cottongallery.com

Fax: 1-319-377-6747

Thanks,

Tim Loesche
Sales Manager
Cotton Gallery, Ltd.
319-310-0379 (Cell)
800-211-9321 (Office)

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CONSENT FORM

For Sale of Product at Wal-Mart Stores

School Granting Consent Independence Community School District
Address 1207 1st Street West
City, State Zip Independence, IA 50644

Dear Administrator,

This consent form confirms that you are granting Wal-Mart Stores, Inc. the right and license to sell Merchandise which bears your Trademarks and/or Copyrighted Material (as defined below) at store nos. ____, ____, and ____ located at (address or addressees).

For good and valuable consideration, including the promotion of school spirit, community pride and goodwill, receipt of which is acknowledged, you hereby grant Walmart the non-exclusive right and license to manufacture and/or sell Merchandise bearing your Trademarks or Copyrighted Material. "Merchandise" means any form of merchandise which bears your Trademarks or Copyrighted Material. "Trademarks" mean any type of trademark recognized under the law. "Copyrighted Material" means any material which is subject to copyright protection. The quality of such Merchandise shall be high. Such right can be terminated on 12 months' written notice. You represent that the entity you represent owns the Trademarks and Copyrighted Material and you have the authority to enter into this agreement on its behalf. This agreement shall be binding on the parties' respective heirs and assigns.

Sincerely,

Michael B. Stromert



President
Cotton Gallery, Ltd.

Please indicate your agreement by signing below.

By: _____ (signature)
Its: _____ (title) Dated: _____

Independence Community School Activities Handbook



2011-2012



Independence Coaches Handbook



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- Part 1: Concussion Guidelines
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Independence Coaches Handbook



Preface:

This athletic department handbook has been prepared to provide a consistent source of information to staff members, administrators, and other persons that may be interested in the interscholastic athletic program of Independence High School.

It is impossible to list all the details necessary for the complete operation of an athletic program in an athletic handbook. Therefore, each coach should use his/her discretion in handling the many situations which arise in fulfilling his/her coaching assignment but which are not covered in this handbook. This booklet contains information, which may be useful to the coaches in the performance of their duties. This booklet also addresses the coach/administrator relationship.

These guidelines will be reviewed annually and modified when necessary. However, as long as a policy or regulation is in effect, the members of the athletic department are expected to support them.

The Mission

Independence High School Mission Statement

The mission of the Independence Community School District, a leader in educational innovation and community partnerships, is "Educating people to be life-long learners and respectful, responsible citizens."

The Independence Athletic Department supports the mission of the Independence High School and expects all coaches to follow our "Guidelines to Success" on and off the athletic field. The principals of teaching, leadership, collaboration, and respect can be applied in extra curricular activities as well as in the classroom. These activities will teach life long lessons for students to take with them as they leave our school and pursue additional challenges in life.

We are very proud of our students, fans, and support groups that are present at Independence High School. It is important to remember that you, the coach, are representing our school and to always act appropriately and support all of our activities at Independence.

The expectation of our coaching staff at Independence is to demonstrate the same amount of care for all members of your teams, not just successful ones. This helps build collaboration among the team members. The best groups are the ones with the best practices. You must strive to show all members of the organization that they do matter.

All of our coaches should have the expectation of success in everything they do. In order to instill success in players or participants, a coach needs to demonstrate a caring environment. It is important for a coach to listen to all of the players and communicate effectively with them.



Independence Coaches Handbook



Athletic Department Objectives:

To provide an attractive program for the student-athlete:

- Provide the student-athlete with an enjoyable and rewarding experience.
- Make player safety and welfare our highest priority.

To give quality instruction in the fundamentals of each sport offered:

- Specific athletic skills and strategies.
- Sportsmanship, ethical conduct and fair play.

To be an integral part of the secondary school curriculum:

- Inspiring all athletes to give their highest effort in the classroom, as well as, on the playing field.
- To stress the importance of self-discipline in both the classroom, the community, and on the field.
- Teach our athletes that dignity, self-worth and self-esteem are achieved through hard work.
- To create a positive school climate that is enhanced when student-athletes and remaining student population work together as a team to represent their school in interscholastic competition.
- Develop concepts of goal attainment through hard work and rigorous self-discipline, and to provide a vehicle for the development of interest in curricular school programs and for post secondary educational opportunities

To make the athletic program a source of both school and community pride:

- Help each athlete to interact positively with faculty, community and fellow students.
- Make the team a positive influence on all who come in contact with it.
- To demonstrate the social competence of operating within a set of rules, thus gaining a respect for the rights of others, and an understanding that penalties follow rule violations.



Independence Coaches Handbook



AN OPEN LETTER TO COACHES

Dear Coach,

You have chosen to be a member of a profession that demands a great deal of your time, your dedication, your energy, and quite often your patience; yet in spite of this, coaching is a tremendously rewarding profession. We all dream of developing and coaching the super athlete, yet relatively few of our athletes will have the opportunity to participate beyond high school. You as a teacher/coach are in the position to influence numerous young people who will become productive members of our society, the leaders of tomorrow.

The way you treat an athlete should be the way you would want your child treated. You are working with young and impressionable adults and you are charged with assisting in their development. Each individual is important and each must be understood and worked with to the best of your ability. Your patience and understanding may be critical to the future of an individual who looks to you for guidance or just a friendly ear.

Competition is the backbone of interscholastic athletics. It is an experience whose reward is measured differently by each individual. This reward may range from simply making the team and getting a uniform, to making the first team; from simply having a winning season, to winning a championship. Winning has been and always will be emphasized as the only measuring stick by many in our society, however the true measure of our success often extends far beyond the final score of any contest. We cannot forget that long after the dust of competition has settled, what lives on and lasts are the lessons learned by our athletes. These lessons must be positive and should include character, hard work and determination, and teamwork.

Remember, our athletic programs are an extension and an integral part of the educational process, and it is imperative we keep this in mind when we work with our athletes. As a coach, you are a highly visible representative of the Independence School District, you must assume the responsibility that comes with the respect for that position. It is imperative that you be an ambassador for all athletics of the ICSD. You must communicate effectively so that you can promote and sell your sport, your campus, even the entire school district each and every time you have an opportunity.

The level at which you coach has little to do with the degree of respect you receive from athletes and parents. How you respond to them with honesty, patience, and understanding will determine your success over the years. My challenge to you is twofold but simple; be a positive role model and make a difference in the lives of your athletes forever.

Respectfully,

Rob Arnold
Activities Director
Independence Community Schools



Independence Coaches Handbook



Head Coach- Job Description

General State of Responsibility: The head coach of each sport has the responsibility of carrying on the sport in the best interests of the school district by adhering to the policies and regulations of the school as well as the practices and procedures of the school's administration. Each head coach should have a working knowledge of the individual practices as outlined by the WaMaC Conference, Iowa High School Athletic Association and the Iowa Girls High School Athletic Union.

Head Varsity Coaching Duties:

1. Serve as liaison between the coaching staff and the Athletic Director.
2. Has a thorough knowledge of the Rules and By-Laws of the Iowa High School Athletic Union, Iowa Girls High School Athletic Union, and the Independence High School District as they pertain to his/her sport, including the clearance of all staff members and student-athletes.
3. Understands the proper administrative chain of command and refers all requests or grievances through proper channels. Is aware of all public/staff/departamental meetings that require attendance.
4. Establishes the fundamental philosophy, skills, and techniques to be taught by the staff. Designs conferences, clinics, and staff meetings to ensure staff awareness of the overall program.
5. Trains and informs staff and encourages professional growth by promoting clinic attendance.
6. Delegates specific duties, supervises implementation, and at season's end, analyzes staff effectiveness and evaluates all assistants.
7. Maintains discipline, mediates grievances, and works to increase morale.
8. Assists the Athletic Director in scheduling, providing transportation needs, and requirements for all games, tournaments, and special sports events.
9. Assists in the necessary preparation for scheduled home sports contests or practices and adheres to scheduled facility usage times.
10. Coordinates facility needs/repairs with maintenance and school employees.
11. Provides proper safeguards for eminence and protection of assigned equipment.
12. Recommends policy, method or procedural changes to the Athletic Director.
13. Monitors the grades and conduct of his/her athletes.
14. Provides assistance, guidance, and safeguards for each participant by his/her presence at all practices, games, while traveling, and when returning from off-campus events.
15. Completes paperwork on all disabling athletic injuries on proper forms and submits to the Athletic Director by the next school day.
16. Directs student managers, assistants and statisticians.
17. Determines discipline, delineates procedures concerning due process when the enforcement of discipline is necessary, and contacts parents when a student is suspended, dropped or becomes ineligible.
18. Participates in the budgeting process with the Athletic Director by submitting needs for the



Independence Coaches Handbook



next season.

19. Recommends/selects equipment and uniforms within budget appropriations.
20. Is accountable for all equipment in his/her program and submits notification to the Athletic Director for any equipment lost, damaged, not returned, or returned after the due date.
21. Arranges for issuing, storing, reconditioning of equipment, and submits annual inventory.
22. Properly marks and identifies all equipment before issuing or storing.
23. Secures all doors, lights, window and locks and stores all equipment before leaving building or area. Supervises locker room area before and after practice.
24. Instills in each player a respect for equipment and school property its care and proper use.
25. Responsible for maintaining good public relations with news media, parents, officials, volunteers and fans.
26. Responsible for reporting scores and information after every home contest to the designated press outlets. Statistics required by local media, league representatives and Athletic Union will also be the responsibility of the head coach. These duties may be delegated.



Independence Coaches Handbook



Assistant Coach- Job Description:

General Statement of Responsibility: The duties of assistant coaches are to carry out the program planned by the head coach; to be of whatever assistance is required, and to perform delegated duties set forth by the head coach of that sport.

Assistant Coach Duties

1. Has a thorough knowledge of the Rules and By-Laws of the Iowa High School Athletic Union or the Iowa Girls High School Athletic Union, the League, and the Twin Rivers Unified School District as they pertain to his/her sport, including the clearance of all staff members and student-athletes.
2. Understands the proper administrative chain of command and refers all requests or grievances through proper channels. Is aware of all public/staff/departmental meetings that require attendance.
3. Maintains discipline and works to increase morale and cooperation within the school sports program.
4. Assists in the necessary preparation to hold scheduled sports events or practices and adheres to scheduled facility usage times.
5. Coordinates facility needs/repairs with maintenances and school employees.
6. Provides proper safeguards for maintenance and protection of assigned equipment.
7. Provides assistance, guidance and safeguards for each participant by being present at all of his/her practices, games, while traveling and when returning from off-campus.
8. Is accountable to the Head Varsity Coach for all equipment. Assists with issuing and collecting of equipment and submits to the Head Varsity Coach annual inventory.
9. Recommends to the Head Varsity Coach budgetary items for next year in his/her area of the program.
10. Secures all doors, lights, windows and, locks and stores all equipment before leaving areas. Supervises locker room area before and after practice.
11. Instills in each player a respect for equipment, school property, and their proper use.
12. Assists the Head Varsity Coach in carrying out his/her responsibilities.
13. Instructs team members as to changes in the rules and teaches fundamentals of the sport as outlined by the Head Coach.
14. Works within the basic framework and philosophy of the Head Varsity Coach of the sport.
15. Attends all staff meetings and carries out scouting assignments as outlined by the Head Varsity Coach.
16. **Never criticize, admonish or argue with the Head Varsity Coach or any staff members within ears or eyes of players and parents.**
17. Strives to improve skills by attending clinics and using resources made available by the Head Varsity Coach.
18. Responsible for arranging with Principal's secretary for substitutes because of athletic events. The Athletic Director may be contacted in an emergency.



Independence Coaches Handbook



19. Understands that drivers must meet district requirements to transport **student-athletes** and must be at least 21 years of age.
20. Guarantees that all district equipment including district vehicles are **used** only for official school business and are operated safely.
21. Performs other duties that are consistent with the nature of the **positions** and that may be requested by the Head Varsity Coach.

GUIDELINES FOR VOLUNTEER COACHES

Volunteer coaches must follow certain state regulations. **A volunteer coach as defined by the state of Iowa is a non-paid person who holds a coaching authorization endorsement and who is acting under the direction of an employed coach and with the knowledge and approval of the school administration.**

Volunteers who do not have coaching authorization/endorsement can act **only** as an aide. Aides can in no way be engaged in the diagnosis, prescription, evaluation, assessment or direction of student learning during practice sessions. An aide is like a student manager.

Volunteers for the Independence Community Activities Department will also be required to go through an interview process with the head coach/director and administration. Background checks are to be administered just as a regular employee. Formal recognition is to be given in writing by the activities director and forwarded to the superintendent to be put on record.

Interested parties seeking more information regarding coaching authorization or endorsement should contact the Independence Community Activities Director



Independence Coaches Handbook



An Effective Coach Should:

- Sell his/her program
 - Sell yourself to your athletes
 - Sell your athletes on one another
- Promote good media relations
 - Promote your players for recognition and scholarships
 - Make yourself available for public appearances
 - Project a positive image
 - Be positive
- Be an effective communicator
 - Think before you speak
 - Develop your oral and written skills
 - Be a good listener
 - Be honest and sincere
 - Accept and value the opinion of others
- Be a disciplinarian
 - Have clearly defined rules, expectations, and consequences
 - Be fair and consistent
 - Teach the importance of making good decisions
 - Be positive
 - Reward good discipline
- Be a motivator
 - Realize that motivation has to come from within
 - Have players write and discuss personal goals
 - Teach your athletes to think positively
 - Use inspirational stories, books, tapes, speakers, etc.
 - Solicit leadership
- Be organized and set goals
 - Establish the importance of goal setting
 - Define your goals and put them in writing
 - Sequence goals (short term, intermediate, long term)
 - Evaluate progress
 - Keep good records and files
 - Know your strengths/weaknesses
 - Script and post your workout schedule
 - Use a clock and stick to your schedule



Independence Coaches Handbook



Preseason Check List

1. Coaches Meeting with all levels

Head Coach should set expectations for their program. Outline your plan and coach your Assistants to be ready to go day one.

2. Hold a Team Sign-Up.

3. Complete a Roster

Include all active team members. Don't forget Managers. Provide Roster to School Nurse and Attendance Secretary, Activity Director. Include Name, Number, Position if known.

4. Team Meeting

Provide participants with practice schedule, game schedule, and expectations. Stress that Physicals, E-Cards, Concussion Forms must be completed before 1st Practice.

5. Parent Meeting

See Appendix for template. Feel free to use your own.

6. Team Rules-Guidelines

Discipline Procedures. (Send Copy to A.D.)

7. Phone Numbers

Have calling tree developed. Especially for Winter Activities.

8. Practice Schedules to Participants and Activities Department

9. Eligibility Checks- Check with A.D.

10. Purchase Orders- ALL DONE IN ADVANCE.

Do Not Purchase anything without a purchase order already approved.

11. Pictures

Pictures need to be scheduled and picture order forms need to be handed out to athletes.

12. Fill Out Transportation Request Before Season.

Figure out where your going, have the requests in and ready before you season starts. Then Double Check to be sure its accurate before the day of the event.

13. Must Have All Following Forms to Practice:

- a. Physicals- Students may not practice without this!!
- b. Concussion Forms- *NEW THIS YEAR! See Attached Procedure.
- c. Parental Permits
- d. Insurance- Usually done at Registration.
- e. Health Cards



Independence Coaches Handbook



In-Season Check List

1. Go over all Safety and Inherent Risk Discussion on day 1.

Be sure to read any equipment warnings to the kids.

2. READ Good Conduct Code on Day 1.

See Appendix A

3. Be sure to provide proper supervision including locker rooms.

Coaches need to be the last ones out. Set a time get them out.

4. Equipment- Proper use and care.

We work hard to pay for our equipment, protect it.

5. Philosophy- Playing Time/Line-Ups/Lower Levels.

Know your philosophy, check that you are coaching your philosophy. Be sure you communicate to lower levels your expectations on playing time, underclassmen opportunity, program expectations.

6. Keep Rosters Current.

7. BE POSITIVE!

8. Have Practice Planned and execute your plan.

They should be in writing and available to all coaches at your practice.

9. Be Prepared by and for Game Day.

Plan practices to peak on game day. Assume nothing, leave no stone unturned.

10. Report all Scores at Varsity Level to the Media Outlets listed in handbook.

See pg. 22.

Post Season Check List

1. Check in all equipment. (Keep good records to avoid hassle)

2. Prepare an End of Year Report and turn in to A.D.

3. Schedule End of the Season Awards Night.

4. Attend year end evaluation meeting with AD.



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ACADEMIC ELIGIBILITY RULES

The language of the new "scholarship" rule, as adopted by the State Board on March 2, is (new language is in italics):

36.15(2) Scholarship rules. ...

a. All contestants must be enrolled and in good standing in a school that is a member or associate member in good standing of the organization sponsoring the event.

b. All contestants must be under 20 years of age.

c. All contestants shall be enrolled students of the school in good standing. They shall receive credit in at least four subjects, each of one period or "hour" or the equivalent thereof, at all time. To qualify under this rule, a "subject" must meet the requirements of 281-Chapter 12. Coursework taken from a postsecondary institution and for which a school district or accredited nonpublic school grants academic credit toward high school graduation shall be used in determining eligibility. No student shall be denied eligibility if the student's school program deviates from the traditional two-semester school year.

(1) Each contestant shall be passing all coursework for which credit is given and shall be making adequate progress toward graduation requirements at the end of each grading period. Grading period, graduation requirements, and any interim periods of ineligibility are determined by local policy. For purposes of this subrule, "grading period" shall mean the period of time at the end of which a student in grades 9 through 12 receives a final grade and course credit is awarded for passing grades.

(2) If at the end of any grading period a contestant is given a failing grade in any course for which credit is awarded, the contestant is ineligible to dress for and compete in the next occurring interscholastic athletic contests and competitions in which the contestant is a contestant for 30 consecutive calendar days.

d. A student with a disability who has an individualized education program shall not be denied eligibility on the basis of scholarship if the student is making adequate progress, as determined by school officials, towards the goals and objectives on the student's individualized education program.

e. A student who meets all other qualifications may be eligible to participate in interscholastic athletics for a maximum of eight consecutive semesters upon entering the ninth grade for the first time. However, a student who engages in athletics during the summer following eighth grade is also eligible to compete during the summer following twelfth grade. Extenuating circumstances such as health, may be the basis for an appeal to the executive board which may extend the eligibility of a student when the executive board finds that the interest of the student and interscholastic athletics will be benefited.

f. All member schools shall provide appropriate interventions and necessary academic support for students who fail, and shall report to the department regarding those interventions on the comprehensive school improvement plan.

g. A student is academically eligible upon entering the ninth grade.

h. A student is not eligible to participate in an interscholastic sport if the student has, in that same sport, participated in a contest with or against, or trained with, a National Collegiate Athletic Association (NCAA), National Junior College Athletic Association (NJCAA), National Association of Intercollegiate Athletics (NAIA), or other collegiate governing organization's sanctioned team. A student may not participate with or against high school graduates if the graduates represent a collegiate institution or if the event is sanctioned or sponsored by a collegiate institution. Nothing in this subrule shall preclude a student from participating in a one-time tryout with or against members of a college team with permission from the member school's administration and the respective collegiate institution's athletic administration. [This is NOT a substantive change; it clarifies the "college squad" rule].

i. No student shall be eligible to participate in any given interscholastic athletic sport if the student has engaged in that sport professionally.

j. The local superintendent of schools, with the approval of the local board of education, may give permission to a dropout student to participate in athletics upon return to school if the student is otherwise eligible under these rules.

k. Remediation of a failing grade by way of summer school or other means shall not affect the student's ineligibility. All failing grades shall be reported to any school to which the student transfers

Frequently Asked Questions



Independence Coaches Handbook



Definitions

What is passing?

There is no statewide definition of passing; this is a locally controlled decision. In the absence of a local rule to address this, passing means any grade that is other than "F."

If a school has an option whereby students may take a course "pass or no pass," a grade of "no pass" is a failing grade.

How about Incompletes? Withdrawals?

Again, this is left to local control. But, LOCAL CONTROL means taking affirmative action to clarify for students just what an "I" or "W" means. In the absence of a local rule to address this, an "I" or "W" will be considered failure.

May an Incomplete be changed to a passing grade?

Depends on local policy. If a school has a policy that an "I" is failure, the "I" may not be changed to a passing grade for purposes of avoiding ineligibility.

What is a grading period?

A "grading period" is the period of time at the end of which a student receives a final grade and course credit is awarded for passing grades. Each school determines its own grading periods.

What is a final grade?

A final grade is that grade that goes on the student's transcript. If a school offers block scheduling, a final grade might occur at the end of nine weeks if the grade is recorded on the student's transcript. A final grade is NOT the grade on the progress report that goes to students and their families.

What is credit coursework or a credit subject?

If the student's transcript includes a letter grade (other than "F," "I," or "W") for the subject or course, this is credit coursework. The most typical example of *non-credit coursework* is Driver Education. It is a local decision (to be made about the course as a whole, and not to be made on an individual student basis) whether a certain subject or course is one for which credit is awarded.

Why is a definition of "compete" now included in the rules?

There have been instances where member and associate member schools inadvertently played ineligible students, forcing the executive board to determine an appropriate penalty to impose against the school. For instance, in one case, a transfer student (ineligible for 90 consecutive school days from varsity competition) played J.V. football and practiced with the varsity as a member of the scout team. No problem so far. Unfortunately, he was allowed to dress in full pads and uniform and to be on the sidelines with the rest of the varsity team on game nights. During one game, his team had enough of a lead that the coach yelled "scout team go in." You guessed it; the ineligible player ran in with the rest of the scout team and played a couple of downs before the error was caught. Adding a definition of "compete" and including dressing in full uniform and taking part in pre-game warm-ups is meant to assist member and associate member schools to know what is and is not acceptable.



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COMMON CAUSES OF COACHES' LIABILITY

1. Failure to supervise an activity in a reasonable manner.
2. Negligently entrusting a duty to an under qualified or unqualified individual.
3. Failing to properly teach skills.
4. Failing to teach protective skills.
5. Failing to provide and maintain a safe coaching and playing environment.
6. Failing to inspect, repair, or recondition equipment properly.
7. Failing to teach athletes to inspect their own equipment.
8. Failing to provide proper effective equipment
9. Failing to have athletes play an activity properly
10. Failing to create safe policies and procedures for an activity.
11. Failing to follow and enforce such policies and procedures.
12. Failing to adopt safety standards of pertinent administrative organization.
13. Failing to warn of inherent dangers of the activity.
14. Failing to keep adequate and accurate records.

LIABILITY REMINDER

1. Inform athletes and their parents of the inherent dangers and risks of **your** activity. When teaching skills and techniques, inform the athletes of the consequences of failing to perform that task properly.
2. Do not allow athletes to participate without a physical or concussion form.
3. Inspect equipment as to its safety. If faulty, be sure student access is non-existent until replaced or repaired.
4. Supervise your area and activity from the start to the finish. Do not allow athletes access to equipment or facilities without your presence, especially locker rooms, the weight room, wrestling room or gymnasium.
5. Following injuries fill out an injury report form and turn it in to the Activities Director.
6. Keys: Coaches are held responsible for all keys issued to them. The loaning of keys to students for use in an unsupervised activity or any other purpose is prohibited.

PREVENTION AND CARE OF ATHLETIC INJURIES GUIDELINES

The head coach of each athletic activity is responsible for seeing that all known injuries that occur during practices and games are cared for properly.

Use this procedure as a guideline.

1. Determine the extent of the injury as major until finding otherwise.
2. If the injury requires medical care, obtain the services of a doctor in attendance. If no doctor is available, call the ambulance/or rescue unit.
3. A school official should accompany the student to the hospital when possible.
4. As soon as possible, contact the student's parents or guardian.
5. File an injury report form in the athletic office providing all required information.



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MEDICAL HELP

Call the student's family doctor and also notify the parents of the type of **injury**. In most cases the student will want his own doctor and this is his privilege. However, in an **emergency** or for first aid treatment, use the attending physician. Most schools have a doctor on **hand** at the football games and sometimes at other events. Also, ALL students must fill out **emergency** cards at the beginning of each season.

IT IS A GOOD PRACTICE TO SEE THAT THE INJURED ATHLETE GET MEDICAL ATTENTION AS SOON AFTER AN INJURY AS IS **POSSIBLE**. THE SOONER MEDICAL ATTENTION IS PROVIDED THE BETTER FOR ALL CONCERNED.

HOSPITALS:

Buchanan County Health Center- 1600 1st ST E Independence. 319-332-0999

Ambulance: 911

Physical Therapists

Buchanan County Health Center -Therapy Services

1600 1st St. E

Independence, IA

Phone: 319-332-0851

Millennium Therapy

2300 Swan Lake Blvd

Independence, IA

Phone: 319-334-5155

Injuries suffered by athletes on out-of-town trips often develop into difficult problems. Fees by hospitals and doctors usually exceed our protection schedule and usually the home doctor ends up with 90% of the treatment and 10% of the fee. In addition to the problem of fees, the treatment administered does not always coincide with the home doctor's methods.

When a player is injured, we want him to have the best care possible. However, the attending physician should be informed that we wish to have the treatment given at home if possible. In most cases, by immobilizing and protecting the area, a boy/girl may be transported home where X-rays and treatment by local physician is to be at all times respected. Check with parents if possible.

Note: Complete the accident report forms as per pages.

SECURITY:

Police Station - 334-2520

Sheriff Office- 334-2567 Emergency

334-2568 Administrative

Highway Patrol - 283-5521



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OVERNIGHT TRIP - POLICY SUGGESTIONS

Keep in mind, these trips are extensions of the school day and guidelines already in place govern actions and habits of both students and supervisors. No smoking, no alcoholic beverages, conduct as per usual school day.

Have a defined itinerary to give to parents and students including time schedules, activities, money, and other needs (what to bring).

List of all students, supervisors, parent/guardian, with phone numbers (home and work) also include a secondary phone number of a close relative.

List of all administrators with phone numbers (home/work).

Assign rooms, separating students from normal peer groups.

When possible, a certified staff member should stay in every room, if not possible, Supervisor rooms are to be alternated between student rooms. One supervisor for every 4 students would be adequate. Students are never to be in any room other than those designated for the entire group. No one other than our group member are to be in our rooms unless given direct permission from the head sponsor.

The number of supervisors/sponsors will be determined by the Head Sponsor, Activities Director and the Principal. Expenses for spouses are unreimbursable unless acting as a supervisor/sponsor.

Behavior contract signed by student including the following: expected rules of conduct, parental permission, parent phone numbers, doctor, medical needs/awareness, disciplinary measures to be taken (parents to come immediately and pick-up any student who is violating trip rules).

Prior to departure, luggage checks, limitations on amount of luggage per individual, review of overnight policy with all members, collection of all behavior contracts/parent permission, make sure these items are carried by the head supervisor.

Room checks regularly, room curfews, lights-out time limits, room blocks on ordering videos, adult movies, long distance calls supervisors are to be very aware of the importance of following through with the policy statements.

On return, plans for student pick-up at school.



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STAFF DEVELOPMENT/CLINIC POLICY

The following are guidelines for coaches and sponsors in regard to attending clinics related to professional development.

1. Sponsors/coaches are encouraged to attend professional development activities associated with their respective assignments.
2. Expenses for one overnight activity will normally be paid for by the coaches activity account. Expenses for more than one overnight activity (by a Head Sponsor/coach) will only be paid by the school district at the discretion of the Activities Director and principal.
3. Assistant/middle school sponsor/coaches will be limited to one clinic per sport supported by the activity account; other activities will need to be covered by the sponsor/coach.
4. Clinics/professional activities which involve absence from teaching duties require advance approval by the administration.
5. If the coach/sponsor is the only one attending a clinic he or she is responsible for referring any new information to the other coaches and sponsors of that sport/activity.
6. Out of state clinics are at the expense of the attending coach/ sponsor unless approved by the principal and athletic director.
7. Additional expenses for spouses are not reimbursable.

BUS GUIDELINES (TENTATIVE)

The following rules and regulations are an accumulation of past and present recommendations for co-curricular and extra-curricular bus trips. The purpose of addressing this issue is to clarify and define for staff, students and parents/guardians guidelines for the safe transportation of all those involved.

1. All passengers are to be seated while the bus is moving.
2. The bus driver has final decision regarding travel in all types of weather conditions and mechanical operations of the bus and also in routes taken to arrive at the proper location. The head sponsor/head coach is back-up to the driver if the driver would become unable to perform those duties. If the driver leaves the location of the event, the driver is to secure permission from the head sponsor/coach, and notify the sponsor/coach of the destination and expected time of return. The bus driver is also responsible for the security of the bus while vacant or parked.
3. The head sponsor/head coach is responsible for the conduct of all passengers, necessary disciplinary measures to assure safety of all passengers, decisions concerning where and when the bus will stop for food, drink, restrooms, breaks, eating and drinking on the bus, use of windows, seat assignments and other matters of this nature. The sponsor/coach is also responsible for the cleanliness of the bus following return of the trip.
4. Passengers are to keep body parts and objects inside the bus, out of the aisle, and to yourself.



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5. Conduct of students, appropriate clothing, language and manner are specified in the student handbook and are to be followed accordingly. Disciplinary guidelines are also addressed in this handbook are to be used for matters not specifically mentioned in this new policy.
6. On all extra-curricular athletic bus trips male and female passengers are to be separated (front of the bus, back of the bus for cheerleaders—side to side for events such as girls/boys track, etc.). The sponsor/coach is to sit in between the front and back separating the genders. The sponsor/coach can give permission for boys and girls to sit together for a short time period (5 minutes or less). The sponsor/coach is also to monitor (move up and down the aisle) the bus periodically to check for student safety as well as inappropriate behavior.
7. Sponsors/coaches can add to this list of rules as they deem necessary.
8. On all co-curricular events the boy/girl relationship policy in the student handbook is to be followed. This rule establishes hand holding only and no other form of contact between male and female students or guests. The sponsor/coach can add to these guidelines at their own discretion. The disciplinary measures listed in item 16 will apply.
9. Trash bags will be provided for disposal of garbage. Passengers are to keep the bus neat and clean at all times. Absolutely NO LITTERING.
10. Students are to return from the event on the bus unless the parent or legal guardian has signed the non-school travel request form at the event and in the presence of the sponsor/coach.
11. Bus cameras will be available at the request of the sponsor/coach, driver, or administrator. Please give the transportation supervisor a 24-hour notice.
12. If an incident occurs, the Activities Director or building principal are to be contacted within 24 hours (immediately if necessary). A written report will need to be turned in to the administration no later than 48 hours after the incident.
13. An adult sponsor/coach is to remain on site until all students have left the school grounds following the out-of-town event.
14. The bus driver may be assigned supervision duties by the head sponsor/coach.
15. A cell phone should be taken on the trip if available. The head sponsor/coach can check with the high school or junior high office for cell phone availability.
16. Disciplinary measures
 - a. 1st offense: Verbal warning.
 - b. 2nd offense: Verbal warning and change of seat to near that of sponsor/coach. Meeting with parent, student and Athletic Director.
 - c. 3rd offense: Change of seat to near sponsor/coach. Removal from next extra-curricular or co-curricular bus trip. Meeting with Principal, Activities Director, parent and student
17. Emergency, administrator, and student phone numbers should be available.



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PARENTS' MEETINGS

It is suggested that each head coach / sponsor conducts a parent' meeting prior to the start of their competitive season. Communication is one of the best ways to avert trouble and gain support.

Possible items to discuss with parents of the students in the program:

1. The activity conduct policy and training rules.
2. Proper training techniques and diet.
3. The treatment of injuries.
4. The coaches' philosophy and the program's goals and objectives.
5. Review with the parents the tensions they may experience with a child playing or not playing. All of us feel our children are the best and want them to be happy. If they do not play, the coach is usually blamed. The coach will play his/her best athletes. Athletes have frustrations: they voice them and then usually go on and improve if others do not interfere.
6. Equipment that the students will need to buy.
7. Policies regarding transportation, practice, and vacations (spring and winter).
8. Warnings of risk related to participation in the sport.
9. How conflicts can be resolved if they occur between two school programs.
10. Let the parents know you are open to questions and discussions.
11. Encourage parents to be positive. Do not tear the team down, talk to the coach if they have concerns.
12. Our program is an educational one; students will grow from both positive and adverse situations.

*See Appendix for Possible Parent Letter

Fund Raising

Students may raise funds for school-sponsored events by having the coach/sponsor fill out the appropriate fund raising for permission. This form must be approved by the Building Principal and then submitted to the Activities Director for final approval by the School Board. If this policy is not followed as written, the disciplinary steps will be:

- 1st Offense- Letter of reprimand to be placed in personnel file signed by Activities Director and Staff Member.
- 2nd Offense- One half of money raised will be placed in general activity fund.
- 3rd Offense- All money raised will be placed in general activity fund.

Church Night

Wednesday Night has been reserved as church night. Events, activities, or practices must be completed by 6:00 P.M. unless otherwise approved by the Athletic Director. Sunday's should be reserved for family. Therefore, on Sunday no official practice will begin before noon and will be done by 6pm unless otherwise approved by the Athletic Director.



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Media Telephone Numbers

KWWL 1-800-947-7746
319-291-1240
email scores: kwwlnews@kwwl.com

KCRG Phone: (319) 398.8422
NewsLine9: (319) 365.9999
Toll-Free: 1.800.332.5443

KGAN 1-319-395-9060
1-800-642-6140

Newspapers:

Independence Bulletin Journal 319-334-2557

Winthrop News 319-935-3027 or
Contact Joe Olsen @ olywon@indytel.com
(Joe would like human interest pieces as well as scores and records)

Cedar Rapids Gazette 1-800-397-8258 Fax 1-319-398-5861

Waterloo Courier 1-800- 532-1455 or 1-319-291-1444
Fax 1-319-291-2069

Des Moines Register 1-800-532-1455
Fax 1-515-286-2504

Athletic Union's

Iowa Girls High School Athletic Union Phone: 515-288-9741

Iowa High School Athletic Association Phone: 515-432-2011



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Appendix A

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

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

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

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

1. No student should return to play/competition (RTP) or practice on the same day of a concussion.

2. A licensed health care provider should evaluate a student suspected of having a concussion on the same day the injury occurs.

3. After medical clearance, RTP should follow a stepwise protocol with provisions for delayed RTP based upon return of any signs or symptoms.

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

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

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

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



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- A student removed from participation due to exhibiting signs, symptoms, & behaviors of a concussion shall not recommence such participation until a licensed health care provider has provided written clearance for the student to return to participation.
- Licensed health care providers should follow return to participation (*practice and competition*) protocol before allowing a student who has been exhibiting signs, symptoms, & behaviors of a concussion to return to any kind of participation (practice and/or competition).

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

RETURN TO PARTICIPATION PROTOCOL FOLLOWING A CONCUSSION

Return to participation following a concussion is a medical decision. Medical experts in concussion believe a concussed student should meet ALL of the following criteria in order to progress to return to activity. The protocol below will help licensed medical professionals designated by Iowa Code determine when return to participation is appropriate: Asymptomatic at rest, and with exertion (including mental exertion in school), AND have written clearance from physician, physician's assistant, chiropractor, advanced registered nurse practitioner, nurse, physical therapist or licensed athletic trainer. **Written clearance to return by one of these licensed medical professionals is REQUIRED by Iowa Code Section 280.13C!*

Once the criteria above are met, the student should progress back to full activity following the stepwise process detailed below. An appropriate health care professional, or their designee, should closely supervise this progression.

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

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

Step 2. Return to school full-time.

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

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



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

Step 6. Following medical clearance*, full contact practice or training.

Step 7. Normal competition in a contest.

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

References: "Suggested Guidelines for Management of Concussion in Sports," NFHS Sports Medicine

Advisory Committee 2009; "Consensus State on Concussion in Sport 3rd International Conference in Sport

Held in Zurich, November 2008," Clinical Journal of Sports Medicine, Volume 19, Number 3, May 2009.



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A FACT SHEET FOR PARENTS AND STUDENTS

HEADS UP: Concussion in High School Sports

The Iowa Legislature passed a new law, effective July 1, 2011, regarding students in grades 7 – 12 who participate in extracurricular interscholastic activities. Please note this important information from Iowa Code Section 280.13C, Brain Injury Policies:

- (1) A child must be immediately removed from participation (practice or competition) if his/her coach or a contest official observes signs, symptoms, or behaviors consistent with a concussion or brain injury in an extracurricular interscholastic activity.
- (2) A child may not participate again until a licensed health care provider trained in the evaluation and management of concussions and other brain injuries has evaluated him/her and the student has received written clearance from that person to return to participation.
- (3) Key definitions:

"Licensed health care provider" means a physician, physician assistant, chiropractor, advanced registered nurse practitioner, nurse, physical therapist, or athletic trainer licensed by a board.

"Extracurricular interscholastic activity" means any extracurricular interscholastic activity, contest, or practice, including sports, dance, or cheerleading.

What is a concussion?

A concussion is a brain injury. Concussions are caused by a bump, blow, or jolt to the head or body. Even a "ding," "getting your bell rung," or what seems to be a mild bump or blow to the head can be serious.

What parents/guardians should do if they think their child has a concussion?

1. **OBEY THE NEW LAW.**
 - a. Keep your child out of participation until s/he is cleared to return by a licensed healthcare provider.
 - b. Seek medical attention right away.
2. Teach your child that it's not smart to play with a concussion.
3. Tell all of your child's coaches and the student's school nurse about ANY concussion.

What are the signs and symptoms of a concussion?

You cannot see a concussion. Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days after the injury. If your teen reports one or more symptoms of concussion listed below, or if you notice the symptoms yourself, keep your teen out of play and seek medical attention right away.

STUDENTS:

If you think you have a concussion:

- **Tell your coaches & parents** – Never ignore a bump or blow to the head, even if you feel fine. Also, tell your coach if you think one of your teammates might have a concussion.
- **Get a medical check-up** – A physician or other licensed health care provider can tell you if you have a concussion, and when it is OK to return to play.
- **Give yourself time to heal** – If you have a concussion, your brain needs time to heal. While your brain is healing, you are much more likely to have another concussion. It is important to rest and not return to play until you get the OK from your health care professional.

Signs Reported by Students:

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Just not "feeling right" or is "feeling down"

PARENTS:

How can you help your child prevent a concussion?

Every sport is different, but there are steps your children can take to protect themselves from concussion and other injuries.

- Make sure they wear the right protective equipment for their activity. It should fit properly, be well maintained, and be worn consistently and correctly.
- Ensure that they follow their coaches' rules for safety and the rules of the sport.
- Encourage them to practice good sportsmanship at all times.

Signs Observed by Parents or Guardians:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can't recall events prior to hit or fall
- Can't recall events after hit or fall

Information on concussions provided by the Centers for Disease Control and Prevention.

For more information visit: www.cdc.gov/Concussion

IT'S BETTER TO MISS ONE CONTEST THAN THE WHOLE SEASON.

IMPORTANT: Students participating in interscholastic athletics, cheerleading and dance; and their parents/guardians, must sign the acknowledgement below and return it to their school. Students cannot practice or compete in those activities until this form is signed and returned.

We have received the information provided on the concussion fact sheet titled, "HEADS UP: Concussion in High School Sports."

Student's Signature _____

Date _____

Student's Printed Name _____

Parent's/Guardian's Signature _____

Date _____

Student's School _____



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COMMUNICATING WITH YOUR STUDENT'S COACH

Communication Adds to Success

Both parenting and coaching are extremely difficult vocations. By establishing an understanding each position, we are better able to accept the actions of the other and provide greater benefit to students. As parents, when our children become involved in our program, you have a right to understand what expectations are placed on your student. This begins with clear communication from the coach of your child's program.

Communication you should expect from your child's coach

1. Philosophy of the coach.
2. Expectations the coach has for your child as well as all the players on the squad.
3. Locations and times of all practices and contests.
4. Team requirements i.e., practices, special equipment, out-of-season conditioning.
5. Procedure followed should your child be injured during participation.
6. Discipline that may result in the denial of your student's participation.

Communication coaches expect from parents

1. Concerns expressed directly to the coach.
2. Notification of any schedule conflicts well in advance.
3. Information regarding child's special needs, medical, etc.
4. Specific concerns with regard to a coach's philosophy and/or expectations. As your students become involved in the programs at the Independence Community School District, they will experience some of the most rewarding moments of their lives. It is important to understand that there also may be times when things do not go the way you or your student wishes. At these times discussion with the coach is encouraged.

Appropriate concerns to discuss with coaches

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

It is very difficult to accept your child's not playing as much as you may hope. Coaches are professionals. They make judgment decisions based on what they believe to be best for all students involved. As you have seen from the list above, certain things can be and should be discussed with your student's coach. However, the following should be left to the coach's discretion:

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

If you have a concern to discuss with a coach

1. Call the coach to set up an appointment.
2. Please do not attempt to confront a coach before or after a contest or practice. These can be emotional times for both the parent and the coach. Meetings of this nature do not promote a resolution.

If the meeting with the coach does not provide a satisfactory resolution

Call Activities Director Rob Arnold Phone: 319-334-7405, extension 704 and make an appointment to discuss the situation.

We hope the information provided within this brochure makes your experience with the Benton Community School District athletic program more enjoyable both for you and your student.



Independence Coaches Handbook



EXTRACURRICULAR/CO-CURRICULAR CODE OF CONDUCT

Extracurricular activities are an extension of the school day, and all school **rules** and policies are continued and applicable. Before participating in any practice session of **any** sport, a student must have on file a record of a physical examination, proof of insurance, **and** a signed copy of the athletic code. Spectators attending school activities are also governed by **school** regulations.

This code of conduct applies to all students participating in any extracurricular/co-curricular program at Independence High School.

Requirements:

1. Students must demonstrate sportsmanlike conduct and show respect for fellow members, teammates, competitors, sponsors, advisors, coaches, and officials.
2. Students must attend all club/group meetings and functions as specified by the particular organization.
3. Students must be on time for all meetings and functions.
4. Students must be a good role model and display a good attitude with a willingness to work for the betterment of the club/organization.
5. Students must follow directions of the sponsor/advisor.
6. Students must show concern for proper care of school property and the property of others.
7. Students must follow the specific rules and regulations established by the individual sponsor/advisor of the specific club/organization.
8. Students must follow regular guidelines for student conduct as detailed and outlined by the Independence High School Code of Conduct.
9. Students must be in school on the day of a meeting or function, except when school is not in session, unless specifically approved to participate by a building administrator.

Undesirable behavior will result in discipline action, which may include, but is not limited to, constructive activity associated with the club/organization and restriction and/or denial of participation in the club/organization. Serious violations may result in, but are not limited to, a denial of participation. The sponsor/advisor will meet with the student, activities director, and a school administrator to determine the penalty.

Undesirable behavior includes, but is not restricted to, the following:

1. Disrespect and/or insubordination.
2. Repeated violations of an individual sponsor's/advisor's rules and regulations for a particular club/organization.
3. Disciplinary action under suspension and/or expulsion code.
4. Knowingly remaining in an area where drugs, alcohol, or illegal substances are present.

Serious violations include, but are not restricted to, the following:

1. Violation of federal, state, or local laws.
2. Stealing and/or possession of stolen personal property within any school environment.
3. Possession or use of tobacco.
4. Possession, use of, or under the influence of alcohol.
5. Possession, use of, or under the influence of drugs or other illegal substances.
6. Repeated acts of undesirable behavior.

While this extracurricular code of conduct applies to all students in all extracurricular activities, the Activities Director and the School Administration realize that extenuating circumstances can exist and may be dealt with on an individual basis.



Independence Coaches Handbook



GOOD CONDUCT VIOLATIONS:

Results in Percentage of Ineligibility and/or an Informal Adjustment Agreement:

- (A) The possession or use of tobacco or tobacco products, alcohol, controlled substances.
- (B) Vandalistic damage to school property.
- (C) Stealing.
- (D) Student(s) victimizing another.
- (E) Acts of harassment or initiation.
- (F) All other conduct deemed criminal in the State of Iowa.

Results in One Event Suspension:

- (A) Fighting
- (B) Insubordination to School Employees

CONSEQUENCES OF VIOLATING THE GOOD CONDUCT POLICY:

When school officials find students to be in violation of the Good Conduct Policy the students will be denied the privilege of participating in a number of extracurricular activities equal to **30%** of the number of scheduled events of that activity for the **first offense** and **60%** of the number of scheduled events for the **second offense**, **one calendar year** for the **third offense** and **each succeeding offense** will result in an additional calendar year of ineligibility.

Students may opt to sign an Informal Adjustment Agreement that is monitored by the Juvenile Court-School Liaison. Eligibility will vary on a case-by-case basis, depending upon the contractual agreement.

IHS GOOD CONDUCT - A 365 DAY POLICY:

This policy goes into effect as soon as they begin their high school career and applies for the duration of a student's attendance (in or out of season) at IHS. Violations are cumulative during a student's entire career.

REGAINING ELIGIBILITY:

Students who enroll and complete an approved intervention program will reduce ineligibility by one-half. This option will apply for the first (30%) and second (60%) offenses. Students will regain eligibility only in sports or activities in which they had participated earlier in their career. In general, freshmen and transfer students have the most discretion in selecting which activity will regain their eligibility. By definition this would be the activity in which they were participating at the time of the offense, or in the event that they were inactive at the time of the offense, the next activity in which they participate.

I have read and am aware of the Good Conduct Policy and the Consequences of Violating the Good Conduct Policy as a participant in Independence Community Schools Activities.

Student Signature

Date _____

Parent Signature

Date _____