

BOARD REPORT

January 17, 2022

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



Independence Community School District

1207 1st Street West
Independence, Iowa 50644

(319) 334-7400 Phone
(319) 334-7404 Fax

Russell Reiter, Superintendent

Erin Burmeister, Director of School Improvement

Lori Flaherty, Human Resources Director

Laura J. Morine, Director of Finance/Board Secretary

Stephen Noyes, Director of Technology

January 14, 2022

To: All School Board Members

Brad Bleichner – DD #1 ‘23

Kim Hansen – DD #3 ‘23

From: Russell Reiter, Superintendent

Charlie McCardle – DD #3 ‘25

Eric B. Smith – DD #2 ‘23

Gina Trimble – At Large ‘25

Re: Working agenda for the regular meeting **Monday, January 17, 2022** beginning at **6:00 p.m.**
at the **School Administration Office, 1207 1st Street West, Independence, IA**

1. PLEDGE OF ALLEGIANCE
A. Call to Order

2. APPROVAL OF AGENDA

3. CONSIDERATION OF ACTION ON CONSENT ITEMS
A. Approval of the minutes of the regular meeting on December 16, 2021, the special meeting on January 6, 2022, and the special meeting on January 10, 2022.

B. Approval of Board Policies (*changes noted)

Second Readings:

	POLICY #	POLICY NAME
1.	905.1*	Transporting Students in Private Vehicles
2.	107*	Assistance Animals
3.	200.2*	Organization of the Board of Directors
4.	213*	Closed Sessions
5.	213.1 (New)	Exempt Meetings
6.	214.1*	Board Meeting Agenda
7.	309 (Rescinded)	Communication Channels
8.	401.5* and 401.5E1	Employee Complaints and Employee Complaint Form
9.	502.6*	Student Complaints and Grievances
10.	606.9*	Insufficient Classroom Space

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

C. Approval of New Hires (*pending acceptable background checks*)

NAME	ASSIGNMENT	SALARY	DATE
Jeremy Carter	JSH 8.0 hr Night Custodian	\$11.70/hr + \$322 pro-rated night stipend	01/12/2022
Tonya Coonrad	East Elem 7.0 hr Special Ed Para	\$10/70/hr	01/17/2022
Cody Eder	JSH 8.0 hr Night Custodian	\$11.90/hr + \$315 pro-rated night stipend	01/17/2022
Jack Rummel	JH Boys Basketball Coach	\$1,635	01/04/2022
Kelly Wygant	ECC/East Elem 8.0 hr Secretary	\$13.75/hr	01/10/2022

D. Approval of Financial Reports

1. Bills – Director Trimble will have reviewed the bills – Bleichner will review in February
2. Budget Report

4. ANNOUNCEMENTS, COMMUNICATIONS and PRESENTATIONS

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

B. Comments from the Board/Superintendent

5. REPORTS

A. Building Administrator Reports

1. Junior-Senior High School Principal
2. Junior-Senior High School Assistant Principal
3. West Elementary Principal
4. East Elementary/Early Childhood Center Principal

B. District Director Reports

1. Activities Director Report
2. Director of School Improvement Report
3. Director of Technology Report
4. Director of Food Service Report
5. Director of Buildings & Grounds Report
6. Director of Transportation Report

6. OLD BUSINESS

A. Review East/West Elementary Construction Project

B. Update from the Junior/Senior High School Grading Coalition

C. Consider Approval of the Purchase of the ActivePure Air Quality System

7. NEW BUSINESS

A. Consider Approval of two additional Independence Community School District Early Graduation Applicants for January 2022

B. Consider Approval of the Ultimate Entertainment Iowa LLC Artist Contract for DJ Services for the Winter Formal

C. Consider Approval of the Course Registration Guide for 2022-2023

8. ADJOURNMENT

EXEMPT SESSION
Negotiations Strategy Session

UPCOMING MEETINGS:

Monday, February 21st Regular Meeting 6:00 p.m. - Central Office Board Room, Independence

Monday, March 21st Regular Meeting 6:00 p.m. - Central Office Board Room, Independence

Monday, April 18th Regular Meeting 6:00 p.m. - Central Office Board Room, Independence

Monday, May 16th Regular Meeting 6:00 p.m. - Central Office Board Room, Independence

Monday, June 20th Regular Meeting 6:00 p.m. - Central Office Board Room, Independence

Monday, July 18th Regular Meeting 6:00 p.m. - Central Office Board Room, Independence

Monday, August 15th Regular Meeting 6:00 p.m. - Central Office Board Room, Independence

Monday, September 19th Regular Meeting 6:00 p.m. - Central Office Board Room, Independence

Monday, October 17th Regular Meeting 6:00 p.m. - Central Office Board Room, Independence

Monday, November 21st Regular/Annual and Organizational Meeting 6:00 p.m. - Central Office Board Room, Independence

Independence Community School Board Meeting
Regular Meeting
December 16, 2021

A regular meeting of the Independence Community School Board was called to order at 6:00 p.m. by Chair Eric Smith at the Administration Office, 1207 1st St West, Independence, Iowa on December 16, 2021. Board members present: Eric Smith, Charlie McCardle and Gina Trimble. Kim Hansen attended via Zoom. Absent: Brad Bleichner. Also attending: Supt. Reiter, Board Secretary Morine, administrators, directors, local press and guests. The Pledge of Allegiance was recited.

APPROVAL OF AGENDA – McCardle moved to approve the agenda, Trimble second, motion carried 4-0.

CONSIDERATION OF ACTION ON CONSENT ITEMS – Trimble moved to approve the consent items. McCardle second. Hansen had correction to committee assignments. City Council Liaison – Bleichner & McCardle and Bleichner's term ends in 2023. Smith would like to strike the addition of "and vice president" from the last sentence in Policy 200.2 – Organization of Board of Directors. Also assign Bleichner to the Mentor/Volunteer Advisory Board rather than Smith. Motion carried 4-0.

A. Approval of the minutes of the regular/annual and organizational meeting on November 15, 2021.

B. Approval of Board Policies (*changes noted)

First Readings:

	POLICY #	POLICY NAME
1.	905.1*	Transporting Students in Private Vehicles
2.	107*	Assistance Animals
3.	200.2*	Organization of the Board of Directors
4.	213*	Closed Sessions
5.	213.1 (New)	Exempt Meetings
6.	214.1*	Board Meeting Agenda
7.	309 (Rescinded)	Communication Channels
8.	401.5* and 401.5E1	Employee Complaints and Employee Complaint Form
9.	502.6*	Student Complaints and Grievances
10.	606.9*	Insufficient Classroom Space

C. Approval of Resignations

NAME	ASSIGNMENT	DATE
Rick Alber	JSH 8.0 hr Day Custodian	11/30/2021
Matt Miller	JSH JH Boys Basketball Coach	12/08/2021
Nikki Sidles	ECC/East Elem 8.0 hr Secretary	01/14/2021

D. Approval of Transfers/Reassignments

NAME	PREVIOUS ASSIGNMENT	NEW ASSIGNMENT	SALARY	DATE
Emma Boots	JSH 8.0 hr Night Custodian	JSH 8.0 hr Day Custodian	\$12.05/hr	12/20/2021
Brenda Cashen	JSH 8.0 hr Night Custodian	JSH 8.0 hr Day Custodian	\$13.75/hr	11/29/2021

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

NAME	ASSIGNMENT	SALARY	DATE
Maddie Timmerman	Assist Large Group Speech Director	\$1,309	11/16/2021
Maddie Timmerman	Assist Small Group Speech Director	\$1,309	12/20/2021

F. Approval of Financial Reports

1. Bills – Director Smith reviewed the bills – Trimble will review in January
2. Budget Report

ANNOUNCEMENTS, COMMUNICATIONS and PRESENTATIONS

A. Comments from the Public. - none

B. Comments from the Board/Superintendent – Smith reviewed the action items from the previous month and all were completed. Trimble and Hansen had attended the Iowa School Board Convention with Supt. Reiter. McCardle indicated he had attended all the holiday concerts so far this year and they were excellent. Supt. Reiter is scheduling meeting dates for the PPEL Committee and the Calendar Committee for the first part of January. The SBRC Committee approved the district's request for additional spending authority for the Hazardous Abatement of \$64,480.47. The auditorium equipment is starting to show its age and we are starting to look into updating the lights, sound and electronic components.

C. Presentations

1. Therapy Dog – Christie Litterer presented a request to the board to allow “Archie”, her Labradoodle therapy dog to become a therapy dog at East Elementary. A grant from the McElroy trust was received to help offset some of the costs.
2. Robotics Team Update – Six students that participate in the Robotics program brought their robot and presented to the board what the Robotics team was all about and provided a short demonstration on how the robot works. Advisor Charles Bare provided moral support and let the students do the presentation. Good luck to the team in their competitions this year.
3. Iowa School Performance Profile – Erin Burmeister presented the performance profile data that was just release and was very excited to report that the ratings for the district substantially increased from last year. The district was higher than the state average in almost every area. Burmeister gives credit to the teachers as they have worked very hard in teaching the standards.
4. Supt Reiter presented Eric Smith with a Better Boardsmanship Award from the Iowa School Board Association since he was not able to attend the convention.

REPORTS

A. Building Administrator Reports

1. Junior-Senior High School Principal
2. Junior-Senior High School Assistant Principal
3. West Elementary Principal
4. East Elementary/Early Childhood Center Principal

B. District Director Reports

1. Activities Director Report
2. Director of School Improvement Report
3. Director of Technology Report
4. Director of Food Service Report
5. Director of Buildings & Grounds Report
6. Director of Transportation Report

OLD BUSINESS

- A. Review East/West Elementary Construction Project** - The next punch list meeting is scheduled for the first part of January. Progress is being made with the restroom project.

- B. Update from the Junior/Senior High School Grading Coalition – Burmeister and Howard said they have been responding to individual requests about the grading system as questions arise as well as continuing the book study.
- C. Consider Approval of Student Learning Goals 2021-2022 – Trimble moved to approve the Student Learning Goals for 2021-2022. McCardle second, motion carried 4-0.

NEW BUSINESS

- A. Consider Approval of the Construction Change Order(s) – McCardle move to approve the Construction Change Order. Trimble second, motion carried 4-0
- B. Consider Approval of the Bid from SEE Electric, LLC for HVAC Upgrades – Trimble moved to approve the bid from SEE Electric, LLC for HVAC Upgrades for the JSH and West buildings. McCardle second, motion carried 4-0.
- C. Discussion of the East Elementary School Filtration Project Using ESSER Funds - Randy Braden with Goetzel Dental presented information on portable surface and air purification machines that could be used in the East classrooms, locker rooms, etc.
- D. Consider Approval of the Modified Supplemental Amount (MSA) Application (At Risk Drop Out Prevention) in the Amount of \$508,311.00 – School Improvement Director Burmeister presented the AtRisk/DropOut prevention plan to the board. Trimble moved to approve the Modified Supplemental Amount (MSA) Application (At Risk Drop Out Prevention) in the Amount of \$508,311.00. McCardle second, motion carried 4-0.
- E. Consider Approval of the Operating Agreement with St. John’s School – McCardle moved to approve the Operating Agreement with St. John’s School. Trimble second, motion carried 4-0.
- F. Consider Approval of Transferring \$460.35 of DECA (Distributive Education Clubs of America) Funds to the Activity Fund Account. Trimble moved to approve the reallocation of \$460.35 of DECA funds to other Activity Fund accounts since DECA has been inactive for over three years. McCardle second, motion carried 4-0.
- G. Closed Session – Trimble moved to go into a closed session as provided in Section 21.5(1)(k) of the Iowa Code; *To discuss information contained in records in the custody of a governmental body that are confidential records pursuant to Section 22.7, Subsection 50.* McCardle second. Roll call vote: Hansen – aye, McCardle – aye, Smith – aye, Trimble -aye. Moved into closed session at 8:05 pm. Building Principals Howard, Reed and Reidy were also in attendance.

Exited the closed session at 8:30 pm and no official actions were taken during the closed session.

ADJOURNMENT – McCardle moved to adjourn the meeting. Trimble second, motion carried and the meeting was adjourned at 8:30 pm.

EXEMPT SESSION - Board discussed negotiations Strategies. Session ended at 9:00 pm.

**Independence Community School Board Meeting
Special Meeting -Vaccine Mandate
January 6, 2022**

A special meeting of the Independence Community School Board was called to order at 5:15 p.m. by Chair Eric Smith at the Administration Office 1207 1st St West, Independence, Iowa on January 6, 2022. Board members present: Eric Smith, Kim Hansen, Gina Trimble, Brad Bleichner, Charlie McCardle. Also attending: Supt. Russ Reiter, Board Secretary Laura Morine and Press representative John Klotzbach. Pledge of Allegiance was not recited.

APPROVAL OF AGENDA – Hansen moved to approve the agenda. Trimble second, motion carried 5-0.

NEW BUSINESS –

- A. Consider Approval of the OSHA Mandatory Policy on Employee Vaccination – Board Policy 403.8, 403.8R1, 403.8R2, 403.8E1, 403.8E2, and 403.8E3 – Bleichner moved to approve the first reading of Board Policy #403.8, Regulations 403.8R1 and examples 403.8E1, E2 and E3 to be effective when it is required to be enforced by OSHA pursuant to section 1910.501-Vaccinations, testing and face coverings, but no earlier than January 10, 2022 with the following changes:

Policy 403.8 third paragraph under the section Face Coverings and Testing be amended to change the beginning date for the face coverings to be “no sooner than January 10, 2022” and the date for not fully vaccinated to test to: “February 9, 2022”. Further that the following be added to this section: “The District will pay for and will administer any test required under this policy”.

and

Regulation 403.8R page 1, fifth paragraph section Testing be amended to change the beginning date for not fully vaccinated to test to “February 9, 2022”. Further that the following be added to this section: “The District will pay for and will administer any test required under this policy”.

and

Regulation 403.8R1 page 2 fourth full paragraph section Face Covering be amended to change the beginning date for face coverings to be “no sooner than January 10, 2022”.

McCardle second. Board discussed. Motion carried 5-0.

ADJOURNMENT – McCardle moved to adjourn the meeting. Hansen second, motion carried 5-0. Meeting adjourned at 6:10 pm.

Eric B. Smith, Chair

Laura J. Morine, Board Secretary

**Independence Community School Board Meeting
Special Meeting -Vaccine Mandate -2nd Reading
January 10, 2022**

A special meeting of the Independence Community School Board was called to order at 7:00 am. by Chair Eric Smith at the Administration Office 1207 1st St West, Independence, Iowa on January 10, 2022. Board members present in person: Eric Smith, Brad Bleichner, Charlie McCardle. Kim Hansen and Gina Trimble attended via Zoom. Also attending in person: Supt. Russ Reiter, Board Secretary Laura Morine and Press representative John Klotzbach. Pledge of Allegiance was not recited.

APPROVAL OF AGENDA – Bleichner moved to approve the agenda. McCardle second, motion carried 5-0.

NEW BUSINESS –

- A. Consider Approval of the OSHA Mandatory Policy on Employee Vaccination – Board Policy 403.8, 403.8R1, 403.8R2, 403.8E1, 403.8E2, and 403.8E3 – Bleichner moved to approve the 2nd reading of Board Policy 403.8, 403.8R1, 403.8R2, 403.8E1, 403.8E2, and 403.8E3 to be effective at such time as it is required to be enforced by Iowa OSHA, a part of the Iowa Division of Labor. McCardle second. Board discussed. Motion carried 5-0.

ADJOURMENT – McCardle moved to adjourn the meeting. Trimble second, motion carried 5-0. Meeting adjourned at 7:07 am.

Eric B. Smith, Chair

Laura J. Morine, Board Secretary

TRANSPORTING STUDENTS IN PRIVATE VEHICLES

Generally, transporting students for school purposes ~~shall~~ **will** be done in a vehicle owned by the school district and driven by a school bus driver. Students may be transported in private vehicles for school purposes on an as-needed basis. It ~~shall~~ **will** be within the discretion of the superintendent to determine when this is appropriate.

Individuals transporting students for school purposes in private vehicles must have the permission of the superintendent and meet all applicable requirements set by the district. ~~Private vehicles will be used only when~~
Prior to transporting students in private vehicles, the district may require the following:

- The vehicle ***used to transport the student(s)*** is in good condition and meets all applicable safety requirements;
- The driver ***transporting the student(s)*** possesses a valid drivers' license;
- Proof of insurance has been supplied to the superintendent and the insurance satisfies the minimum coverage requirements for driving personal vehicles in the State of Iowa; and;
- ~~When~~ The parents of the students to be transported have given written permission to the superintendent.

The school district assumes no responsibility for those students who have not received the approval of the superintendent and who ride in private vehicles for school purposes. If transportation is not provided by the school district, or if transportation provided by the school district is declined by the student or parent/guardian, then the responsibility and corresponding liability for transportation for school purposes shall rest solely with the student and parent/guardian.

This policy statement applies to transportation of students for school purposes in addition to transporting students to and from their designated attendance center. ***This policy statement also applies to the transportation of students for school purposes inclusive of extracurricular activities.*** The superintendent may develop an administrative process to implement this policy.

Legal Reference: Iowa Code §§ 279.8; 285; 321.
281 I.A.C. 43.

Cross Reference: 401.11 Transporting of Students by Employees
401.12 Employee Travel Compensation
711 Transportation

Approved 11/01/2004

Reviewed 04/19/2010
06/15/2015
12/21/2020

Revised 05/16/2016

ASSISTANCE ANIMALS

It is the policy of the Independence Community School District to foster an equal education environment for all students, employees and community members within the district. The purpose of this policy is to provide guidance to the district on the proper use of assistance animals while on district property. The district ~~shall~~ **will** allow the use of qualified service animals ~~and assistive animals~~ to accompany individuals with disabilities in all areas of district buildings where the public is normally allowed to go. This can include classrooms, cafeteria and school buses. Individuals with disabilities are people who have a physical or mental impairment that substantially limits one or more major life activities. Service animals are dogs and in some instances miniature horses trained to do work or perform tasks for individuals with disabilities. ~~Assistive animals are simians or any other animal specially trained or in the process of being trained to assist a person with a disability.~~

Service animals ~~and assistive animals~~ must be current on all required vaccinations. Service animals ~~and assistive animals~~ also must be under control while on district grounds. The animal may be under control by either the individual with a disability, or a handler of the service ~~or assistive~~ animal. Under control means harnessed, leashed or tethered, unless these devices interfere with the animal's work, in which case under voice or other directive control.

Miniature Horses as Service Animals

Miniature horses ~~shall~~ **will** be allowed as service animals within the district whenever it is reasonable to allow them. Factors to consider when determining reasonableness include: whether the miniature horse is house broken; whether the miniature horse is under the owner's control; whether the facility can accommodate the miniature horse's type, size and weight; and whether the miniature horse's presence will not compromise legitimate safety requirements necessary for safe operation of the facility.

Establishing the Need for a Service Animal

When no prior notice is given to the district of the use of a service ~~or assistive~~ animal, the superintendent and/or school administrators are permitted to ask the following questions:

"Do you need/require this animal because of a disability?"

If the animal's trained tasks are not readily apparent, the administrator may ask:

"What work or task has the animal been trained to perform?"

Service ~~and Assistive~~ Animals in training

Assuming the handler and animal are otherwise allowed, individuals who train service ~~and/or assistive~~ animals will also be allowed access with their service animal in training to public areas of district buildings and property. The service ~~or assistive~~ animal in training is expected to abide by the same requirements as a service ~~or assistive~~ animal.

Exclusion of Service ~~and Assistive~~ Animals

In certain limited circumstances, it may be reasonable to exclude the use of a service ~~or assistive~~ animal from district property. The superintendent is permitted to exclude service ~~and assistive~~ animals from district buildings and property in the following circumstances: The presence of the animal poses a direct threat to the health and safety of others; the owner or handler is unable to control the animal; the animal is not house broken; the presence of the animal significantly disrupts or interferes with the educational process; or the presence of the animal would require a fundamental alteration to the program. If a service animal is properly excluded from district property, the district shall provide the student served by the animal the opportunity to participate in the program, service or activity without having the service animal on district property.

ASSISTANCE ANIMALS

Emotional Support Animals and Therapy Animals

Emotional support animals are medically prescribed to provide therapeutic benefit through dedicated companionship. Emotional support animals' sole function is to provide emotional support or comfort. Therapy animals are involved in an animal-assisted therapy program involving animals as a form of treatment.

Emotional support animals and therapy animals do not meet the definition of service ~~or assistive~~ animals. However, the district recognizes their value in our community. The superintendent ~~shall may~~ **will** evaluate the use of emotional support animals and therapy animals on a case-by-case basis. District employees may use therapy animals in the course of their regular duties only after receiving permission from the superintendent.

Student use of Emotional Support Animals and Therapy Animals

Factors the superintendent should consider in making the determination include but are not limited to:

- a. Whether the animal is housebroken
- b. Whether the animal has a current vaccination certificate
- c. Whether the animal has been recommended through an individual education plan (IEP) or a 504 plan as necessary for the student to receive free access to public education
- d. Whether the facility can accommodate the animal's type size and weight, and
- e. Whether the animal's presence will not compromise legitimate safety requirements necessary for safe operation of the facility

Employee use of Therapy Animals as part of Education Environment

Before permission to use therapy animals is granted, staff members must provide:

1. Proof that the animal is certified to be a therapy animal;
2. An explanation of how the animal will be used, including research supporting the use of therapy animals;
3. A plan for how the staff member will provide for the care and control of the animal;
4. A plan for how the staff member will accommodate students with allergies to the animal; and
5. A current vaccination certificate for the animal.

Legal References: 29 U.S.C. §794
42 U.S.C. §12132
28 C.F.R. 35
Iowa Code §216C

Cross References: 606.5 Animals in the Classroom

Approved 05/20/2019

Reviewed 05/20/2019

Revised _____

ORGANIZATION OF THE BOARD OF DIRECTORS

The Independence Community School District board is authorized by and derives its organization from Iowa law. The board shall consist of five board members. Board members ~~shall~~ **will** be elected at-large with four by director districts and one at-large.

The board is organized for the purpose of setting policy and providing general direction for the school district. The board ~~shall~~ **will** hold its organizational meeting at *or before* the first regular meeting *following the canvass of votes*. The retiring board ~~shall~~ **will** transfer materials, ~~including the board policy manual~~, and responsibility to the new board.

The organizational meeting allows the outgoing board to approve minutes of its previous meetings, complete unfinished business and review the school election results. The retiring board ~~shall~~ **will** adjourn and the new board ~~shall~~ **will** then begin. The board secretary will administer the oath of office to the newly-elected board members. The board secretary will preside while the new board elects the president ~~and vice-president~~ of the new board.

Legal Reference: Iowa Code §§ 274.2; 275.23A; 277.23, .28, .31; 279.1, .5, .7, .8, 33.
281 I.A.C. 12.3(2).

Cross Reference: 202 Board of Directors Members
206.1 President
206.2 Vice President
211 Board of Directors' Meetings

Approved 11/01/2004

Reviewed 07/18/2005
08/16/2010
07/15/2019
03/17/2020

Revised 11/17/2008
07/28/2015
02/20/2017
07/15/2019
03/17/2020

CLOSED SESSIONS

Generally, board meetings ~~shall~~ **will** be open meetings, unless a closed session ~~or exempt meeting~~ is provided for by law. ~~The board shall hold a closed session or exempt meeting in the situations stated below.~~

Exceptions to the Open Meetings Law

Closed sessions take place as part of an open meeting. ***The board may enter into closed session for any reason permitted by law.***

The item for discussion in the closed session shall be listed as part of the tentative agenda on the public notice ***with the full text of the Iowa Code citation reference stated on the agenda.*** The motion for a closed session, stating the purpose for the closed session, shall be made and seconded during the open meeting. A minimum of two-thirds of the board, or all of the board members present, must vote in favor of the motion on a roll call vote. Closed sessions shall be ~~tape~~ recorded and have detailed minutes kept by the board secretary. ***No voting will take place in the closed session.*** Final action on matters discussed in the closed session shall be taken in an open meeting.

The minutes and ~~the tape~~ recording will restate the motion made in the open meeting, the roll call vote, the members present, and the time the closed session began and ended. The ~~tape~~ recordings and the written minutes ~~shall will~~ be kept for one year from the date of the meeting. Real estate related minutes and ~~tapes~~ **recordings** will be made public after the real estate transaction is completed.

The detailed minutes and ~~tape~~ recording ~~shall will~~ be sealed and ~~shall will~~ not be public records open to public inspection. The minutes and ~~tape~~ recording ~~shall will~~ only be ***available to board members or*** opened upon court ***or administrative*** order in an action to enforce the requirements of the open meetings law. The board has complete discretion as to whom may be present at a closed session, ***but generally closed sessions will be limited to the board, a recording secretary, and the superintendent if indicated. The board has discretion to nominate the board secretary or any board member to serve as recording secretary for the closed session.***

Reasons for the board entering into a closed session from an open meeting include, but are not limited to, the following:

- ~~1. To review or discuss records which are required or authorized by state or federal law to be kept confidential or to be kept confidential as a condition for the board's possession or receipt of federal funds.~~
- ~~2. To discuss strategy with legal counsel in matters presently in litigation, or where litigation is imminent, if disclosure would be likely to prejudice or disadvantage the board.~~
- ~~3. To discuss whether to conduct a hearing for suspension or expulsion of a student, unless an open meeting is requested by the student or the parent of the student.~~
- ~~4. To evaluate the professional competency of an individual whose appointment, hiring, performance, or discharge is being considered when a closed session is necessary to prevent needless and irreparable injury to that individual's reputation and that individual requests a closed session.~~
- ~~5. To discuss the purchase of particular real estate, but only when premature disclosure could be reasonably expected to increase the price the board would have to pay for the property.~~

CLOSED SESSIONS

Exemptions to the Open Meetings Law

Board meetings at which a quorum is not present, or gatherings of the board for purely ministerial or social purposes when there is no discussion of policy or no intent to avoid the purposes of the open meetings law, are exempt from the open meetings law requirements. Since gatherings of this type are exempt from the open meetings requirements, they can be held without public notice, be separate from an open meeting, be held without taping the gathering or taking minutes, and be held without a vote or motion. The board may also hold an exempt session for the following:

1. negotiating sessions, strategy meetings of public employers or employee organizations, mediation and the deliberative process of arbitration;
2. to discuss strategy in matters relating to employment conditions of employees not covered by the collective bargaining law;
3. to conduct a private hearing relating to the recommended termination of a teacher's contract. However, the private hearing in the teacher's contract termination shall be recorded verbatim by a court reporter; and
4. to conduct a private hearing relating to the termination of a probationary administrator's contract or to review the proposed decision of the administrative law judge regarding the termination of an administrator's contract.

Legal Reference: Iowa Code §§ 20.17; 21; 22.7; 279.15, .16, .24 (2003).
1982 Op. Att'y Gen. 162.
1980 Op. Att'y Gen. 167.
1976 Op. Att'y Gen. 384, 514, 765.
1972 Op. Att'y Gen. 158.
1970 Op. Att'y Gen. 287.

Cross Reference: 209.1 Committees of the Board of Directors Ad Hoc Committees
212 Open Meetings
222 Negotiations

Approved 11/01/2004

Reviewed 03/20/2006
11/15/2010
11/16/2015
03/17/2020

Revised _____

EXEMPT MEETINGS

Board meetings at which a quorum is not present, or gatherings of the board for purely ministerial or social purposes when there is no discussion of policy or no intent to avoid the purposes of the open meetings law, are exempt from the open meetings law requirements. Since gatherings of this type are exempt from the open meetings requirements, they can be held without public notice, be separate from an open meeting, be held without recording the gathering or taking minutes, and be held without a vote or motion. The board may also hold an exempt session for the following reasons, or as may be otherwise authorized by law:

1. Negotiating sessions, strategy meetings of public employers or employee organizations, mediation and the deliberative process of arbitration;
2. to discuss strategy in matters relating to employment conditions of employees not covered by the collective bargaining law;
3. to conduct a private hearing relating to the recommended termination of a teacher's contract. The private hearing however, in the teacher's contract termination will be recorded verbatim by a court reporter; and
4. to conduct a private hearing relating to the termination of a probationary administrator's contract or to review the proposed decision of the administrative law judge regarding the termination of an administrator's contract.

Legal Reference: Iowa Code §§ 20.17; 21; 22.7; 279.15, .16.

Cross Reference: 209.1 Ad Hoc Committees
212 Open Meetings
213 Closed Sessions

Approved _____

Reviewed _____

Revised _____

BOARD MEETING AGENDA

The tentative agenda for each board meeting ~~shall~~ **will** state the topics for discussion and action at the board meeting. The agenda is part of the public notice of the board meeting and will be posted and distributed.

Persons requesting to place an item on the agenda must make a request to the superintendent prior to the drafting of the tentative agenda. The person making the request must state the person's name, address, purpose of the presentation, action desired and pertinent background information. Requests from the public may be added to the tentative agenda at the discretion of the superintendent after consultation with the board president. Requests received after the deadline may only be added to the agenda for good cause.

The tentative agenda and supporting documents ~~shall~~ **will** be sent to the board members prior to the scheduled board meeting. These documents are the private property of the board member. Persons wishing to view the tentative agenda and supporting documents may do so at the central administration office ***or by visiting the district website.***

The board ~~shall~~ **will** take action only on the items listed on the tentative agenda posted with the public notice. Items added to the agenda may be discussed or taken under advisement by the board. If an added item is acted upon, the minutes of the board meeting ~~shall~~ **will** state the reason justifying the immediate action.

It shall be the responsibility of the board president and superintendent to develop the agenda for each board meeting. ***Any board member may place an item on the next regular agenda with the consent of a majority of the board. Board members wishing to do so should provide notice to the superintendent and board president 5 days prior to the scheduled meeting.***

Legal Reference: Iowa Code §§ 21; 279.8. ~~(2003).~~
1980 Op. Att'y Gen. 269.

Cross Reference: 211 Board of Directors' Meetings
212 Open Meetings
215 Public Participation in Board Meetings
218 Board of Directors' Records
402.5 Public Complaints About Employees
502.6 Student Complaints and Grievances

Approved 11/01/2004

Reviewed 03/20/2006
11/15/2010
11/16/2015
04/20/2020

Revised _____

COMMUNICATION CHANNELS

Questions and problems shall be resolved at the lowest organizational level nearest to the complaint. School employees shall be responsible for conferring with their immediate supervisor on questions and concerns. Students and other members of the school district community shall confer with a licensed employee and then with the principal on questions and concerns.

If resolution is not possible by any of the above, individuals may bring it to the attention of the superintendent within five school days of their discussion with the principal. If there is no resolution or plan for resolution by the superintendent within five school days of the individual's discussion with the superintendent, the individual may ask to have the question or problem placed on the board agenda. It is within the board's discretion whether to hear the concern. The action of the board will be final.

It will first be the responsibility of the administrators to resolve questions and problems raised by the employees and the students they supervise and by other members of the school district community.

Legal Reference: _____ Iowa Code § 279.8.

Cross Reference: _____ 215 _____ Public Participation in Board Meetings
 _____ 215.1 _____ Public Complaints
 _____ 401.5 _____ Employee Complaints
 _____ 502.6 _____ Student Complaints and Grievances
 _____ 504.3 _____ Student Publications

Approved 11/1/2004 _____ Reviewed 05/21/2007 _____ Revised 10/21/2019
 _____ 06/20/2011
 _____ 05/16/2016
 _____ 10/21/2019
 _____ 02/15/2021

EMPLOYEE COMPLAINTS

Complaints of employees against fellow employees should be discussed directly between *employees as appropriate for the nature of the complaint. Complaints should be made in a constructive and professional manner. Complaints should generally not be made in the presence of other employees, students or outside persons.* ~~If necessary, complaints will be brought directly to the immediate supervisor, principal or superintendent and will be made in a constructive and professional manner. Complaints will never be made in the presence of other employees, students or outside persons.~~

If the complaint cannot be resolved, the employee may discuss the matter with their immediate supervisor. If the matter cannot be resolved within five days of speaking with the immediate supervisor, the employee may discuss it with the principal within five days of the supervisor's decision. If the matter cannot be resolved by the principal, the employee may discuss it with the superintendent within five days after speaking with the principal.

If the matter is not satisfactorily resolved by the superintendent, the employee may ask to have the matter placed on the board agenda of a regularly scheduled board meeting in compliance with board policy. The board retains discretion as to whether to consider or take action on any complaint.

This policy is designed to create an appropriate process for pursuing general employee complaints. However, employees wishing to address a complaint on a topic with a more specialized procedure such as master contract grievances, or bullying or harassment claims should follow the appropriate process set forth in the master contract, employee handbook or other board policies specific to that topic.

The order of process:

1. Notify Supervisor.
2. Complete form.
3. Assigned to an Investigator.
4. Investigator reports to Superintendent.
5. Superintendent files decision by report.

Legal Reference: Iowa Code §§ 20; 279.8.

Cross Reference: 217.2 Board of Directors and Employees
309 Communication Channels

Approved 11/1/2004

Reviewed 08/20/2007
07/18/2011
07/18/2016
05/20/2019

Revised 05/20/2019

EMPLOYEE COMPLAINT FORM

Date of complaint: _____

Name of Complainant: _____

Are you filling out this form for yourself
or someone else (please identify the
individual if you are submitting on behalf
of someone else): _____

Who or what entity is this complaint
against? _____

Date and place of alleged incident(s): _____

Names of any witnesses (if any): _____

In the space below, please describe what happened. Please be as specific as possible and attach additional pages if necessary.

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

Signature: _____ Date: _____

STUDENT COMPLAINTS AND GRIEVANCES

Creating an environment where students feel comfortable addressing their concerns in a meaningful manner is vital to the learning process. It is the goal of the board to resolve student complaints at the lowest organizational level. Student complaints and grievances regarding board policy, ~~or~~ administrative regulations, ~~and~~ ***or*** other matters should ***first*** be addressed to the student's teacher or another licensed employee, other than the administration, for resolution of the complaint. ~~It is the goal of the board to resolve student complaints at the lowest organizational level.~~

If the complaint cannot be resolved by a ***student's teacher or other*** licensed employee, the student may discuss the matter with the principal within five days of the employee's decision. If the matter cannot be resolved by the principal, the student may discuss it with the superintendent within five days after speaking with the principal.

If the matter is not satisfactorily resolved by the superintendent, the student may ask to have the matter placed on the board agenda of a regularly scheduled board meeting in compliance with board policy. ***The board retains discretion as to whether to consider or take action on any complaint.***

Legal Reference: Iowa Code § 279.8 (2003).

Cross Reference: 214.1 Board Meeting Agenda
 215 Public Participation in Board Meetings
~~309 Communication Channels~~
 502 Student Rights and Responsibilities
 504.3 Student Publications

Approved 11/1/2004

Reviewed 09/15/2008

Revised _____

12/16/2013

01/21/2019

INSUFFICIENT CLASSROOM SPACE

It is the goal of the district to create learning environments that encourage the growth and development of each student. Providing classrooms with an appropriate student-teacher ratio is central to achieving this goal. Insufficient classroom space exists when conditions in the district adversely affect the implementation of the district's goals and its educational program.

Insufficient classroom space ~~shall~~ **will** be determined on a case-by-case basis.

In making its determination whether insufficient classroom space exists, the board may consider several factors, including but not limited to, the nature of the education program, the grade level, the available licensed employees, the instructional method, the physical space, student-teacher ratios, equipment and materials, facilities either being planned or under construction, facilities planned to be closed, financial condition of the school district and projected to be available, a sharing agreement in force or planned, a bargaining agreement in force, laws or rules governing special education class size, board-adopted school district goals and objectives, and other factors considered relevant by the board.

It will be the responsibility of the superintendent to make annual recommendations to the board. In making the recommendations, the superintendent ~~shall~~ **will** consider enrollment, space availability, the number of sections per grade level, and consultation with building administrators. It ~~shall~~ **will** be the responsibility of the superintendent to bring this policy to the attention of the board each year.

Legal Reference: Iowa Code § 282.18(13) (2003).
281 I.A.C. 17.6(3).

Cross Reference: 105 Long-Range Needs Assessment
501.15 Open Enrollment Transfers - Procedures as a Receiving District
606.2 Class Size - Class Grouping

Approved 11/1/2004

Reviewed 05/27/2008
03/18/2013
09/17/2018

Revised 09/17/2018

3.D.

Independence Community School District

Board Report - Prepaids

Page: 1

01/12/2022 01:51 PM

DECEMBER 14, 2021 - JANUARY 12, 2022

User ID: ARL

Check #	Vendor Name	Vendor Description	Amount
Checking Account ID 1	Fund Number 10	OPERATING FUND	
551	CAPITAL ONE	SUPPLIES	815.01
115109	AMAZON CAPITAL SERVICES	SUPPLIES	4,044.22
115110	WEST MUSIC CO INC	SUP/SRV/EQUIP	6,525.75
115111	COOK, DONALD	SRV	662.50
Fund Number 10			<u>12,047.48</u>
Checking Account ID 1			<u>12,047.48</u>
Checking Account ID 3	Fund Number 21	STUDENT ACTIVITY FUND	
23	CAPITAL ONE	SUPPLIES	135.08
Fund Number 21			<u>135.08</u>
Checking Account ID 3	Fund Number 91	AGENCY FUND	
23	CAPITAL ONE	SUPPLIES	70.09
Fund Number 91			<u>70.09</u>
Checking Account ID 3			<u>205.17</u>

<u>Vendor Name</u>		<u>Vendor Description</u>		
<u>Checking</u>	1			
Checking	1	Fund: 10 OPERATING FUND		
A1 STORAGE		SUP/SRV		
			Vendor Total:	180.00
AABLE PEST CONTROL		SRV		
			Vendor Total:	290.00
AHLERS AND COONEY, P.C.		SERVICES		
			Vendor Total:	193.00
AMAZON CAPITAL SERVICES		SUPPLIES		
			Vendor Total:	607.40
APPLE INC		EQUIP/SUP/SRV		
			Vendor Total:	390.00
AQUAPHOENIX SCIENTIFIC		SUPPLIES		
			Vendor Total:	1,850.00
BENTON COUNTY AUDITOR		SERVICE		
			Vendor Total:	53.25
BUCHANAN COUNTY AUDITOR		SERVICE		
			Vendor Total:	3,451.52
CAPSTONE PRESS		SUPPLIES		
			Vendor Total:	1,626.54
CEDAR FALLS CSD		OE TUIT		
			Vendor Total:	11,083.34
CENTRAL RIVERS AEA		SUP/SRV		
			Vendor Total:	80.00
CITY LAUNDERING CO		SRV/SUP		
			Vendor Total:	2,447.99
CONSOLIDATED ENERGY COMPANY		DIESEL/GASOLINE		
			Vendor Total:	6,901.01
CULLIGAN TOTAL WATER MONTICELLO IA		SUPPLIES		
			Vendor Total:	280.50
CUSTOM CONCRETE LLC		IMPROVEMENT		
			Vendor Total:	4,788.00
CY & CHARLEY'S INC		REPAIRS/MAINT/SUP		
			Vendor Total:	1,810.34
DECKER EQUIPMENT		REPAIR/MAINT		
			Vendor Total:	428.27
DHS CASHIER 1ST FLOOR		MEDICAID		
			Vendor Total:	8,686.88
EAST BUCHANAN CSD		REIMB/FEES/TUIT		
			Vendor Total:	118,904.20
ESCHEN TARPY NAPA		SUP/EQUIP		
			Vendor Total:	158.69
FAREWAY STORES INC		SUPPLIES		
			Vendor Total:	283.61
FLAHERTY, LORI		REIMBURSEMENT		
			Vendor Total:	145.60
FOLLETT SCHOOL SOLUTIONS INC		SUP/SRV		
			Vendor Total:	611.86
FREIGHTLINER TRUCK CENTER		PARTS/REPAIR		
			Vendor Total:	680.80
HARDWARE HANK		SUPPLIES		
			Vendor Total:	3.98

<u>Vendor Name</u>	<u>Vendor Description</u>		
HAWKEYE ALARM SIGNAL COMPANY	SERVICES	Vendor Total:	550.00
HAWKEYE BOOKSTORE	SUPPLIES	Vendor Total:	182.86
HAWKEYE COMMUNITY COLLEGE	SERVICES	Vendor Total:	86,819.60
HAWKEYE FIRE & SAFETY	SUP/SRV	Vendor Total:	136.50
HSR ASSOCIATES INC	SERVICES	Vendor Total:	1,050.00
I.C.S. SCHOOLHOUSE FUND #35	REIMBURSEMENT	Vendor Total:	17,002.75
IASB	DUES/FEES	Vendor Total:	1,180.00
IMMANUEL LUTHERAN PRESCHOOL	REIMBURSEMENT	Vendor Total:	3,131.05
INDEPENDENCE LIGHT & POWER	UTILITIES	Vendor Total:	23,881.52
ISDTA	DUES/FEES	Vendor Total:	338.00
JOHN DEERE FINANCIAL	SUP/SRV/EQUIP	Vendor Total:	108.39
JW PEPPER & SON, INC.	SUPPLIES	Vendor Total:	625.53
KIDSVILLE	REIMBURSEMENT	Vendor Total:	7,685.31
KLUESNER SANITATION	SRV	Vendor Total:	3,681.50
LYNN, ANDREA	REFUND	Vendor Total:	40.88
MACKIN EDUCATIONAL RESOURCES	SUPPLIES	Vendor Total:	229.89
MARCIA BRENNER ASSOCIATES LLC	SOFTWARE	Vendor Total:	2,875.46
MIDWEST COMPUTER PRODUCTS, INC	SUP/EQUIP	Vendor Total:	597.80
MOOSE MECHANICAL	SRV	Vendor Total:	635.85
MOSER PRESCHOOL	REIMBURSEMENT	Vendor Total:	4,269.62
MYERS-COX CO	SUPPLIES	Vendor Total:	263.70
NASSCO	SUP/SRV	Vendor Total:	2,197.38
NEIBA	SERVICE	Vendor Total:	100.00
OELWEIN PUBLISHING COMPANY	ADS/LEGALS	Vendor Total:	736.50
OFFICE DEPOT, INC	SUP/EQUIP	Vendor Total:	190.03
RJS MOTORSPORTS & WELDING	IMPROVEMENT		

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Vendor Total:</u>	
ROCKLER WOODWORKING & HARDWARE	SUPPLIES	280.00	
		Vendor Total:	135.08
ROTARY CLUB OF INDEPENDENCE	DUES/FEES		
		Vendor Total:	131.00
SCHOOL BUS SALES	VEHICLE/SUPPLIES		
		Vendor Total:	740.46
SHREDDER, THE	SERVICE		
		Vendor Total:	60.00
SPAHN & ROSE LUMBER CO INC	SUP/IMPROV/EQUIP		
		Vendor Total:	2,136.90
ST. JOHN ELEMENTARY SCHOOL	REIMBURSEMENT		
		Vendor Total:	9,412.54
SUPERIOR CLEANING SERVICES LTD	SERVICE		
		Vendor Total:	15,197.45
SUPERIOR WELDING INC	SUPPLIES		
		Vendor Total:	983.50
TIMBERLINE BILLING SERVICES LLC	SERVICES		
		Vendor Total:	1,124.99
TROTT TROPHIES	SUPPLIES		
		Vendor Total:	62.00
U.S. CELLULAR	TELEPHONE		
		Vendor Total:	211.62
VISA CARD SERVICES	SUPPLIES		
		Vendor Total:	5,534.71
WIELAND & SONS LUMBER INC	SUPPLIES		
		Vendor Total:	373.63
		Fund Total:	360,830.78
Checking	1	Fund: 71	PARTIAL SELF-FUNDING PLAN FUND
EMPLOYEE BENEFIT SYSTEMS	SRV		
		Vendor Total:	672.00
		Fund Total:	672.00
		Checking Account Total:	361,502.78
<u>Checking</u>	<u>2</u>		
Checking	2	Fund: 61	SCHOOL NUTRITION FUND
COUNTRY VIEW DAIRY	DAIRY		
		Vendor Total:	174.96
EMS DETERGENT SERVICES	SUPPLIES		
		Vendor Total:	550.00
MARTIN BROS DIST CO	SUPPLIES		
		Vendor Total:	31,477.61
PAN O GOLD BAKING CO	SUPPLIES		
		Vendor Total:	667.60
PRAIRIE FARMS DAIRY INC	DAIRY		
		Vendor Total:	3,998.13
RAPIDS WHOLESALE EQUIPMENT CO.	EQUIP/SUP		
		Vendor Total:	731.14
		Fund Total:	37,599.44
		Checking Account Total:	37,599.44
<u>Checking</u>	<u>3</u>		
Checking	3	Fund: 21	STUDENT ACTIVITY FUND
BATTLE OF WATERLOO	DUES/FEES		

<u>Vendor Name</u>	<u>Vendor Description</u>		
		Vendor Total:	300.00
BRADY, BO	OFFICIAL		
		Vendor Total:	65.00
BREHMER, ISAAC	OFFICIAL		
		Vendor Total:	110.00
BRINK, EJ	OFFICIAL		
		Vendor Total:	110.00
BSN SPORTS	SUP/EQUIPMENT		
		Vendor Total:	936.00
BYERLY, BRIANNE	OFFICIAL		
		Vendor Total:	110.00
CENTER POINT-URBANA HIGH SCHOOL	DUES/FEES		
		Vendor Total:	119.00
COLUMBUS HIGH SCHOOL	REGISTRATION		
		Vendor Total:	80.00
CONAWAY, SHAWN	OFFICIAL		
		Vendor Total:	60.00
DAVIES, GREGORY	OFFICIAL		
		Vendor Total:	110.00
ECKERMAN, ERIC	OFFICIAL		
		Vendor Total:	150.00
ELITE SPORTS	SUPPLIES		
		Vendor Total:	506.26
FAREWAY STORES INC	SUPPLIES		
		Vendor Total:	415.25
FUSION FORWARD	SERVICES		
		Vendor Total:	39.98
GRUETZMACHER, MICHAEL	OFFICIAL		
		Vendor Total:	110.00
HELMRICH, RICK	OFFICIAL		
		Vendor Total:	80.00
HOFFERT, CASEY	OFFICIAL		
		Vendor Total:	110.00
IOWA HIGH SCHOOL SPEECH ASSOC.	DUES/FEES/SUP		
		Vendor Total:	308.00
JOHNSON, RYAN	OFFICIAL		
		Vendor Total:	110.00
KOLDER, ROD	OFFICIAL		
		Vendor Total:	110.00
LINDERBAUM, LUTHER	OFFICIAL		
		Vendor Total:	110.00
LOUGHREN, PAT	OFFICIAL		
		Vendor Total:	80.00
NEIBA	SERVICE		
		Vendor Total:	200.00
OSAGE HIGH SCHOOL	DUES/FEES		
		Vendor Total:	80.00
OSBORNE, ZACH	OFFICIAL		
		Vendor Total:	65.00
PAVLOVICH, JEFF	OFFICIAL		
		Vendor Total:	150.00
RUMMEL, JACKSON	OFFICIAL		

<u>Vendor Name</u>	<u>Vendor Description</u>		
		Vendor Total:	60.00
SCHLEISMAN, MARK	OFFICIAL		
		Vendor Total:	71.00
SCHMIDT, MIKE	OFFICIAL		
		Vendor Total:	110.00
SCHMITT, CAMERON	OFFICIAL		
		Vendor Total:	80.00
SCHULTZ, BRADLEY	OFFICIAL		
		Vendor Total:	120.00
SHANNON WRESTLING AND TIMING LLC	SRV		
		Vendor Total:	320.00
SOUTH TAMA COUNTY COMMUNITY SCHOOLS	REG FEES		
		Vendor Total:	95.00
STAMY, DAVID	OFFICIAL		
		Vendor Total:	110.00
STEEGE, NATE	OFFICIAL		
		Vendor Total:	110.00
UNION HIGH SCHOOL	FEES		
		Vendor Total:	52.00
VINTON-SHELLSBURG CSD	TUIT/FEES/REIMB		
		Vendor Total:	56.00
VISA CARD SERVICES	SUPPLIES		
		Vendor Total:	3,833.52
WILLIAMSBURG HIGH SCHOOL SPEECH	DUES/FEES		
		Vendor Total:	112.00
		Fund Total:	9,754.01
Checking	3	Fund: 91	AGENCY FUND
HAUSERS WATER SYSTEM		SUPPLIES	
		Vendor Total:	11.00
		Fund Total:	11.00
		Checking Account Total:	9,765.01
<u>Checking</u>	<u>4</u>		
Checking	4	Fund: 33	LOCAL OPTION SALES AND SERVICES TAX
H2I GROUP		IMPROVEMENT	
		Vendor Total:	4,800.00
		Fund Total:	4,800.00
Checking	4	Fund: 35	Elem SAVE Projects
LARSON CONSTRUCTION CO. INC.		CONST SERV	
		Vendor Total:	63,086.89
		Fund Total:	63,086.89
Checking	4	Fund: 36	PHYSICAL PLANT & EQUIPMENT
JOHNSTONE SUPPLY		IMPROVEMENT	
		Vendor Total:	1,178.84
MOOSE MECHANICAL		SRV	
		Vendor Total:	2,432.30
R & E REAL ESTATE LLC		LEASE	
		Vendor Total:	1,375.00
		Fund Total:	4,986.14
		Checking Account Total:	72,873.03

BANKIOWA
PO BOX 419734
KANSAS CITY MO 64141-6734

Account Number Ending In: XXXX XXXX XXXX 2575



Please Detach And Enclose Top Portion With Payment

New Balance	Payment Due Date	Past Due Amount	Minimum Payment	Amount Enclosed
9,368.23	01/28/22	0.00	9,368.23	\$

Make Check Payable To:
Card Services

☐ Please check box if making address change as indicated on the back

Card Services
PO Box 875852
Kansas City MO 64187-5852



CONTROL ACCOUNT
INDEPENDENCE COMM SC
1207 1ST ST W
INDEPENDENCE IA 50644-2375



Account Number Ending In: XXXX XXXX XXXX 2575

Summary of Account Activity		
Previous Balance	\$	12,158.53
Payments	-	12,158.53
Other Credits	-	0.00
Purchases/Debits	+	9,368.23
Cash Advances	+	0.00
Finance Charges	+	0.00
New Balance		9,368.23
Credit Limit		50,000.00
Available Credit		40,631.00

An amount followed by a minus (-) is a credit or a credit balance, unless otherwise indicated.

Payment Information	
Statement Closing Date	01/03/22
New Balance	9,368.23
Minimum Payment Due	9,368.23
Payment Due Date	01/28/22
Past Due Amount	0.00

PAYMENT ADDRESS
CARD SERVICES
PO BOX 875852
KANSAS CITY, MO 64187-5852

ACCOUNT INQUIRIES AND
LOST STOLEN CARDS
800-821-5184
816-843-2000 IN KANSAS CITY

BANKIOWA
PO BOX 419734
KANSAS CITY MO 64141-6734

Telephoning about billing errors will not preserve your rights under federal law. See the Billing Rights Summary on the reverse side.

Your rewards balance is: 627,174 Points

The above rewards balance may not reflect all
transaction activity included on this statement.

Visit www.rewards.umb.com to get your current

rewards balance and redeem your rewards.

You may also call 855-861-2162.

Transaction Information

Transaction Date	Posting Date	Reference Number	Purchases, Cash Advances, Payments, Credits and Adjustments since last statement	Amount
12/20	12/20	7471562B4EHM8Z4JA	TOTAL XXXX XXXX XXXX 2575 \$12,158.53- CK PAYMENT THANK YOU KANSAS CITY MO	12,158.53-
			RUSSELL REITER	
12/08	12/10	2475542AP51GPMZK5	TOTAL XXXX XXXX XXXX 4711 \$159.91 BUFFALO WILD WINGS 0205 ANKENY IA MCC: 5813 MERCHANT ZIP: 50021	19.91
12/09	12/12	2400097ARHJTK2X9D	PRAIRIE MEADOWS HOTEL ALTOONA IA MCC: 7011 MERCHANT ZIP: 50009 LODGING CHECK-IN DATE: 12/08/21	140.00
			INDEPENDENCE JSH	
12/02	12/05	2402710AH0VYRWZK7	TOTAL XXXX XXXX XXXX 0436 \$4,944.52 OMNITRON ELECTRONICS 954-574-0345 FL MCC: 5732 MERCHANT ZIP: 33073	128.15
12/03	12/05	2432300AH6096EX1R	ESCHEN'S CLOTHING 319-334-4922 IA MCC: 5651 MERCHANT ZIP: 50644	21.00
12/02	12/07	2469216AG2XVX1WVR	IN *NORTH IOWA ENGRAVING,641-7324786 IA MCC: 5999 MERCHANT ZIP: 50461	89.85
12/07	12/07	2469216AM2XL2MFTK	IOWA EVENTS CENTER TIX 877-263-9372 IA MCC: 7922 MERCHANT ZIP: 50309	1,231.25
12/14	12/15	2401339AW01AYDP85	SHEETMUSICDIRECTCOM 507-4542920 MN MCC: 5735 MERCHANT ZIP: 55987	10.69
12/14	12/15	2449215AWRSQB5BQ0	BROOKLYN PUBL 888-473-8521 IA MCC: 2741 MERCHANT ZIP: 52401	73.20
12/14	12/15	2449216AW000SDYK1	TRACKWRESTLING HTTPSWWW.FLOS TX MCC: 5815 MERCHANT ZIP: 78702	53.00
12/14	12/15	2449216AW000SFV9M	TRACKWRESTLING HTTPSWWW.FLOS TX MCC: 5815 MERCHANT ZIP: 78702	82.87
12/14	12/15	2449216AW000SF7S9	TRACKWRESTLING HTTPSWWW.FLOS TX MCC: 5815 MERCHANT ZIP: 78702	75.00
12/14	12/15	2449216AW000SGQN7	TRACKWRESTLING HTTPSWWW.FLOS TX MCC: 5815 MERCHANT ZIP: 78702	149.16
12/14	12/16	2424760AX5SD7K0B0	COUSINS CONCERT ATTIRE 203-329-8603 CT MCC: 5651 MERCHANT ZIP: 06902	113.40
12/15	12/16	2424832AXS66DQJXN	NSCAA 913-3621747 KS MCC: 8398 MERCHANT ZIP: 66101	540.00

Continued on next page

Transaction Information Continued

Transaction Date	Posting Date	Reference Number	Purchases, Cash Advances, Payments, Credits and Adjustments since last statement	Amount
12/15	12/16	2424832AXS66DQP4K	NSCAA 913-3621747 KS MCC: 8398 MERCHANT ZIP: 66101	525.00
12/15	12/16	2424832AXS66DQS8W	NSCAA 913-3621747 KS MCC: 8398 MERCHANT ZIP: 66101	540.00
12/15	12/16	2444500AY00VBX0MD	DOLLARTREE INDEPENDENCE IA MCC: 5331 MERCHANT ZIP: 50644	31.00
12/16	12/17	2480197AZ61ASQYA8	ANDY MARK INC 765-868-4779 IN MCC: 5732 MERCHANT ZIP: 46901	167.61
12/17	12/19	2401339AZ01M1RA53	SHEETMUSICDIRECTCOM 507-4542920 MN MCC: 5735 MERCHANT ZIP: 55987	5.34
12/17	12/19	2401339AZ01M1RB6A	SHEETMUSICDIRECTCOM 507-4542920 MN MCC: 5735 MERCHANT ZIP: 55987	5.34
12/17	12/19	2401339AZ01M1R7N6	SHEETMUSICDIRECTCOM 507-4542920 MN MCC: 5735 MERCHANT ZIP: 55987	21.25
12/21	12/22	2451239B3S6BXRTP	MUSIC THEATRE INTERNATIO 212-5414684 NY MCC: 7922 MERCHANT ZIP:	350.00
12/23	12/24	2401339B5028GFPTT	SHEETMUSICDIRECTCOM 507-4542920 MN MCC: 5735 MERCHANT ZIP: 55987	10.68
12/23	12/24	2449215B5LY8VFR6J	REVROBOTICS 184-425-5226 TX MCC: 5999 MERCHANT ZIP: 75214	720.53
EAST ELEMENTARY TOTAL XXXX XXXX XXXX 1608 \$35.00				
12/10	12/12	2449398AT60T2FKXT	CENTRAL RIVERS AEA 319-273-8206 IA MCC: 8220 MERCHANT ZIP: 50613	35.00
LAURA J MORINE TOTAL XXXX XXXX XXXX 1855 \$4,228.80				
12/03	12/05	2469216AH2XTK3DRL	4IMPRINT, INC 4IMPRINT.COM WI MCC: 5969 MERCHANT ZIP: 54901	695.89
12/08	12/09	2469216AN2XG1GXP	VERIZONWRLSS*RTCCR VB 800-922-0204 FL MCC: 4814 MERCHANT ZIP: 32746	1,211.96
12/10	12/10	2469216AR2Y16K94G	DesMoines Register 888-426-0491 IN MCC: 5968 MERCHANT ZIP: 46038	10.69
12/10	12/12	2400594AR8R02WSAK	ASBO 847-686-2250 VA MCC: 8299 MERCHANT ZIP: 20147	240.00
12/14	12/16	2471705AX51JF66BL	IA DEPT PUB SAFETY SING 515-7256070 IA MCC: 9399 MERCHANT ZIP: 50319	500.00
12/17	12/19	2413746B001HFZFXQ	HY-VEE WATERLOO 1866 WATERLOO IA MCC: 5411 MERCHANT ZIP: 50702	168.00
12/15	12/20	2469216B12XN23S47	MHR MARQUIS CHICAGO FD CHICAGO IL MCC: 3509 MERCHANT ZIP: 60616 LODGING CHECK-IN DATE: 12/15/21	757.23
12/15	12/20	2469216B12XN23TW8	MHR MARQUIS CHICAGO FD CHICAGO IL MCC: 3509 MERCHANT ZIP: 60616 LODGING CHECK-IN DATE: 12/15/21	595.23
12/23	12/26	2444500B6EJ4D6631	DOLLAR-GENERAL #2329 INDEPENDENCE IA MCC: 5331 MERCHANT ZIP:	49.80

Interest Charge Calculation

Your Annual Percentage Rate (APR) is the annual interest rate on your account

Current Billing Period	Annual Percentage Rate (APR)	Balance Subject to Interest Rate	Interest Charge
Type of Balance			
Purchases	13.25(v)	0.00	0.00
Cash Advances	17.25(v)	0.00	0.00
(v) = Variable Rate			

Periodic rates and APRs may vary. See your Cardmember Agreement for an explanation. There is a 25-day grace period for Purchases but not for Cash Advances. You can avoid additional finance charges on Purchases if you pay the New Balance within 25 days of the Statement Closing Date (which may not be the same as the Payment Due Date). See reverse side for important information and disclosures and, if an Annual Fee was posted above, regarding renewals.

BILLING RIGHTS SUMMARY

In case of Errors or Questions About Your Bill

If you think your bill is wrong or if you need more information about a transaction on your bill, write to us on a separate sheet at the address shown below as soon as possible. We must hear from you no later than 60 days after we sent you the first bill on which the error or problem appeared. You can telephone us, but doing so will not preserve your rights.

In your letter, give us the following information:

- Your name and account number.
- The dollar amount of the suspected error.
- Describe the error and explain, if you can, why you believe there is an error.

If you need more information, describe the item you are unsure about.

You do not have to pay any amount in question while we are:

investigating, but you are still obligated to pay the parts of your bill that are not in question. While we investigate your question, we cannot report you as delinquent or take any action to collect the amount of your question.

Special Rule for Credit Card Purchases

If you have a problem with the quality of goods or services that you purchased with a credit card, and you have tried in good faith to correct the problem with the merchant, you may not have to pay the remaining amount due on the goods or services. You have this protection only when the purchase price was more than \$50 and the purchase was made in your home state or within 100 miles of your mailing address. (If we own or operate the merchant, or if we mailed you the advertisement for the property or services, all purchases are covered regardless of amount or location of purchase.)

SEND INQUIRIES AND BILLING ERROR NOTICES TO: Card Center, P.O. Box 419734, Kansas City, MO 64141 (800) 821-5194. In the Kansas City area, call 816-443-2000. Telephoning us will not preserve your Billing Error Rights.

In order to be credited to your account on the date received, your payment must be accompanied by the top portion of your statement and must be received at P.O. Box 219736, Kansas City, Missouri 64121-9736 by 10:00 a.m. Payments received at such location after 10:00 a.m. will be credited on the following business day, and payments received at any other address will be credited promptly but may be delayed up to five (5) days.

Below are the rules for collecting of your checks. When you send us a check drawn on a consumer account as payment on your account, you consent to our converting the check to an electronic (E-C) debit to collect it. See your Cardholder Agreement for further information. If we are unable to collect the debt electronically, you consent to our crediting of a paper draft in the amount of your original check, which we will send to your financial institution for collection.

EXPLANATION OF FINANCE CHARGES

1. Finance Charges. During the Billing Period that ends on the "Statement Closing Date" printed on the front of each Monthly Statement, your Account may, subject to stated exceptions and conditions, be assessed a Finance Charge for the applicable Billing Period. The Finance Charge may consist of one or more of the following: a cash advance fee finance charge (which is a fixed amount) and/or a periodic rate finance charge. Any periodic rate finance charge charged to your Account during the Current Billing Period is calculated by multiplying a monthly periodic rate times the "Cash Advance Average Daily Balance", the "Purchase Advance Average Daily Balance" and each "Same-as-Cash Purchase (or Promotional Item) Average Daily Balance" of your Account for the Current Billing Period, and, if applicable, times the "Purchase Advance Average Daily Balance" of your Account for the immediately preceding Billing Period (the "Previous Billing Period").

2. Balance Computation. The Cash Advance Average Daily Balance of your Account for the Current Billing Period is computed by adding together the "Cash Advance Daily Balance" for each day in the Current Billing Period and dividing that sum by the number of days in the Current Billing Period. The "Purchase Advance Average Daily Balance" of your Account for the Current Billing Period is computed by adding together the "Purchase Advance Daily Balance" for each day in the Current Billing Period (exclusive of Same-as-Cash Purchases and other Promotional Items) and dividing that sum by the number of days in the Current Billing Period. The "Same-as-Cash Purchase (or Promotional Item) Average Daily Balance" for the Current Billing Period of each Same-as-Cash Purchase or Promotional Item on your Account is computed by adding together the Same-as-Cash Purchase (or Promotional Item) Daily Balance for each day in the Current Billing Period. The "Cash Advance Daily Balance", "Purchase Advance Daily Balance" and "Same-as-Cash Purchase (or Promotional Item) Daily Balance" for each day in the Current Billing Period are calculated as required below. For purposes of such calculations, each qualifying Purchase made under a "Same-as-Cash Program" is referred to as a "Deferral" for the period of time (the "Deferral Period") during which no periodic rate finance charge is assessed to your Account for the Same-as-Cash Purchase pursuant to the terms and conditions of the promotional program. The transaction information section on the front of each Monthly Statement will reflect the amount of each Same-as-Cash Purchase and Promotional Item posted to your Account, together with the date on which the Deferral Period for a Same-as-Cash Purchase will expire.

A. If the New Balance (after subtracting all Deferrals) shown on your Previous Monthly Statement was zero or was paid in full within 25 days of the Statement Closing Date shown thereon, then: (i) the Cash Advance Daily Balance for each day in the Current Billing Period is calculated by taking the amount of all of your posted unpaid Cash Advances as of the beginning of that day, adding any new Cash Advances posted to your Account as of that day and subtracting any portion of any payments or credits posted to your Account as of that day that were applied against your posted unpaid Cash Advances, and (ii) the Purchase Advance Daily Balance for each day in the Current Billing Period will be zero, and the Purchase Advance Average Daily Balance will not be computed during the Current Billing Period.

B. If, however, the New Balance (after subtracting all Deferrals) shown on your Previous Monthly Statement was not paid in full on or before the Payment Due Date shown thereon, then: (i) the Cash Advance Daily Balance for each day in the Current Billing Period is calculated in the same way as described in subsection 2.A (i) above, and (ii) the Purchase Advance Daily Balance for each day in the Current Billing Period is calculated by taking the amount of all posted unpaid Purchase Advances (exclusive of Same-as-Cash Purchases and Promotional Items) and return check charges and documentation charges on your Account as of the beginning of that day, adding any new Purchase Advances (other than Same-as-Cash Purchases and Promotional Items) and return check charges and documentation charges posted to your Account as of that day, and subtracting any portion of any payments or credits posted to your Account as of that day that were applied against your posted unpaid Purchase Advances (other than Same-as-Cash Purchases and Promotional Items) and return check charges and documentation charges.

C. Each Same-as-Cash Purchase (or Promotional Item) Daily Balance for each day in the Current Billing Period is equal to the difference between the original amount of the Same-as-Cash Purchase or Promotional Item and the sum of all payments or credits posted to your Account prior to and as of that day that were applied against the Same-as-Cash Purchase or Promotional Item. The Purchase Advance Average Daily Balance for the Previous Billing Period (exclusive of Same-as-Cash Purchases and Promotional Items) is calculated by adding together the Purchase Advance Daily Balance for each day in the Previous Billing Period and dividing that sum by the number of days in the Previous Billing Period. The Purchase Advance Daily Balance for each day in the Previous Billing Period is calculated by taking the amount of all Purchase Advances (other than the Same-as-Cash Purchases and Promotional Items) and return check charges and documentation charges first posted to your Account during the Previous Billing Period that remain unpaid as of the beginning of that day, adding any new Purchase Advances (other than the Same-as-Cash Purchases and Promotional Items) and return check charges and documentation charges posted to your Account as of that day, and subtracting any portion of any payments or credits posted to your Account as of that day that were applied against your unpaid Purchase Advances (other than the Same-as-Cash Purchases and Promotional Items) and return check charges and documentation charges. The balances for Same-as-Cash purchases will be included in the Purchase Advance Average Daily Balance when the applicable Deferral Period expires and will no longer appear on your Monthly Statement as a separate Same-as-Cash (or promotional item) Daily Balance.

3. Free Ride Period.

A. Cash Advances. A periodic rate finance charge applies to all Cash Advances from the date they are posted to your Account until paid in full.

B. Same-as-Cash Purchases. Although a periodic rate finance charge will accrue monthly on a Same-as-Cash Purchase from the date it is first posted to your Account, the assessed periodic rate finance charges will not be charged to your Account if the full amount of the Same-as-Cash Purchase is paid by the end of its Deferral Period. At the end of the Deferral Period, however, if the full amount of the Same-as-Cash Purchase has not been paid, the periodic rate finance charges that accrued on the Same-as-Cash Purchase during the prior Billing Periods of its Deferral period, and a periodic rate finance charge on the unpaid balance of the Same-as-Cash Purchase for the Current Billing Period, will be charged to your Account. A periodic rate finance charge on a Same-as-Cash Purchase whose Deferral Period has expired will continue to be charged to your Account during each following Billing Period in which any portion of the Same-as-Cash Purchase remains unpaid. On the front side of each Monthly Statement, the amount of the periodic rate finance charge for each Same-as-Cash Purchase whose Deferral Period has expired (i) appears in the transaction information section, and (ii), on the last page, is included in the "Account Summary" or the "Finance Charge" box, but will not be part of the "Finance Charge Computation" disclosed in the "Finance Charge Information" box. After expiration of the Deferral Period, Same-as-Cash Purchases will no longer be reported on your Monthly Statement.

C. Other Purchase Advances. Purchase Advances (including Promotional Items, but excluding Same-as-Cash Purchases) and return check charges and documentation charges first posted to your Account during the Current Billing Period incur a periodic rate finance charge from the date they are posted to your Account until paid in full, unless (i) the New Balance (after subtracting all Deferrals) shown on your Previous Monthly Statement was zero or was paid in full on or before the Payment Due Date shown thereon, and (ii) the New Balance (after subtracting all Deferrals) shown on your Current Monthly Statement is paid in full on or before the Payment Due Date shown thereon. If the conditions described in (i) and (ii) above are both satisfied, you will avoid periodic rate finance charges on all Purchase Advances (excluding on Promotional Items that are not Cash Advances, and other than amounts on Deferrals), return check charges and documentation charges first posted during the Current Billing Period. If the condition described in (i) above (relating to the payment of your prior balance) is satisfied, but the condition described in (ii) above (relating to the payment of your current balance) is not satisfied, then, at the beginning of the immediately following Billing Period, a periodic rate finance charge will be assessed on all Purchase Advances (including Promotional Items that are not Cash Advances, but excluding Deferrals) first posted to your Account during the Current Billing Period, the amount of such Finance Charge (exclusive of Finance Charges on Promotional Items) will appear on your immediately following Monthly Statement, and will show the dollar amount of the Current Billing Period Purchase Advance Average Daily Balance on which it was calculated (such Purchase Advance Average Daily Balance will be identified on the front of the last page of such following Monthly Statement as your "Average Daily Balance" for the "Previous Billing Period").

**Independence Community School District
Treasurer's Report
12/31/2021**

	Banklowa #1	NSB #2	Banklowa #3	NSB #4	Banklowa #99
Savings Beginning Balance	6,215,731.67	268,289.31	171,091.12	2,171,566.44	67,660.47
Deposits	1,887,685.59	234,657.12	23,015.04	175,146.24	6,171.48
Withdrawals	(1,438,504.60)	(74,172.68)	(41,750.58)	(233,110.07)	(7,256.13)
Savings Ending Balance	6,664,912.66	428,773.75	152,355.58	2,113,602.61	66,575.82
Checking Beginning Balance	990,914.52	1,300.27	20,702.10	28,265.00	-
Deposits	1,432,051.04	43,142.39	42,016.00	131,241.32	-
Withdrawals	(1,398,497.20)	(43,290.00)	(37,893.27)	(138,633.70)	-
Checking Ending Balance	1,024,468.36	1,152.66	24,824.83	20,872.62	-
Total Ending Balance	7,689,381.02	429,926.41	177,180.41	2,134,475.23	66,575.82
<i>Last Year's Balance-12/20</i>	<i>6,751,744.98</i>	<i>194,512.58</i>	<i>162,114.54</i>	<i>6,011,817.35</i>	<i>56,058.54</i>

	Fund #'s	Funds
Banklowa #1	10,22,71	General, Mgmt, Partial Self Funding
NSB #2	61	Nutrition
Banklowa #3	21,91	Activity, Agency
NSB #4	33,35,36,40	SAVE,PPEL, Bldg Project & Debt Service
Banklowa #99	72	Flex

INDEPENDENCE CSD MONTHLY EXPENDITURE REPORT BY OBJECT
GENERAL FUND - December 2021

1/10/2022

Object	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	TOTAL
100-Salaries	158,684	228,287	835,764	858,873	846,793	856,904	823,043	833,648	819,372	831,552	853,156	2,081,586	10,027,662
200-Benes	52,047	67,347	300,034	295,304	292,557	290,348	285,483	284,513	282,552	284,989	288,096	755,378	3,478,647
300-Purch Svcs	3,926	76,875	44,393	45,921	39,825	72,171	51,097	56,947	110,922	47,881	112,099	70,327	732,384
400-Prop Svcs	-	13,150	11,214	22,420	23,104	13,573	9,668	9,312	23,548	21,308	9,473	97,860	254,631
500-Oth Svcs	352	3,334	5,424	8,320	10,140	52,581	132,580	325,796	24,196	117,535	175,856	348,684	1,204,798
600-Supplies	5,056	109,906	99,698	87,384	63,972	77,890	51,348	57,342	50,148	79,482	90,294	111,289	883,807
700-Property	-	674	1,648	526	1,589	141	120	277	464	747	1,097	5,829	13,113
800-Debt	8,926	980	1,679	1,843	1,408	104	243	852	915	283	233	290	17,758
900-AEA	-	-	-	-	746,959	-	-	-	-	-	-	-	746,959
	228,991	500,552	1,299,854	1,320,590	2,026,348	1,363,713	1,353,582	1,568,688	1,312,116	1,383,777	1,530,304	3,471,244	17,359,758

Object	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	TOTAL
100-Salaries	148,097	238,985	802,168	832,296	821,598	828,062	823,043	833,648	819,372	831,552	853,156	2,081,035	9,913,013
200-Benes	48,334	64,135	286,228	286,058	285,936	286,887	285,483	284,513	282,552	284,989	288,096	734,130	3,417,341
300-Purch Svcs	10,504	62,555	53,773	65,356	109,628	51,003	51,097	56,947	109,676	47,881	110,401	76,051	804,871
400-Prop Svcs	130	6,639	14,555	6,935	14,410	9,781	9,668	9,312	23,548	21,308	9,473	97,860	223,620
500-Oth Svcs	581	3,401	3,383	2,650	20,705	4,734	132,580	325,796	25,441	117,535	177,554	470,295	1,284,656
600-Supplies	30,388	150,516	125,730	93,965	85,506	69,993	53,460	62,119	52,923	81,659	104,058	52,327	962,645
700-Property	-	870	2,198	352	556	2,764	120	277	464	747	844	6,000	15,193
800-Debt	6,317	3,286	1,904	2,439	52	27	243	852	915	283	233	290	16,842
900-AEA	-	-	-	-	697,484	-	-	-	-	-	-	-	697,484
	244,352	530,388	1,289,938	1,290,051	2,035,874	1,253,251	1,355,694	1,573,465	1,314,891	1,385,954	1,543,816	3,517,990	17,335,665

Difference													TOTAL
100-Salaries	10,587	(10,699)	33,597	26,577	25,195	28,841	0	0	0	0	0	550	114,649
200-Benes	3,713	3,212	13,806	9,246	6,621	3,461	0	0	0	0	0	21,248	61,306
300-Purch Svcs	(6,578)	14,320	(9,380)	(19,435)	(69,803)	21,168	0	0	1,245	0	1,698	(5,723)	(72,487)
400-Prop Svcs	(130)	6,511	(3,341)	15,485	8,694	3,792	0	0	0	0	0	0	31,011
500-Oth Svcs	(229)	(68)	2,040	5,670	(10,564)	47,847	0	0	(1,245)	0	(1,698)	(121,611)	(79,858)
600-Supplies	(25,333)	(40,610)	(26,032)	(6,582)	(21,534)	7,898	(2,113)	(4,777)	(2,775)	(2,177)	(13,765)	58,962	(78,838)
700-Property	0	(196)	(550)	174	1,033	(2,623)	0	0	0	0	253	(171)	(2,080)
800-Debt	2,609	(2,306)	(224)	(596)	1,356	78	0	0	0	0	0	0	916
900-AEA	0	0	0	0	49,475	0	0	0	0	0	0	0	49,475
Total Difference	(15,361)	(29,836)	9,916	30,539	(9,526)	110,462	(2,113)	(4,777)	(2,775)	(2,177)	(13,512)	(46,745)	24,093

Reveues	37,926	39,649	1,132,078	3,247,389	2,001,217	1,799,973	1,085,299	1,485,048	1,513,613	2,701,950	1,481,534	1,083,560	17,609,235
Net Gain/(Loss)	(191,066)	(460,903)	(167,776)	1,926,799	(25,131)	436,260	(268,283)	(83,640)	201,497	1,318,173	(48,770)	(2,387,684)	249,477

INDEPENDENCE CSD MONTHLY EXPENDITURE REPORT BY OBJECT

NUTRITION FUND -December 2021

1/10/22

Object	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	TOTAL
100-Salaries	4,983	4,983	22,598	23,313	22,003	22,131	18,254	18,944	17,065	16,688	16,050	39,227	226,240
200-Benes	2,662	2,662	10,538	9,076	8,874	8,900	8,658	7,797	7,444	7,420	7,323	18,404	99,758
300-Purch Svcs	-	4,340	-	338	1,360	880	-	-	-	-	-	-	6,918
400-Prop Svcs	-	-	-	-	-	-	-	-	-	-	-	-	-
500-Oth Svcs	-	-	-	-	-	-	-	-	-	-	-	-	-
600-Supplies	-	210	14,502	58,626	53,713	38,341	25,966	45,248	36,896	18,520	5,037	24,811	321,872
700-Property	-	-	-	-	-	2,322	-	-	-	-	-	-	2,322
800-fees/refunds	60	543	498	258	255	164	791	1,015	594	(202)	148	1,085	5,207
900-equip	7,133	-	-	-	-	-	-	-	-	-	-	-	7,133
	14,838	12,737	48,136	91,612	86,205	72,737	53,669	73,004	62,000	42,426	28,558	83,527	669,449

Object	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	TOTAL
100-Salaries	4,808	4,808	17,586	20,549	19,174	18,372	17,620	19,251	19,211	18,062	17,258	46,362	223,060
200-Benes	2,668	2,668	8,095	8,510	8,632	8,402	8,266	8,553	8,536	8,338	8,194	20,028	100,890
300-Purch Svcs	-	3,751	1,183	-	-	-	892	-	-	300	-	-	6,126
400-Prop Svcs	-	-	-	-	-	-	-	-	-	-	-	-	-
500-Oth Svcs	-	-	-	-	-	-	-	-	-	-	-	-	-
600-Supplies	-	270	14,528	30,794	34,252	26,766	22,221	37,395	34,301	41,426	37,166	91,390	370,508
700-Property	-	-	-	-	-	-	-	-	-	-	-	38,479	38,479
800-fees/refunds	-	604	855	210	137	180	209	192	261	317	133	1,606	4,703
900-equip	9,243	-	-	-	-	-	-	-	-	-	-	-	9,243
	16,719	12,100	42,248	60,062	62,196	53,720	49,207	65,390	62,309	68,442	62,750	197,864	753,008

Difference													TOTAL
100-Salaries	175	175	5,012	2,765	2,829	3,759	634	(306)	(2,146)	(1,374)	(1,208)	(7,134)	3,181
200-Benes	(6)	(6)	2,443	566	241	498	392	(756)	0	(1,117)	(1,015)	(1,624)	(383)
300-Purch Svcs	0	589	(1,183)	338	1,360	880	(892)	0	0	(300)	0	0	792
400-Prop Svcs	0	0	0	0	0	0	0	0	0	0	0	0	0
500-Oth Svcs	0	0	0	0	0	0	0	0	0	0	0	0	0
600-Supplies	0	(60)	(26)	27,832	19,460	11,575	3,745	7,853	2,596	(22,905)	(32,128)	(66,579)	(48,637)
700-Property	0	0	0	0	0	2,322	0	0	0	0	0	0	2,322
800-Fees/refunds	60	(61)	(358)	48	118	(16)	583	823	333	(519)	15	(521)	504
900-equip	(2,110)	0	0	0	0	0	0	0	0	0	0	0	(2,110)
Total Exp Difference	(1,881)	637	5,888	31,550	24,008	19,017	4,462	7,614	783	(26,215)	(34,336)	(75,858)	(44,330)

Revenues	78	1,361	27,145	121,231	9,517	232,930	-	-	-	-	-	-	392,261
Net Gain/(Loss)	(14,760)	(11,376)	(20,991)	29,620	(76,688)	160,193	(53,669)	(73,004)	(62,000)	(42,426)	(28,558)	(83,527)	(277,188)

**Report to the Board of Education
Junior/Senior High School
January 2022
John Howard, 7-12 Principal**

Jr/Sr High School Vision

Be the BEST Educational Environment in the state of Iowa.

Jr/Sr High School Mission

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

Jr/Sr High School Motto

Stronger Together

Activities to Meet Goals

- 1st semester ended on Friday. HS grades should be posted later this week.
- I have completed all my first semester evaluations. 2nd round observations started last week.
- CKH Goal- January-- Based on themes and will be communicated to staff and students. The theme for this month is Kindness. Mrs. Cooksley shared a Daily Kindness Activity with the staff, and it has proven effective.
- We have scheduled the 8th-9th transition/registration meeting, and all information has been communicated to St. John's families as well.
- ASVAB scores and test analysis was done last week with the juniors. The students, overall, did a great job. Mr. Hupke and I recognized many juniors due to their high scores.
- Night custodian interviews have been completed. Both have or will start soon.
- I continue to be very pleased with the staff in terms of student and parent communication. Our log entries (for communication) are going up, which is great!
- I continue to attend as many IEP meetings as my schedule allows.
- We sent out another letter to parents/guardians in regards to their children failing a class or classes. Though these are not positive letters, the parents/guardians have expressed their appreciation for the communication.
- I met with my CKH Cohort last week by Zoom. The members are from all around the country. I shared our Give Thanks Challenge and our Kindness month activities, and all were impressed and wanted more information!

- Thanks to the Dollars for Scholars committee members and our counseling staff for meeting with the seniors earlier this month. It is so great to have this organization for our students.

Other Information

- I want to wish continued luck to the extra-curricular teams and programs. We have had a great start to the winter seasons!
- Thanks to all who “filled in” for me during my week off at the beginning of this month. It was much appreciated.
- Congratulations to our four Academic All-State recipients from the Iowa Football Coaches’ Association– Keegan, Kellen, Marcus and Teegan.

**Report to the Board of Education
Junior/Senior High School
January 2022
Dewey Hupke, 7-12 Assistant Principal**

Office Referrals:

Here is the office referral data about the day to day operations in the Assistant Principal's Office. This month we saw a large increase in office referrals. If we exclude last year's data, this is more in line with the '19-'20 year which is more accurate data since we were in school the full year.

School Year	Office Referrals	Percent Increase or Decrease
8/28/17-1/7/18	225	
8/20/18-1/7/19	229	Increase of 2%
8/19/19-1/7/20	174	Decrease of 24%
8/24/20-1/7/21	69	Decrease of 60%. Students were on COVID hybrid. Only ½ the students in the building on a school day.
8/24/21-1/7/22	133	Increase of 93%

Addressing Attendance Concerns:

I will be meeting with students who have attendance concerns and are non-compulsory attenders to address their absences from school. Per page 20 of our Board approved Student Handbook, we reserve the right to place students on an attendance contract. As of 1/10/22, we have sent 120 letters to students for missing 5 days of school, 25 letters for missing 10 days of school, 8 letters for missing 15 days of school, and 1 letter for missing 18 days of school. We did drop one non-compulsory student due to their lack of attendance.

In addition to these meetings, I will also be meeting with students who have missed several days due to illness to see if there is anything we can do to further support them at our school.

Jr/Sr High School Therapy Dog:

Here are our two building administrative assistants, Andria Anderson and Sherry Stevens (a.k.a McCoy's work mom's), and Kris Martin. When he is here, he keeps these employees, along with many others relaxed. The other picture is of a student who enjoys visiting with McCoy.



**Report to the Board of Education
West Elementary
January 2022
Cheri Reed, Principal**

Strengthening Culture & Climate: *Service Dog in Training with Retrieving Freedom's Weekend Fostering Program*

Retrieving Freedom's Mission Statement: The mission of Retrieving Freedom, Inc., is to change lives through the training and placement of service dogs for veterans with disabilities and children with autism.

Ricky Nolan, 5th grade classroom teacher, and his wife Sarah, lost their beloved black lab, Baja, at the beginning of August. He was 13 years old and had lived a full life. As they have missed having their friend by their side, they were not ready to get another dog quite yet.

Instead, they have embarked on a journey to work with Retrieving Freedom Inc. to weekend foster and support service dogs in training. Part of the dog's training is to be in Mr. Nolan's 5th grade classroom once a week, typically, on a Friday. This experience allows the dog to train in public, and more specifically, to train in a classroom setting. A Child with autism may potentially receive a dog from Retrieving Freedom.

Our students will be learning about service dogs and the benefits they provide their humans while helping to provide a learning environment for the dog.

Mr. Nolan and his wife are excited to be on the journey with Retrieving Freedom and hope to help make an impact on someone's life through this process. At West Elementary, we are happy to provide a service to an entity that does so much good for others.

Obtaining and Sustaining Academic Excellence: *Increase Achievement in Reading and Writing with Author Visit, Mary Boone*

On Wednesday, December 22, 2021, Mary Boone visited West Elementary to present on her work: *Bugs for Breakfast: How Eating Insects Could Help Save the Planet*.

Mary Boone grew up near Manchester, Iowa. She talked with students about growing up on the family farm and working creatively to solve problems.

Mary Boone discussed with students about how curiosity drives her life. When she wonders about something, she works to connect with experts about her question. As she learns more, she looks at the world differently which sparked her writing *Bugs for Breakfast*.

The premise for *Bugs for Breakfast* provides students with the opportunity to learn about regional insect specialties and traditions, bugs' nutritional values, and how making small changes in their dietary habits could ensure no one goes hungry.

Mary Boone provided an excellent experience in thinking outside of our comfort zone and stretching our imaginations to what is possible.

**Report to the Board of Education
ECC/East Elementary
January 2022
Kay Reidy, Principal**

Obtaining & Sustaining Academic Excellence: *Increase Achievement*

Coming off the break we are heading into our winter assessment window. Classroom teachers will be working on getting those assessments completed in the next several weeks. As always, we will review the data to make adjustments to instructional design and interventions as needed. With the addition of the part time math interventionist, we will be looking at the impact in that area and how we might capitalize on the successes we are seeing at first grade and incorporate her skills into other grade levels.

Obtaining & Sustaining Academic Excellence: *Staffing in a COVID World*

Staffing continues to be one of those topics this year that is a struggle. We are very thankful for some of our college students who have signed up to do substitute work for us while they are on winter break. They have been a valuable resource and it has been a great learning experience for those students as well as our East and ECC students. It is great to see our graduates give back to the system. They are continuing to Live the Mustang Way!

We have had a few new substitute teachers added to our certified list. It is helpful to have new teachers to call on when trying to fill the building. East is also excited to host 2 student teachers from UNI this semester joining us in Mrs. Holt's kindergarten room and Mrs. VanRaden's second grade classroom.

Obtaining & Sustaining Academic Excellence: *Curriculum*

In December the curriculum representatives for both East and West worked with Erin Burmeister and Makenzie Hakmann to begin the process of vetting a new math resource. The conversations have been rich and very productive. The team has determined needs and a solid protocol for reviewing the possible resources. We will continue this work into the spring before making a final recommendation.

Obtaining & Sustaining Academic Excellence: *Culture & Community*

The kindergarten and second grade winter concert was excellent. Miss Baskerville put together a wonderful concert that was enjoyed by all. It was great to be able to have this experience for students and their families after the hiatus last year for COVID. I know I am looking forward to the spring concerts as well.

Archie, Mrs. Litterer's service dog in training, has begun making weekly visits. He is adapting well to the building and students are excited to see him. Currently he is doing low threshold visits such as having a student stop to pet him while doing a calming break or visiting classrooms while Mrs. Litterer conducts a lesson. We are excited to have the opportunity for students and staff.

During the winter break, I traveled with the high school band and choir to Florida. The students did a phenomenal job representing our school and the community. The trip went very well and I have heard many positive comments from students and their families about the experience. Mother Nature was not kind on our return trip but our amazing bus drivers with the White Star group brought us home safely.

**Report to the Board of Education
Activities
January 2022
Justin Putz, Activities Director**

Boys Basketball- Our boys' basketball is starting to hit their stride and won 4 games in a row as I type this. They are currently 6-5. The team has been playing good basketball at times. Senior Michael Kasle is making a strong case to be player of the year in our division. Our lower level teams have been playing well. I have been really impressed with our freshman this year. We have a chance to get double digit wins with all three levels.

Girls Basketball- The varsity girls basketball team has come out of break playing better. Our schedule is pretty difficult going forward but I expect to see continued improvement as we get into the second time through conference. We are currently 3-8. While it may not seem like much, we have not won more than 3 games since 2016-2017. I expect us to get to 5-6 wins this year. Our fresh/soph teams has been playing well also. That group has a lot of potential and have been playing well.

Wrestling- The wrestling team has been working hard again as usual. We now have been dinged up with injury and illness during the month of January. We currently have 4 male wrestlers ranked and Rachel Eddy is ranked first in the female division. We are also currently ranked 3rd in the team rankings. I expect us to make a strong push as we finish the season. We are in position to win the Wamac West again this year and make a run at state duals. On the female side, we have been improving quickly. Last Monday we went to Cedar Falls and had 4 girls win their brackets. Many of those girls are new to wrestling and that was their best day so far.

Bowling- Coach Lamphier has been impressed with our bowling team this season. He feels like they have a strong team as we approach postseason in the next month. Coach feels like the teams can really make a push at the end of the year similar to last season. We are hosting a 16-team male and 16-team female tournament. This will be a baker's tournament similar to the new state format. It will also be a nice way for our bowling program to help cover expenses.

Band- Band has been playing well and will be playing pep band this month. They are also staying until half-time which is nice. They are also prepping hard for IBCA recordings and jazz band.

Speech- The speech season has started. Coach Homan is excited for the large group speech season. Contests will be back to a more normal format this year, which is encouraging. They have been practicing hard over the last month with competitions coming up quickly. I hope I am able to catch some of the events.

Report to the Board of Education
School Improvement
January 17, 2022
Erin Burmeister, Director of School Improvement

Professional Learning

Professional learning continues to go well in each building. Unfortunately, last week, professional learning was cancelled due to the late start. We will look to reschedule the missed learning. Below is an overview of the work being done during Friday early dismissal times in January.

January 7th 1:45-3:45	All Staff CANCELLED LATE START	<ul style="list-style-type: none"> ● ELEM: PLC Time ● West Special Education PLC (1:45-3:45) ● JH: SRG (2:30-3:30) <ul style="list-style-type: none"> ○ Book Study Chapter 4 ○ Proficiency Scale Work ● SH: AIW (2:30-3:30)
January 14th 1:45-3:45	All Staff	<ul style="list-style-type: none"> ● JSH: End of Semester Work Time ● ELEM: End of Semester Work Time
January 21st 1:45-3:45	All Staff	<ul style="list-style-type: none"> ● ELEM: East/West/JSH SOAR with MaKenzie ● ELEM: TBD ● JSH: Content Area Time (Curriculum/PLC) ● JSH: Special Education PLC (1:30-2:30)
January 28th 1:45-3:45	All Staff	<ul style="list-style-type: none"> ● JH: SRG (2:30-3:30) <ul style="list-style-type: none"> ○ Book Study Chapter 6 ● SH: AIW (2:30-3:30) ● JSH SILT Meeting (1:30-3:30) ● ECC: Peer Mediated Intervention (9:00-12:00) ● ELEM: PLC Time ● ECC/East Special Education PLC (1:45-3:45)

School Improvement: Leadership Teams

Each building has a School Improvement Leadership Team that meets throughout the school year to assess current building needs and plan for future improvement. Teams in each building are getting ready to meet again this month. I am excited about the learning and planning that each team will engage in. Each team is made up of teachers, a building administrator, a school counselor, our Central Rivers Area Education Agency (CRAEA) school improvement consultant (Joe Kremer), and me.

At both elementary buildings we will begin by looking at district, school, and classroom data to see how our plans have been working. In addition, we will review the current plan, celebrate what is going well and identify what needs continued improvement. Our focus for the meetings will be planning for universal instruction in Math, continued peer observations for literacy and math, and universal instruction for social emotional learning (SEL).

At the Junior/Senior High, we will also spend some time looking at district, school, and classroom data. In reviewing our current plan for this building, we will focus conversations and planning around implementing learning walks, building the multi-tiered systems of support framework, and improving standards-based learning. Standards-based learning includes providing Iowa Core aligned instruction, identifying priority standards, identifying learning goals and learning targets, building proficiency scales, developing unit plans, and assessing student learning.



Report to the Board of Education
Technology
January 2022
Stephen Noyes, Director of Technology

January 17, 2022

Over Christmas, I tried to replace my new backup power supplies for the server room. The written instructions left out key details about the digital controller within the unit. I will clarify instructions with the company before I attempt to install the new battery backup units.

The West PA system equipment was delayed again in December. I am waiting on a new shipping date.

We have just a few errors left for Winter SRI (Student Reporting in Iowa). We will easily make the January deadline with this report.

Very soon, we will start running network tests in preparation for Iowa Assessments. I do not expect any problems with the network, but the network tests are critical for a successful testing season.

We are also getting ready for school registration, 2022-2023. It takes several months to update all of the registration materials and we plan to open registration in July. We will announce the actual date in March as we see how everything is going for registration.

I am hoping to attend the ITEC (Iowa Technology and Education Connection) conference in April at Iowa Conference Center in Des Moines. They will have special PowerSchool sessions and the state usually has a presentation about Iowa Assessments. There will not be an actual 1:1 Technology conference this year as attendance dropped-off before COVID and the conference is no longer viable.

January is a busy month with change of semester and we will have plenty to keep us busy.

Sincerely,

Stephen B. Noyes

**Report to the Board of Education
Food Service
January 2022
Annette Harbaugh, Director of Food Service**

The reimbursement for December is \$83,217.51. December was a small month due to the holidays.

The Nutrition Income was \$6,428.00.

Update on West Elem. new dishwasher, it should be here the end of February. We had to call a repairman to fix the dishwasher as it was leaking buckets of water. Hopefully, it will hold till the new one arrives. The walk-in cooler needs a new evaporator, Chad will order and we will install it when it arrives.

At East Elem., Chad is measuring how big the reach-in frig can be. I will order once he gets the measurements.

The JSBS Kitchen teamed up with Mrs. Scheel's kids to wash the daily dish towels. They are doing a great job folding and returning the clean towels daily.

Menus are subject to change. We haven't had to change too many daily lunch menus. What we have shortages of is beef and pork products. The good thing is we can get chicken. The students love all the chicken items. I'll keep trying to mix up the menus but I can only cook what is available. Thanks for your understanding.

Free Breakfast & Lunch till the end of the school year. I should find out within the next few months if it will continue into next year.

Respectfully,

Annette Harbaugh, Director of Food Service

**Report to the Board of Education
Buildings and Grounds
January 2022
Chad O'Brien, Director of Maintenance**

We fixed thermostats in district.

We pushed snow many times.

We fixed lights in district.

We fixed flush halves around the district.

We put glycol/ freeze protection in the new heating loop at West Elementary.

We rewired the up and down basketball hoops in the gym.

We had to replace blades on the plow truck.

We replaced a motor at East Elementary.

We fixed sinks around the district.

We had to put a draft blower assembly in the furnace at ECC.

We have fixed a couple pieces of playground equipment at East Elementary.

We switched over the tennis lights to the bus lot parking lot.

We are continuously checking heat to make sure it is running in the district.

We fixed dryer at West Elementary.

We installed a new heater in the bus garage.

**Report to the Board of Education
Transportation
January 2022
Kim Chesmore, Director of Transportation**

Well it has been a cold start to the new year. We have had several issues with buses gelling up. The guys have been busy changing fuel filters to get all the buses back in running order. We are looking forward to above zero temps this week.

Brandon is busy fixing bus 15 as the fuel pump went out. It is under warranty so that is a good thing. He is busy working on brakes on bus #S3.

I have potentially two new bus drivers getting ready to take the school bus driving test at the end of the month. One driver drives the Waverly van right now and the other is a fulltime truck driver willing to fill in at night for now, soon to retire.

I haven't had any luck in securing a bus driver to take over my vacant route. I am subbing with two drivers, one in the morning and one in the afternoon for now.

I have been filling in on some routes due to sickness.

() Mileage Report

	Vehicle	Code	Month	Mileage	Rt. Mil	Act. Mi.	Ed. Mi.	Dr. Ed.	Sp Ed	Lease	Other	Fac/Adm	Total Miles	Fuel	MPG	Expense	Riders	Capacity
EXTRA	Bus 1-2010	B	DEC	150993	97	3							100	30	3.33			65
Activity	Bus 2-2012	B	DEC	66661		538				10			548	113	4.85			65
Activity	Bus 3-2014	B	DEC	OOS											#DIV/0!	\$488.50		65
Hammers	Bus 3S-2014	B-lift bus	DEC	123374					1081				1081	130.1	8.31	\$920.50		11
Gates	Bus 4-2007	B	DEC	103538	1059	9							1068	122	8.75			65
Activity	Bus 5-2015	B	DEC	60063		532							532	73.7	7.22			65
ONKEN	Bus 6-2017	B	DEC	58193	602								602	101.2	5.95			84
EXTRA	Bus 7-2011	B	DEC	104235		599							599	72	8.32			65
HIGGINS	Bus 8-2017	B-LP	DEC	55571	1209	360							1569	347.1	4.52			71
EXTRA LIFT	Bus 9-2008	B-lift bus	DEC	83071	229								229	29	7.90			44
EXTRA	Bus 10-2007	B	DEC	OOS											#DIV/0!			65
EXTRA	Bus 11-2011	B	DEC												#DIV/0!			65
WEARMOUTH	Bus 12-2008	B	DEC	84501	574	12							586	76.1	7.70	\$680.80		65
Shannon	Bus-14-2019	B-lift bus-LP	DEC	77478					2128				2128	377.4	5.64			54
MORRIS	BUS 15-2018	B-LP	DEC	59412	1036	135							1171	247.8	4.73			72
Eilers/shuttle	Bus 16-2016	B	DEC	OOS											#DIV/0!			84
EXTRA	Bus 17-2015	B	DEC	35448	420	206							626	112.9	5.54			84
ROUTE 18	Bus 18-2016	B-LP	DEC	65228	1122								1122	294.6	3.81			77
EXTRA	Bus 19-2016	B LP	DEC	69550	195	531							726	201.2	3.61	\$123.47		77
MCBRIDE	BUS 20-2017	B-LP	DEC	61188	1342	2							1344	327	4.11			71
Totals					7885	2927	0	0	3209	10	0	0	14031	2655.1				
Extra car #5	Equinox-2015	Car	DEC	89827					530				530	25.6	20.70			5
Extra-van 7	Ford ec-2008	Van	DEC	126847		325			32			366	723	50.1	14.43			8
Extra-van 8	Ford ec2009	Van	DEC	168549					3690				3690	242.1	15.24			8
Extra- van 10	Ford Ec-2013	Van	DEC	87512		821						38	859	43.8	19.61			8
Extra van-11	Ford ec-2013	Van	DEC	78843		618						38	656	34	19.29			8
Extravan-12	Gmc 2017	Van	DEC	41729		122			174				318	24.5	12.98			
Extra Van -14	Chrysler-2017	Van	DEC	50541					558			243	801	24.4	32.83			
SUBURBAN-1	GMC-2021	VAN	DEC	9166		257						857	1114	24.8	44.92			
Totals					0	2143	0	0	4984	0	0	1542	22722	469.3		\$2,213.27	0	1351



Independence Jr/Sr High School

700 20th Ave SW
Independence, Iowa 50644

(319) 334-7405 Phone
(319) 332-1296 Fax

John Howard ♦ Principal
Justin Putz ♦ Activities Director

Dewey Hupke ♦ Assistant Principal
Kris Martin ♦ Student Success Coordinator

2022 January Early Graduation Applicants

The seniors listed below have applied for early graduation. They will graduate on January 14, 2022, at the end of Term 2 if they have earned the required fifty four (54) credits and their request is approved by the Independence School Board.

Shalon Frye/Chris Harbaugh
School Counselors

January 14, 2022 Early Graduate Candidates

****Makayla Corkery**

Alexis Fitz

Kennedy Kresser

Michael Potter

Wyatt Schmitz

Rachael Stevens

****Alexis Stuckey**

Anna Wilkinson

Collin Wilson

****January 5, 2022 addition to the others approved on November 15, 2021**

ULTIMATE ENTERTAINMENT Iowa LLC, **ARTIST CONTRACT (DJ Services)**

The Contract is made and entered into on Wed Jan 5, 2022 by and between Ultimate Entertainment Iowa LLC, party of the first part (the Artist) and Independence Community School, party(s) of the second part (the Purchaser), for the performance by, and the personal services of the Artist, and is subject to the terms and conditions herein set forth:

Engagement Location: Independence High School	Date of Engagement: 2/26/2022
Time(s) of Engagement: 8:00 pm to 11:00 pm	Type of Event: Independence Winter Formal
Travel Fee: \$0.00	Deposit Amount: \$0.00
Additional Charges: \$0.00	Contract Total: \$597.50
Discount: \$0.00	Remaining Balance: \$597.50
Booked by: Sean	Referred by: Google

Please sign and return your contract on or before . If you are unable to return the contract by that date, please call us so we can extend your due date. We want to help you as much as possible.

TERMS AND CONDITIONS

- Agreement of the Artist of performance is subject to determination by accident, act of God or conditions beyond the Artist's control. Such as car accidents, vehicle breakdown, flooding, storms, road conditions, et all. Artist will not be held responsible for issues out of their control such as late arrival for example
- Purchaser and Artist further agree that , except as provided in the paragraph above, this contract is not subject to cancellation unless both parties hereto have agreed to such cancellation in writing and such written cancellation is delivered to the Artist at least 30 days prior to the contracted date. Cancellation within 30 days of the event will result in the full balance being due.
- For the true and faithful performance of all the covenants and agreements herein mention, the Purchaser and the Artist bind themselves each unto the other in the penal sum of the amount set forth in the Contract as liquidated damages to be paid by the failing party.
- This instrument contains the entire agreement between the parties and no oral statements, promises or inducements made by any party hereto or agent or representative of either party hereto, which is not contained in this written contract, shall be valid or binding and this contract shall not be enlarged, modified, or altered without the direct permission of Ultimate Entertainment.
- Any adjustments in times / prices or packages made after this contract is signed will be considered "included" in this agreement and will be reflected in the clients On Line Portal and confirmed via email from the Artist.
- Any agreed changes or updates such as time, price and location or including uplighting or any other options added after this contract is signed that is made via email or over the phone will be considered part of the contract
- The person executing this contract on behalf of each party represents and warrants that he or she is of legal age and has the authority to enter into this agreement. Should he or she not have such authority, he or she personally accepts and assumes full responsibility and liability for payment to the Artist under the terms of this contract
- The Purchaser shall be responsible for supervising behavior of people attending the performance. If a guest of the Purchasers behavior becomes intolerable, and after calling this to the attention of the Purchaser and said condition is not corrected, the Artist has the right to end the performance without refund and payment in full is required.

- Cost of repair/replacement of equipment as a result of audience or guests of Purchaser, theft, or fire in the venue not covered by either the Artists or Venues insurance will be the responsibility of Purchaser
- The Purchaser is allowed to change times or packages of this signed contract up to 30 days before the event with **Permission of the Artist**. Pricing may be adjusted to reflect changes.
- Refunds of any kind including deposits or complete payments are provided only at the discretion of Ultimate Entertainment
- Purchaser and Artist agree that receipt of this signed contract and the commencement of performance shall be confirmation of all terms of the contract
- In the case of any outdoor ceremonies or receptions, Ultimate Entertainment reserves the right NOT to play in case of any conditions that may harm the equipment just as rain of any kind, fog, snow or any other possible situations where the equipment could be damaged. Clients will need to provide a dry back up plan just in case.
- Cancellations as a direct result of COVID due to a mandated shut down will result in first priority on a new rescheduled date.
- Rescheduling due to COVID issues will put The Purchaser into a "postponed" status saving all of their information. Once a new date is established there will be NO CHARGE to change to the new date and The Purchaser will have priority over any potential client considering the same date.
- If The Purchaser decides to cancel their reception because of "COVID concerns" but there are no mandated shut downs of venues or gatherings in place to stop the reception from happening, refunds are at the discretion of Ultimate Entertainment.
- If the purchaser decides to cancel after postponing reception, refunds are at the discretion of Ultimate Entertainment.
- If the assigned DJ is sick or unable to work in any way, The Artist will provide another DJ from our staff.

By signing this agreement, both parties agree to the terms listed within

Purchaser:

Name: Independence Community School

Address: Independence, IA

Date: _____

Signature: _____

Artist:

Name: Ultimate Entertainment Iowa LLC

Address: 6322 University Ave. Ste. E Cedar Falls, IA 50613

Date: _____

Signature: _____

Signature

To electronically sign this document simply provide your full name and press [Digitally Sign]

Today's date: **Wednesday 01/05/2022** - Your Full Name: Digitally Sign

Date

Client Signature

Date

Ultimate Entertainment Signature

2022-2023 Jr/Sr High Course Registration Guide



Independence Junior/Senior High School

700 20th Avenue SW

Independence, IA 50644

Phone: (319)334-7405 Fax: (319)332-1296

Independence Website: www.indeek12.org

Start Here...Succeed Anywhere

Parents/guardians who have specific questions about the course guide and enrollment procedures are encouraged to email or call (319)334-7405 and ask for one of the following people:

Principal's Office

John Howard, Principal
jhoward@indeek12.org

Dewey Hupke, Assistant Principal
dhupke@indeek12.org

Counselor's Office

Shalon Frye
sfrye@indeek12.org

Chris Harbaugh
charbaugh@indeek12.org

Annual Notice of Non-Discrimination

The Independence Community School District offers career and technical programs in the following areas of study:

- Agriculture, Food and Natural Resources
- Business, Finance, Marketing and Management
- Human Services
- Applied Sciences, Technology, Engineering, and Manufacturing

It is the policy of the Independence Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact: Equity Coordinator: Erin Burmeister, Director of School Improvement, 1207 1st Street West, Independence, IA 50644, (319) 334-7400 or eburmeister@indeek12.org.

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Independence Junior/Senior High School's comprehensive approach to education provides for a wide variety of interests and abilities. Please use all available resources: family, school counselors, teachers, and administrators for advice as you select courses. Each of these people wants the best for you and will help in any way possible.

Educational Planning

One of the most important responsibilities a student has in regard to his/her high school career is to make the proper choice of subjects. Each year it is necessary for the student to evaluate his/her previous educational experiences and come to a decision as to what courses and activities would be most valuable in the upcoming school year and years ahead. Remember, each student is different and the courses and activities that are best for a student's friend may be inadequate for the student. Some of the courses in our curriculum must be taken by all students expecting to graduate from Independence Junior/Senior High School. These required courses have been established by state law and/or the Independence Board of Education as an educational framework for all students. However, many of the courses offered are electives and may be selected by the individual student to complete his/her program. It is with these elective courses this booklet is primarily concerned, because the choices made in these elective areas largely determine the future educational and vocational possibilities for the student. A Four Year Plan is included in this handbook and students are encouraged to review this plan with his/her school counselor.

The choice of electives should be determined by the following factors:

- The interests of the student.
- The ability of the student to master certain areas of subject matter.
- The educational and occupational goals of the student including the "Career Pathways" the student is considering for the future.

Each student is encouraged to make an appointment with the school counselor to discuss the choice of subjects. If a student is unsure about the courses best suited to his/her abilities and future plans, as a staff we ask students to please seek assistance from their school counselor. We want the students to benefit from their school program, and proper planning of courses is a decisive factor.

Graduation Requirements

The Iowa Department of Education's requirement for CPR requires; prior to graduating, a student in a school district or accredited nonpublic district must complete a course in CPR. There is no requirement that the student receive a certification for having completed the course; however, the course must include components one would find in a course that leads to certification. The purpose is to provide students with the skills to assist a classmate or staff member in cardiac distress. If a course meets that purpose, the DE believes the course is acceptable. The rules do not permit an infant-only CPR course for the reason that such a course would not equip a student with the skills necessary to assist a peer or adult. To earn a high school diploma from Independence Junior/Senior High School, students must earn 54 credits and have passed the required classes from the list below.

ENGLISH REQUIREMENT:English 9 (9th Grade)English 10 (10th Grade)English 11 (11th Grade)

Elective

8 Credits

2 credits

2 credits

2 credits

2 credits

MATH REQUIREMENT:Algebra I or Concepts of Algebra A & BGeometry or Concepts of Geometry

Possible Elective

6 Credits2 credits or 4 credits

2 credits

2 credits

SCIENCE REQUIREMENT:PS Physics or PhysicsPS Chemistry or Chemistry

Earth Science

Biology

Possible Elective

6 Credits1 credit or 2 credits1 credit or 2 credits

1 credit

2 credits

1 credit

SOCIAL STUDIES REQUIREMENT:American History (9th Grade)World History (10th Grade)Government (11th Grade)Personal Finance/Economics (11th Grade)Psychology or Sociology**6 Credits**

2 credits

1 credit

1 credit

1 credit

1 credit

OTHER REQUIREMENTS:

Real Living

1 credit

PHYSICAL EDUCATION:

1 Credit Each Year

Grade Point Average

All completed courses, with the exception of those taken at Buchanan County Success Center (BSCS), those taken for credit recovery (Apex, Edgenuity) and any courses designated pass/fail, will count towards a student's semester/term/cumulative GPA. If a student fails a course designated pass/fail, the student's GPA will be negatively impacted.

Graduation Progress

Students at Independence Jr/Sr High School are classified by grade level according to the following:

Freshman	0-11	credits
Sophomore	12-21	credits
Junior	22-37	credits
Senior	38+	credits

Early Graduation Requirements

It shall continue to be the policy of the Independence Junior/Senior High School staff to encourage students to attend high school for four full years, regardless of the number of credits a student will have earned at the completion of his/her high school career. A student may submit a written request to graduate prior to his/her scheduled date of graduation. Along with the written request, the student must have written/signed/dated approval from his/her parent(s)/guardian(s) on file in the school counseling office. The principal and school counselor will evaluate such requests, and if all the requirements have been satisfied, the Board of Education may grant the early graduation petition. Only the Independence CSD Board of Education can approve these early graduation requests.

Senior Release

Senior students may apply, and be eligible, for release during the school day. Schedules cannot be changed to place the excused period wherever the student wants it to be for the term/year. This privilege may be revoked at any time at the discretion of the administration.

Qualifications for Senior Release

- Cumulative GPA of 2.5 or higher on a 4.0 scale.
- Good standing in terms of behavior and attendance as deemed by administrative personnel.
- Proficient on the ISASP (all parts) and/or MAP tests (all parts) as a junior. If these tests are not given, this qualification is void.
- Signed parent(s)/guardian(s) permission is required for a student to have any senior release.

Regulations for Senior Release

- Students agree to attend any special meetings or events scheduled for them during their excused periods.
- Students who choose to remain in the building during senior release should not cause a disruption and should remain in the library, Main Street, or Commons Area.

Infractions that may result in loss of Senior Release

- The second time a student is found guilty of truancy.
- Disturbance of classes in session.
- The third tardy for the class following the excused period.
- Failure to turn in signed permission slip to the office.
- Failure to sign out and in at the office.
- Any other infraction in which the administration deems suspension/revocation of senior release is warranted.
- Failure to attend any special meetings or events scheduled for them during their excused period.

Course Requirements for Admission to Iowa's Regent Universities

(Iowa State University, University of Iowa, University of Northern Iowa)

To encourage you to get the most out of your high school experience and to ensure that you are academically well prepared for college study, Iowa's Regent Universities have established a set of course requirements for admission. By meeting these requirements, you will satisfy not only the high school course requirements for admission to a state university in Iowa, but also the requirements for most other colleges and universities you might want to attend. These requirements are just minimums for admission. You may need to take additional college prep courses in high school. For example, if you plan to pursue a degree in Engineering, it is recommended to take as many mathematics courses beyond second-year Algebra as you can during high school. Also, talk with your school counselor to see if you can earn college credits during high school through Concurrent Credit Courses. The following chart outlines the high school course requirements for admission to each of Iowa's Regent Universities. While the requirements are fundamentally similar, some differences exist that reflect the individuality of the three universities.

[Link to High School Course Requirements](#)

Regent Admission Index (RAI)

The Regent Admission Index (RAI) is a calculation used by the Regent universities for admission into their schools. It is calculated by using a student's cumulative grade point average, ACT Composite Score, and the years of core courses taken. Students that have a RAI score of 245 or higher can gain automatic admission into the three Regent universities pending all other admission requirements are met. *The RAI no longer uses a student's class rank in their calculation.*

To calculate your own expected RAI, go to www.regents.iowa.gov/RAI.

Registration Procedure

All students will register for the four terms of classes for 2022-2023 school year by using the following procedure:

- During class meetings, all students will be given access to the Course Registration Guide and PowerSchool registration directions.
- Students will request courses on the PowerSchool Class Registration System for 2022-2023 online.
- School counselors will then meet with juniors and seniors to finalize their course requests for 2022-2023.

Special Notes:

- The registration process is designed to make every effort to accommodate the student in his/her request for courses. It should be understood there is no way to determine in advance which periods of the day courses will be offered or which teacher will teach a course.
- Specific courses, even though students have registered for them, may not be offered per administrative decision.

- Because class sizes and teacher assignments are based on the registration process, students will not be allowed to alter their course requests once the registration process is completed unless extenuating circumstances exist.
- Students must be scheduled for all periods of the four terms in 9th, 10th and 11th grades. Seniors, who are eligible, may request senior releases.
- It is the student's responsibility to make sure he/she is successfully completing the requirements for graduation.
- Students must take and pass at least four credits per semester to remain eligible for extracurricular activities.
- Grade levels and prerequisites are listed throughout the Course Registration Guide and must be adhered to by all students. Administration may adjust these requirements in extenuating circumstances.

Schedule Changes

Prior to school starting and the first week of school:

For the 2022-2023 academic year, all student schedule changes must be done between August 8th and August 26th.

In order to make a schedule change, students must adhere to the following procedure:

- Complete the Google Form school counseling office personnel send out via email in early August.
- School counselors will individually review the request and make changes if one, or more, of the criteria is met.
- If necessary, school counselors will contact, by email, phone or in-person, students to make the appropriate changes to the schedule.

Schedule Changes After The First Week Of School

- Schedule changes will only be considered under extenuating circumstances.
- Students will request a schedule change by filling out a formal Schedule Change Request form. These forms can be found in the school counseling office. All required signatures must be obtained before a schedule change is considered.
- If approved, by teachers and administration, school counselors will make the appropriate change and notify students of their new schedule.

Note: Administration reserves the right to adjust student schedules based on teacher assignments, period offerings, class rigor and/or class enrollment numbers.

ART	
Intro to Art	1 credit
Graphic Design	1 credit
Drawing & Painting	1 credit
Ancient Craft	1 credit
Visual Art- Advanced Studio	1 credit
Photography	1 credit

BUSINESS/COMPUTERS	
Computer Skills	1 credit
Computer Applications	1 credit
Intro to Business	1 credit
Marketing	1 credit
Computer Graphics	1 credit
Desktop Publishing	1 credit
Galore! PowerPoint	1 credit
Web Page Design	1 credit
Accounting	2 credits
Publication Productions	1 credit

ENGLISH LANGUAGE ARTS	
English 9	2 credits
English 10	2 credits
English 11	2 credits
AP English Literature and Composition	2 credits
Oral Communications	1 credit
Creating Fictional Forms	1 credit
Integrated Skills	1 credit
College Research & Writing	1 credit
World Literature	1 credit
Writing for Today	1 credit

FAMILY AND CONSUMER SCIENCES	
Culinary Techniques I	1 credit
Culinary Techniques II	1 credit
Culinary Techniques III	1 credit
Fashion & Fabrics I	1 credit
Fashion & Fabrics II	1 credit
Fashion & Fabrics III	1 credit
Parenting	1 credit
PS Introduction to Early Childhood Education	1 credit
PS Child Health, Safety, and Nutrition	1 credit

PS Early Childhood Curriculum	1 credit
PS Early Childhood Guidance	1 credit
Real Living	1 credit

FOREIGN LANGUAGE	
Spanish I	2 credits
Spanish II	2 credits
Spanish III	2 credits
Spanish IV	2 credits

INDUSTRIAL TECHNOLOGY	
Energy, Power & Transportation	1 credit
Metal Processing	1 credit
Wood Processing	1 credit
Wood Technology	1 credit
Advanced Wood Technology	1 credit
Machine Processing	1 credit
Machine Technology	2 credits
Advanced Automotive System	1 credit
Automotive Restoration	2 credits
Building Trades/PS Intro to Residential Construction/PS Construction Technology Lab	4 credits
Graphic Communications	1 credit
PS Machine Trade Print Reading	1 credit
PS Intro to Welding/Gas Metal Arc Welding	1 credit
PS Intro to CNC Programming (CAM)	2 credits
PS Intro to Automotive Technology	1 credit
Intro to Engineering Design	2 credits
PS Principles of Engineering	1 credit
Computer Science Principles	1 credit

MATHEMATICS	
Concepts of Algebra A & B <u>or</u> Algebra I	4 credits 2 credits
Algebra II	2 credits
Concepts of Geometry <u>or</u> Geometry	2 credits 2 credits
Trigonometry	1 credit
Pre-Calculus	2 credits
Consumer Math	2 credits
PS Statistics	1 credit

EXTENDED LEARNING PROGRAM	
Extended Learning Program	1 credit
Online AP Calculus AB	2 credits
Online AP English Language and Composition	2 credits
Online AP English Literature and Composition	2 credits
Online AP Macroeconomics	1 credit
Online AP Microeconomics	1 credit
Online AP Psychology	1 credit
Online AP Statistics	2 credits
Online AP U.S. Government and Politics	1 credit
Online AP U.S. History	2 credits

MUSIC	
Band	2 credits
Concert Choir	2 credits
IS Music	1 credit
Color Guard	.5 credit

PHYSICAL EDUCATION	
Physical Education	1 credit
Lifelong Activities PE	1 credit
Performance PE	1 credit
Health & Wellness	1 credit

SCHOOL TO WORK	
Career Internship	1 credit
Lead Worthy	1 credit

SCIENCE	
Physical Science II <u>or</u> Chemistry	1 credit 2 credits
Physical Science I <u>or</u> Physics	1 credit 2 credits
Earth Science	1 credit
Biology	2 credits
Animal Science *Available for Science credit	1 credit
Plant Science *Available for Science credit	1 credit
Advanced Biology (Cells)	1 credit
Anatomy & Physiology	1 credit
Environmental Science	1 credit
Chemistry II	2 credits

AGRICULTURAL SCIENCE	
Into to Agriculture	1 credit
Ag Leadership	1 credit
Animal Science	1 credit
Plant Science	1 credit
Ag Business	1 credit
Ag Issues & Perceptions	1 credit
Ag Education Co-Op	1 credit
Principles of Horticulture	1 credit

SOCIAL STUDIES	
American History 9	2 credits
World History 10	1 credit
U.S. Government	1 credit
Economics	1 credit
AP U.S. Government and Politics	1 credit
History of Iowa	1 credit
Modern U.S. History	1 credit
Western Civilizations	2 credits
Psychology <u>or</u> Sociology	1 credit 1 credit
PS Intro to Psychology	1 credit
PS Intro to Sociology	1 credit

English Recommendations/Courses

In order to be the most prepared and successful at the postsecondary level, the district recommends taking the following courses.

Required Courses:

English 9 (2 credits)

English 10 (2 credits)

English 11 (2 credits)

Required credits: 8 Credits

2 elective courses needed

Workforce or Military	Community College	Community College Transfer or 4-year
<i>English 9</i> <i>English 10</i> <i>English 11</i> Writing For Today Integrated Skills Oral Communications	<i>English 9</i> <i>English 10</i> <i>English 11</i> Oral Communications Creating Fictional Forms Writing for Today	<i>English 9</i> <i>English 10</i> <i>English 11</i> World Literature Creating Fictional Forms Oral Communications College Research and Writing AP English Literature and Composition

Italics=Required Courses

English Language Arts Course Descriptions

English 9

Grade Level: 9

Credits: 2

Considerations: Freshman Requirement

Description: This course provides an introductory approach to the different types of literature: short stories, poetry, novel, drama, epic, and non-fiction. The language arts skills of speaking, listening, writing, and reading are integrated into nearly every unit. Alternate arrangements for English credit will be made for students who fail this course twice.

English 10

Grade Level: 10

Credits: 2

Prerequisite: English 9

Considerations: Sophomore Requirement

Description: A required course for all sophomores designed to build on the skills learned during English 9. Reading, writing, speaking, listening, and viewing are all emphasized and integrated throughout the class. Alternate arrangements for English credit will be made for students who fail this course twice.

English 11

Grade Level: 11

Credits: 2

Prerequisite: English 9 and 10

Considerations: Junior Requirement.

Description: This course is designed to incorporate the skill of written responses to the study of literature. This year-long course surveys major writers, writing, and time periods in American literature. Emphasis is placed on student's reading, writing, and critical thinking skills. This course demands student time and effort in both reading and writing. Alternate arrangements for English credit will be made for students who fail this course twice.

Oral Communications

Grade Level: 12

Credits: 1

Description: This course explores basic communication issues between individuals and seeks to develop self-confidence in other speaking situations through organizing ideas and presenting them through group discussion, speech making. Students will develop insights into the structure and purpose of the basic speech process and make multiple individual speeches. This course is useful to all students regardless of future plans. Juniors may take this course with prior written approval from the instructor.

Writing for Today

Grade Level: 12

Credits: 1

Description: Writing is an important skill in today's world. Students need to know how to use that skill to their advantage. English/Composition courses are designed for juniors and seniors and build upon previous writing skills, reinforcing the logic and critical-thinking skills that accompany good writing. This course will emphasize word choice, usage, and writing mechanics as well as providing continued and advanced instruction in writing for a variety of purposes and audiences. This course will also examine various writing forms found in today's society and how it impacts its users. This course is most appropriate for students going directly into the workforce or military after graduation.

Creating Fictional Forms

Grade Level: 12

Credits: 1

Prerequisite: English 11

Description: Creating Fictional Forms is a course designed for the student who loves writing. This course will introduce students to current fiction while starting to build a creative writing knowledge and process. Half of the term will be reading, writing and poetry. The other half will focus on composing fictional stories. All reading will relate in some way to the fictional forms. Students will use imitation and experimentation in refining the creative writer's tools and then

use those tools to build a creative writing portfolio. Students must display proficiency in writing and be self-motivated in order to experience success in this class.

Integrated Skills

Grade Level: 12

Credits: 1

Description: Integrated Skills is a one semester class designed to reinforce language arts skills in units simulating real-life situations. Students will understand the importance of these various skills (listening, researching, observing, reading, speaking, and writing) to their success as life-long learners. Required group work is an integral part of daily work. This course is most appropriate for students going directly into the workforce or military after graduation.

College Research and Writing

Grade Level: 12

Credits: 1

Prerequisite: English 11

Description: In an Information Age, the ability to find and use information is a survival skill--not a luxury! This class focuses on finding and using information and research projects, including the term paper. Students planning on attending a four-year university will find this class essential. Students will also focus on college life and studies.

World Literature

Grade Level: 12

Credits: 1

Prerequisite: English 11

Description: World Literature is a one semester course for seniors only. It is designed to give the necessary background for humanities and literature classes in college. The Bible provides a starting point in the history of writing. Students then review the classics of Greece and Rome, literature of the Middle-Ages and Renaissance, and works from the ages of Rationalism, Romanticism, and Realism. This course is most appropriate for students interested in attending a four-year college/university.

AP English Literature and Composition

Grade Level: 11-12

Credits: 2

Prerequisites: English 9 and 10

Considerations: The cost of the AP exam, if the student chooses to take it, must be paid by the student.

Description: This course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Mathematics Recommendations/Courses

In order to be the most prepared and successful at the postsecondary level, the district recommends taking the following courses.

Required Courses:

Algebra I (2 credits) or
 Concepts of Algebra A (2 credits) & B (2 credits)
 Geometry (2 credits) or
 Concepts of Geometry (2 credits)

Required Credits: 6

2 electives may be needed

Workforce or Military	Community College	Community College Transfer or 4-year
<i>Concepts of Algebra A & B</i> <i>Concepts of Geometry</i> Consumer Math	<i>Concepts of Algebra A & B</i> <u>or</u> <i>Algebra I</i> <i>Concepts of Geometry</i> <u>or</u> <i>Geometry</i> Algebra II Trigonometry*	<i>Algebra I</i> <i>Geometry</i> Algebra II Trigonometry* Pre-Calculus PS Statistics

Italics=Required Courses

*Field of Study Dependent

Math Course Descriptions

Algebra I

Grade Level: 9

Credits: 2

Considerations: Freshmen are required to take Concepts of Algebra A or Algebra I, unless he/she successfully completed Algebra I in 8th grade. Algebra I is a prerequisite for all students interested in STEM (Science, Technology, Engineering and Math) careers.

Description: Algebra I introduces students to the process of using algebraic (symbolic) thought in problem solving. It also lays the foundation students need to study more advanced types of mathematical thought. This class fulfills part of the math requirement of most colleges and technical schools. In this course students will study linear, exponential, and quadratic equations as well as other algebraic topics.

Concepts of Algebra A

Grade Level: 9

Credits: 2

Considerations: Freshmen are required to take Concepts of Algebra A or Algebra I, unless he/she successfully completed Algebra I in 8th grade.

Description: The content covered in Concepts of Algebra A is the same as Algebra 1, the difference is the material is covered in two years. The remaining topics will be covered in Concepts of Algebra B. Teacher recommendation required for this course.

Concepts of Algebra B

Grade Level: 10

Credits: 2

Prerequisite: Concepts of Algebra A

Description: Concepts of Algebra B will pick up where Concepts of Algebra A left off and will include some extension topics from Algebra I. This course must be taken sequentially after Concepts of Algebra A.

Geometry

Grade Level: 9-12

Credits: 2

Prerequisite: Algebra I or Concepts of Algebra A and B

Description: In this course, students will study lines, angles, triangles, quadrilaterals, circles, area, and volume. Students will also be introduced to proofs of geometric figures.

Concepts of Geometry

Grade Level: 9-12

Credits: 2

Prerequisite: Algebra I or Concepts of Algebra A & B

Considerations: Universities will not recognize this course for Geometry, teacher recommendation required.

Description: The content covered in Concepts of Geometry is the same as Geometry. The difference is the material will focus on non-proof Geometry instead of proof Geometry.

Algebra II

Grade Level: 10-12

Credits: 2

Prerequisite: Geometry

Description: This two-term course is a continuation of Algebra I and Geometry concepts. Algebra II is designed for students that plan on attending a college or technical school. Most colleges strongly recommend that students have successfully completed Algebra I, Geometry, and Algebra II.

Trigonometry

Grade Level: 10-12

Credits: 1

Prerequisite: Algebra II

Description: In this course students will master special triangles, right triangular trigonometry, circular trigonometry, trigonometric identities, graphing trigonometric functions and solving

trigonometric equations. Students who are considering engineering as a career choice are strongly recommended to take this course.

Pre-Calculus

Grade Level: 10-12

Credits: 2

Prerequisite: Trigonometry

Description: This is a college preparatory course for Calculus, which involves an emphasis on advanced algebra, coordinate geometry, conic sections, statistics, exponential and logarithmic functions, sequence and series, and probability. Students who complete this course will have a strong math background for college.

Consumer Math

Grade Level: 11-12

Credits: 2

Prerequisite: Algebra I or Concepts of Algebra A and B

Description: Topics studied include a review of basic algebra, taxes, insurance, the use of credit, investments, maintaining a balanced checkbook, buying a house, and expenses involved in car ownership. Consumer Math stresses consumer problems in everyday life with the practical application of mathematics to help students make more informed choices.

PS Statistics

Grade Level: 11-12

Credits: 1 high school credit, 3 college credits

Prerequisite: Proficient score on the Accuplacer

Description: This course is a study of descriptive statistics including graphical representation, central tendency, correlation and regression, intuitive treatment of probability and inferential statistics including hypothesis testing.

Science Recommendations/Courses

In order to be the most prepared and successful at the postsecondary level, the district recommends taking the following courses.

Required Courses:

Physical Science I (1 credit) or
Chemistry (2 credits)
Physical Science II (1 credit) or
Physics (2 credits)
Biology (2 credits)
Earth Science (1 credit)

Required Credits: 6

1 elective credit may be needed

Workforce or Military	Community College	Community College Transfer or 4-year
<i>Physical Science I</i> <i>Physical Science II</i> <i>Biology</i> <i>Earth Science</i>	<i>Physical Science I</i> <u>or</u> <i>Chemistry</i> <i>Physical Science II</i> <i>Biology</i> <i>Earth Science</i>	<i>Physical Science II</i> <u>or</u> <i>Physics</i> * <i>Biology</i> <i>Chemistry</i> <i>Earth Science</i>
Environmental Science Plant Science Animal Science	Anatomy & Physiology* Advanced Biology* Environmental Science Plant Science Animal Science	Chemistry II Anatomy & Physiology* Advanced Biology* Environmental Science Plant Science Animal Science

Italics=Required Course

*Field of Study Dependent

Science Course Descriptions

Physical Science I

Grade Level: 9-12

Credits: 1

Considerations: Required course if a student does not take chemistry.

Description: In this course, students explore the fundamentals of chemistry. Topics explored include basics of matter, atoms, and chemical reactions.

Physical Science II

Grade Level: 9-12

Credits: 1

Considerations: Required course if a student does not take physics.

Description: In this course, students explore the fundamentals of physics. Topics explored include wave basics, sound, light, forces and motion.

Earth Science

Grade Level: 10-12

Credits: 1

Description: In this predominantly ninth-tenth grade science course, students learn basic concepts about earth science. The major theme of the course will include earth's place in the universe and earth's systems. These include learning about the sun, stars, plate tectonics, meteorites, cycling of matter, carbon cycling, properties of water with climate, and the flow of energy in the earth's systems. **Freshmen may take this course with approval from the instructor.**

Biology

Grade Level: 9-12

Credits: 2

Considerations: Required course for all students.

Prerequisite: Freshmen must obtain written approval from the junior high teachers in collaboration with the instructor prior to registering for the course.

Description: Biology is a general course focusing on life processes and interactions between organisms and their environments. This course will include the study of organisms, ecosystems, introduction to genetics, evolution, and cells. Biology is essential for students planning to attend college, nursing school, or a laboratory technology school.

Chemistry

Grade Level: 10-12

Credits: 2

Considerations: Required course if a student does not take Physical Science Chemistry. It is recommended students take Geometry prior to taking this course.

Description: Chemistry is a study of matter in the world around us. Units studied include: atomic structure, formulas, chemical reactions, gases, solutions, periodic trends, bonding and the mole. Emphasis is placed on fundamental principles that apply to a wide variety of practical problems.

Chemistry II

Grade Level: 11-12

Credits: 2

Prerequisite: Chemistry I

Description: This course covers kinetics, nuclear chemistry, thermodynamics, solids and liquids, molecular structure, and more in depth gas laws. This class is geared towards students interested in a science-related field.

Physics

Grade Level: 12

Credits: 2

Prerequisite: Physical Science Chemistry or Chemistry I and Algebra I and II

Considerations: Required course if a student does not take Physical Science II. It is recommended students take Trigonometry prior to taking this course.

Description: Physics is a physical science course that deals with matter and energy and their relationships to each other. Units studied include forces, motion, momentum, energy, heat, sound and light. Juniors may take this course with prior, written approval from the instructor.

Animal Science

Grade Level: 9-12

Credits: 1

Considerations: Available for science credit, successful completion of Introduction to Agriculture will have enrollment preference, Biology recommended before enrollment.

Description: Course work will focus on the husbandry, production and uses of animal agriculture. All ranges of student knowledge and experience will benefit from presented information. As well as investigating the careers surrounding the study of animals, units of study will include animal origin and history, breeding and reproduction, genetics and heritability, feeding and nutrition, and basic animal care.

Plant Science

Grade Level: 9-12

Credits: 1

Considerations: Available for science credit, successful completion of Introduction to Agriculture will have enrollment preference, Biology recommended before enrollment.

Description: Student experiences will include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting. Students will learn how to apply scientific knowledge and skills to use plants effectively for agricultural and horticultural production. Students will discover the value of plant production and its impact on the individual, local, and global economy.

Advanced Biology (Cells)

Grade Level: 11-12

Credits: 1

Prerequisite: Biology

Considerations: Chemistry is recommended before taking Advanced Biology.

Description: This course will present the latest scientific knowledge and techniques used to better understand the structure of DNA and how scientists manipulate it. The role of DNA in the cell will also lead us into discussions of genetics, mutations, enzymes, common biomolecules and energy production in a cell. The instructor encourages eligible students to take chemistry before entering this class. This course is intended to prepare students for college general biology and genetics classes.

Anatomy & Physiology

Grade Level: 11-12

Credits: 1

Prerequisite: Biology

Considerations: This class is very challenging, especially for students who did not earn a C or above in biology. Students who did not earn a C or above in Biology may need to change past study habits or classroom behaviors to be successful.

Description: This course is intended to prepare students for college human anatomy and physiology class. This course will increase understanding of the basic anatomical and

physiological processes that occur within mammals using critical thinking while gaining fundamental dissection techniques and laboratory skills suitable for college.

Environmental Science

Grade Level: 11-12

Credits: 1

Prerequisite: Biology or permission from the instructor

Description: A course designed for students interested in understanding and working towards solutions of environmental problems from a local, state, national and worldwide perspective.

Social Studies Recommendations/Courses

In order to be the most prepared and successful at the postsecondary level, the district recommends taking the following courses.

Required Courses:

Required Credits: 6

American History (2 credits)

World History (1 credit)

Psychology (1 credit) or Sociology (1 credit)

Government (1 credit) or AP Government (2 credits)

Personal Finance/Economics (1 credit)

Workforce or Military	Community College	Community College Transfer and 4-year
<i>American History</i> <i>World History</i> <i>Government</i> <i>Personal Finance/Economics</i> <i>Psychology or Sociology</i>	<i>American History</i> <i>World History</i> <i>Psychology <u>or</u> Sociology</i> <i>Government</i> <i>Personal Finance/Economics</i> Modern U.S. History	<i>American History</i> <i>World History</i> <i>PS Psychology or Psychology</i> <i>PS Sociology or Sociology</i> <i>Government or AP Government</i> <i>Personal Finance/Economics</i> Western Civilizations Modern U.S. History

Italics=Required Course

Social Studies Course Descriptions

American History 9

Grade Level: 9

Credits: 2

Considerations: Required course for freshmen.

Description: This course will focus on historical events of the 20th century, including the events leading to WWI through the Vietnam Era. In addition to historical events, the course will include work with geography skills, civics, contemporary and multicultural issues.

World History 10

Grade Level: 10

Credits: 1

Considerations: Required course for sophomores.

Description: This is a course designed to broaden our students' knowledge of history beyond that of the United States and Western World. This will focus on the Non-Western cultures of China, India, Japan, and Africa. We will examine the histories of these diverse societies from ancient times to the modern era. This course will help students gain an understanding of how the world of today has been shaped by nations from outside our hemisphere.

United States Government

Grade Level: 11-12

Credits: 1

Considerations: Required course for juniors/seniors.

Description: Students will become more familiar with how our government works and how they are an important part of its success. The class will study the Constitution, political parties, elections, the lawmaking process, the legal system, and local government. Current government issues will also be discussed. Throughout the term, students will become more familiar with their own political beliefs.

Economics

Grade Level: 11-12

Credits: 1

Considerations: Required course for all juniors/seniors.

Description: Students will gain a better understanding of economic factors and how they will relate to personal experiences. Topics covered include economic systems, supply and demand, government economic policies, international trade, and issues involving personal finance including budgeting and investing.

Modern U.S. History

Grade Level: 11-12

Credits: 1

Prerequisite: American History 9

Considerations: Students must have completed American History 9 with at least a B-.

Description: This course will focus on recent U.S. History from 1980 to the present day. The focus will be a critical examination of trends in politics, foreign and domestic policies, society, and culture of the United States over the past 40 years.

Western Civilizations

Grade Level: 11-12

Credits: 2

Description: This course studies the origins and growth of Western Civilization. It begins with ancient civilizations and progresses through the Renaissance and Reformation eras in Europe. This course will give students a perspective on how the world of today has been shaped by

people and events from the last 10,000 years. A research paper and two book reviews are requirements for passing this course.

Psychology

Grade Level: 10-12

Credits: 1

Considerations: Psychology or Sociology is required for graduation for the class of 2022 and beyond.

Description: This is a course designed to help students become more familiar with why individuals act the way they do. Topics include the brain and nervous system, consciousness, learning and memory, thinking and intelligence, motivation, emotion, personality, gender, social psychology, health psychology and psychological disorders. Readings, experiments, activities, demonstrations, and projects will be used to help students gain a better understanding of behavior and mental processes.

PS Introduction to Psychology

Grade Level: 9-12

Credits: 1 high school credit, 3 college credits

Considerations: Completion of this course meets the graduation requirement for class of 2022 and beyond.

Description: This course provides an introduction to the study of behavior with emphasis in the areas of learning, cognition, motivation, personality, behavioral disorder, health, and social influence. An understanding of the impact of both theoretical perspectives and experimental evidence on the formulation of the science of human behavior is also stressed. Psychological theories and principles are utilized to explain and predict behavior.

Sociology

Grade Level: 10-12

Credits: 1

Considerations: Psychology or Sociology is required for graduation for the class of 2022 and beyond.

Description: This is a course designed to help students become more familiar with human interaction, the process of socialization in various cultures, and social environments. Topics include socialization, components of culture, social structure, and group behavior on a global scale. The course concludes with a comprehensive look at global social issues and how they impact human beings and the societies in which they live.

PS Introduction to Sociology

Grade Level: 9-12

Credits: 1 high school credit, 3 college credits

Considerations: Completion of this course meets the graduation requirement for class of 2022 and beyond.

Description: This course surveys the basic principles, concepts, and research findings of social life from small groups to societies. The course examines a range of sociological explanations for the various forms of social behaviors and establishes a basis for reflection and further study in the field. Topics include human socialization, interaction, social structure, social issues and group behavior.

History of Iowa

Grade Level: 9-12

Credits: 1

Considerations: This course may only be offered every other year.

Description: This course is designed for the student who is interested in a comprehensive study of the history of the state of Iowa, Buchanan County, and Independence. Major units of study include Prehistoric Iowa and Man, Native Americans, Exploration and Statehood of Iowa, Pioneers, Buchanan County and Independence History, Agriculture and Iowans at Time of War.

AP U.S. Government and Politics

Grade Level: 11-12

Credits: 2

Prerequisites: American History 9

Considerations: The cost of the AP exam, if the student chooses to take it, must be paid by the student. This course meets the graduation requirement for the Government. To take this course, students must have earned a B- or better in American History 9. It is expected students who register for this course will complete both semesters; any drops at semester must be approved by the principal.

Description: AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Agricultural Education Course Descriptions

Introduction to Agriculture

Grade Level: 9-12

Credits: 1

Considerations: This is an introductory course and is a prerequisite for all other agricultural courses.

Description: Introduction to Agriculture is designed to teach students about the world of agriculture. Course topics will range from Animal and Plant Science, Environmental Science and Natural Resources. Introduction to the FFA Organization as well as Leadership and Communication will be another major component of this course. Woven throughout the course are activities to develop and improve employability skills of students through practical applications.

Animal Science

Grade Level: 9-12

Credits: 1

Considerations: Available for science credit, successful completion of Introduction to Agriculture will have enrollment preference.

Description: Course work will focus on the husbandry, production and uses of animal agriculture. All ranges of student knowledge and experience will benefit from presented information. As well as investigating the careers surrounding the study of animals, units of study will include animal origin and history, breeding and reproduction, genetics and heritability, feeding and nutrition, and basic animal care.

Plant Science

Grade Level: 9-12

Credits: 1

Considerations: Available for science credit, successful completion of Introduction to Agriculture will have enrollment preference.

Description: Student experiences will include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting. Students will learn how to apply scientific knowledge and skills to use plants effectively for agricultural and horticultural production. Students will discover the value of plant production and its impact on the individual, local, and global economy.

Ag Issues and Perceptions

Grade Level: 11-12

Credits: 1

Prerequisite: Introduction to Agriculture and Animal or Plant Science

Description: This upper level class will put student knowledge of the agriculture industry to work through investigations of the industry on the local, state, national, and international levels. Historical agricultural events as well as current events will be discussed to show the interaction of other countries with the production of food, fiber, and fuel commodities.

Ag Leadership

Grade Level: 11-12

Credits: 1

Prerequisite: Introduction to Agriculture

Considerations: A great course for current FFA members.

Description: The National FFA Organization is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success. This course, open to all students, will focus on improving leadership and communication skills through application of agricultural concepts. Class activities include Career Development Events, organized debates, discussion on current agricultural issues, creating a resume, and practicing interview skills.

Ag Business

Grade Level: 11-12

Credits: 1

Prerequisite: Introduction to Agriculture

Description: Agricultural business exposes students to basic economic principles, accounting, and business management skills. Students will understand the production cycles of agricultural commodities and different methods of marketing. Students will develop an entrepreneurial business idea and complete the steps required to make it successful.

Ag Education Co-Op

Grade Level: 11-12

Credits: 1

Prerequisite: Introduction to Agriculture

Considerations: Application must be completed prior to approval.

Description: This course is designated for junior and senior level students who have completed at least 4 credits in agriculture education. To approve enrollment in this course, a cooperation between student and Ag Instructor or Agricultural business must be established. The purpose of this course is to encourage career readiness skills in Agriculture Education students.

Agricultural projects are preferred for approval of course enrollment. Many options are available to shape this course to match student skills and interests.

Principles of Horticulture

Grade Level: 10-12

Credits: 1

Prerequisite: Introduction to Agriculture

Description: Horticulture is the science and art of growing fruits, vegetables, flowers, and ornamental plants. Students will be involved in planting, care, maintenance, and selection of various home and commercial vegetables, flowers, and plants. Students will gain hands-on greenhouse and garden management experience.

Art Course Descriptions

Intro to Art

Grade Level: 9-12

Credits: 1

Description: This introductory art class will have students explore various mediums of art while following a historical timeline. The timeline will span from the art of the Stone Age through the Renaissance time period and exploring major stylistic periods. A variety of drawing, painting, and clay projects will be completed using a vast array of media.

Graphic Design

Grade Level: 9-12

Credits: 1

Prerequisite: Successful completion of Introduction to Art with a “C” or better.

Description: This class will have students explore the elements and principles of art to master good composition in design. Students will develop ideas to create logos and advertising designs using technology as a visual tool. Students will participate in critiques as well as competitions to emulate a business-like environment.

Drawing and Painting

Grade Level: 9-12

Credits: 1

Prerequisite: Successful completion of Introduction to Art with a “C” or better.

Description: Students will create artwork in pencil, charcoal, pen, pastels, acrylic paint, watercolor, and mixed media. Throughout this course, students utilize traditional drawing and painting techniques. Each project assigned facilitates an understanding of the properties of light, perspective, scale, and proportion.

Ancient Craft

Grade Level: 11-12

Credits: 1

Prerequisite: Successful completion of Introduction to Art with a “C” or better.

Description: This course will reintroduce skills from the past that have long been forgotten. Students will learn basic chain maille techniques as well as leather craft skills. Students will also explore lost printmaking techniques which include Intaglio and Relief printmaking.

Photography

Grade Level: 12

Credits: 1

Description: Cameras don't take pictures, people do! Learning the basics of photo composition is one of the keys to better photography. Composition simply means knowing how to place objects in your image to get the effect you're looking for. Using basic design principles, we will explore incorporating the *Rules of Composition* into your photography. (These are the same rules used by professionals in the commercial photography fields of: Photojournalism; Travel and Landscape; Nature and Wildlife; Sports and Action; Family and Wedding; Advertising; etc.). By mastering some of these techniques, our photos will become more visually appealing, more captivating, and will successfully communicate your intended message.

Visual Arts Advanced Study (Previously IS Art)

Grade Level: 11-12

Credits: 1

Description: Enables students to independently explore work within a specific art medium, concept, or idea through in-depth examination. Serves as an opportunity for students to expand their expertise in a specific medium and style, to explore a topic in greater detail, or to develop more advanced skills.

Business/Computers Course Descriptions

Introduction to Business

Grade Level: 9-12

Credits: 1

Description: This course covers a variety of business-related topics namely: accounting, compensation, economics, entrepreneurship, management, marketing, operations, ownership, taxation and trade. Students will create a business in order to demonstrate their learning.

Accounting

Grade Level: 10-12

Credits: 2

Prerequisite: Introduction to Business and Marketing

Considerations: 10th graders must have teacher approval.

Description: This course provides a comprehensive overview of basic accounting standards and terminology. Financial accounting procedures for service proprietorships and merchandising corporations are covered and practiced. This course should be taken by anyone possibly thinking about earning a business degree or starting a business. This course will utilize Google Sheets to better apply the concepts and to prepare the student for the workforce.

Marketing

Grade Level: 9-12

Credits: 1

Prerequisite: Introduction to Business

Description: This course covers the marketing concept with the focus always on the customer. Students will learn and explore the marketing mix consisting of the 4 P's: product, price, promotion and placement. We will also cover the areas of financing, selling and marketing-information management as they relate to marketing.

Computer Skills

Grade Level: 9-12

Credits: 1

Description: This course will provide students with an introduction to the Windows operating system, Microsoft Word, Excel, PowerPoint, and Web Page Design as well as occupational skills and work to refine their computer keyboarding skills as they progress throughout the term. Additional units studied will include photo editing (Photoshop) and creating a movie unit.

Computer Applications

Grade Level: 9-12

Credits: 1

Prerequisite: Computer Skills or instructor approval

Description: This course is designed to refine keyboarding skills with the emphasis on improving speed and accuracy along with learning 10-key keyboarding. Focus will be placed on the use of software commands and functions to create, edit, format, and manipulate documents, capitalizing on the power offered by word processing software programs.

Desktop Publishing

Grade Level: 10-12

Credits: 1

Prerequisite: Computer Skills or instructor approval

Description: In this course, students will be exploring various desktop publishing features in Microsoft Word while learning some basic design skills. These skills may include, but are not limited to, creating a 12-month calendar, personalized business cards, envelopes, stationery, newsletters, and brochures. This course will help students develop a high degree of skill for personal and business use. Students will continue to learn computer terminology as they develop entry-level occupational skills.

Galore! PowerPoint

Grade Level: 10-12

Credits: 1

Prerequisite: **Computer Skills or Instructor Approval**

Description: Students will plan, prepare, and deliver a variety of presentations using a variety of multimedia and advanced effects. Students will utilize teamwork and speaking skills as well as learn the applications of advanced features offered in the presentation and graphics software.

Computer Graphics

Grade Level: 10-12

Credits: 1

Prerequisite: Computer Skills or instructor approval

Description: This course is designed for students interested in using the computer as a tool to create, edit, and enhance photos with the same tools used by top creative professionals and photographers. It will be an introduction to the fundamentals of graphic design using Adobe Photoshop software. Photoshop will give students the technology they need to bring extraordinary images to life. Students will learn to create visually compelling images for reports, presentations, school publications, advertisements, posters, brochures, websites, and other personal and professional uses.

Web Page Design

Grade Level: 11-12

Credits: 1

Prerequisite: Computer Skills or instructor approval

Considerations: Computer Graphics would be helpful to take before enrolling in Web Page Design, but is not required. Class size may be limited and registration may be subject to instructor approval.

Description: This course is designed to introduce students to web page design with an emphasis on effective design and content. Web page design skills have become a necessity in many careers in today's computer-oriented society. In many organizations, employees are asked to create, maintain, or contribute to departmental web sites on company intranets. People also create personal web sites about their families or interests, as part of a career search, or on almost any subject imaginable. Students will be learning Adobe Dreamweaver to create their web pages as well as basic HTML.

Publication Productions

Grade Level: 9-12

Credits: 1

Considerations: Class size may be limited and registration may be subject to instructor approval.

Description: This course has been designed to provide students with an opportunity to develop and use their skills to help in the production of various school publications including, but not limited to, the school's yearbook. Students will gain skills in teamwork, responsibility, brainstorming, content, coverage, concept, reporting, writing, headlines, captions, editing, photography, typography, design, graphics, advertising, and distribution. Our work results in the current volume of the school's yearbook as well as advertising and promotion of the school's upcoming activities and functions with the use of video and computer graphic design.

Publication productions can be taken for both semesters in a school year and multiple times (6 maximum) over the course of a student's high school career.

Family And Consumer Science Course Descriptions

Culinary Techniques I

Grade Level: 9-12

Credits: 1

Considerations: Beginning level class.

Description: In Culinary Techniques I, a variety of food preparation techniques will be explored! We will also spend time looking at basic nutrition, safety, sanitation, equipment use, table setting, etiquette, and basic meal planning. The final is a cooking show where you are the host demonstrating skills you have learned over the term!

Culinary Techniques II

Grade Level: 10-12

Credits: 1

Prerequisite: Culinary Techniques I

Description: A variety of more complicated food preparation techniques will be explored! We will also work with nutrition for special diets and spend time analyzing food trends. We will prepare a variety of regional and ethnic foods as well as purchase food from the grocery store. 9th graders may take this course, if the prerequisite of passing Culinary Techniques I is met, with instructor approval.

Culinary Techniques III

Grade Level: 11-12

Credits: 1

Prerequisite: Culinary Techniques I and II

Description: If you enjoyed Culinary Techniques I and II, then you should definitely take Culinary Techniques III. In this course, students will analyze and experience different careers in the culinary field. This is a project-based, hands-on class where the students prepare a variety of products. Students will also complete a sales project, develop a cooking show, and do research on careers in the culinary field.

Fashion & Fabrics I

Grade Level: 9-12

Credits: 1

Description: Explore the world of fashion and work with fabrics to create your own clothes and accessories. Use fabrics to combine colors and textures in a quilt. Use several different types of sewing machines, including a serger and an embroidery machine. Investigate the world of fashion and its career opportunities.

Fashion & Fabrics II

Grade Level: 10-12

Credits: 1

Prerequisite: Fashion and Fabrics I

Description: This class will build on skills learned in Fashion and Fabrics I. Investigate fashion cycles and the history of fashion. Use many different sewing machines, use design software, and increase your sewing skills through many different projects, as well as design and create a product for a class chosen community service project.

Fashion & Fabrics III

Grade Level: 10-12

Credits: 1

Prerequisite: Fashion and Fabrics I and II

Considerations: Instructor approval is required to enroll in this course.

Description: The student will use current technology to create original designs for clothing, accessories, and quilts. The student should be a self-starter, able to read and interpret written technical directions, and be willing to work with a variety of sewing machines, computer design software, and a digital/video camera. If a student wants to take this course as an independent study, administration and instructor must give approval.

Note: Though the following four concurrent courses (indicated by PS in the titles) indicate 9th grade students may take them for both high school and college credit, the family and consumer science department personnel do not readily recommend freshmen taking these courses.

PS Introduction to Early Childhood Education

Grade Level: 9-12

Credits: 1 high school, 3 college

Description: This course gives students a historical and philosophical foundation in the field of early childhood education. Includes an overview of assessment and trends that influence best practices. Explores careers in the field. Addresses influences of families and diversity.

PS Child Health, Safety, and Nutrition

Grade Level: 9-12

Credits: 1 high school, 3 college

Description: Focuses on current concepts in the fields of health, safety and nutrition and their relationship to the growth and development of the young child ages birth to eight. Blends current theory with practical applications and assessments. Includes the influences of families and diversity on health, safety, and nutrition in early childhood settings. This class may be offered in the morning before school or as a semester 2 block course.

PS Early Childhood Curriculum I

Grade Level: 9-12

Credits: 1 high school, 3 college

Considerations: This class is only offered before school, every other year, pending enrollment numbers.

Description: Focuses on the development, implementation and assessment of appropriate environments and curricula for young children ages three through eight. Students prepare to utilize developmentally appropriate practices in a context of family and culturally sensitive care. Emphasis is on understanding children's development stages and developing appropriate learning opportunities, interactions and environments in the following areas: dramatic play, art, music, fine and gross motor play.

PS Early Childhood Guidance

Grade Level: 9-12

Credits: 1 high school, 3 college

Considerations: This class is only offered before school, every other year, pending enrollment numbers.

Description: Focuses on effective approaches and positive guidance strategies for supporting the development of all children. Emphasizes supportive interactions and developmentally appropriate environments. Uses assessments to analyze and guide behaviors. Studies the impact of families and diversity on child guidance.

Parenting

Grade Level: 10-12

Credits: 1

Description: This course is designed to provide students with knowledge and skills to become more effective parents. Areas of study include parenting skills, pregnancy and birth, effective parenting practices, early brain development, and the social, physical, cognitive, and emotional development of infants and toddlers will be studied.

Real Living

Grade Level: 9-12

Credits: 1 Real Living will be taken as a freshman or sophomore, if possible.

Description: The skills learned in this class will improve your quality of life regardless of which career path you choose. Topics to be studied include communication skills, resolving conflicts, building positive relationships, marriage and parenting, stress management, abuse, divorce, and dealing with loss as well as many other topics related to everyday life.

Foreign Language Course Descriptions

Spanish I

Grade Level: 9-12

Credits: 2

Consideration: Recommended only for students who have demonstrated proficiency in English courses at the junior high and/or senior high levels.

Description: This course introduces basic Spanish vocabulary and grammar in the present tense to develop a good base for reading, writing, listening and speaking skills. The students will be expected to demonstrate mastery of the materials presented through a variety of formats. Various aspects of Hispanic culture are studied to develop cultural awareness.

Spanish II

Grade Level: 10-12

Credits: 2

Prerequisite: Spanish I

Considerations: Students who do not earn a C or better in Spanish I both semesters may need instructor approval.

Description: This course is a continuation of the study of Spanish grammar and culture. The emphasis is placed on the development of the four skills---listening, reading, speaking and writing, within a given context and expanding outside of the classroom setting when possible. Having mastered the present tense in Spanish I, students will be exposed to the preterite and imperfect tenses.

Spanish III

Grade Level: 11-12

Credits: 2

Prerequisite: Spanish II

Considerations: Students who do not earn a C or better in Spanish II both semesters may need instructor approval.

Description: Students will continue working with different verb tenses and expanding on their communication skills. Students will read different novels in Spanish and will acquire insight into how languages and cultures work by comparing the target language and culture(s) to their own.

Spanish IV

Grade Level: 12

Credits: 2

Prerequisite: Spanish III

Considerations: Students who do not earn a C or better in Spanish III both semesters may need instructor approval.

Description: The goal of this course is to "polish" the speaking and writing skills of the previous courses. The remaining verb tenses necessary for university-level classes will be mastered. This course also incorporates the study of cultures in Spanish-speaking countries. Completion of the Spanish sequence enables the student to communicate on the job and/or to enroll in college coursework.

Industrial Technology Course Descriptions

Graphic Communications

Grade Level: 9-12

Credits: 1

Considerations: This is a suggested prerequisite for all other Industrial Technology classes. Skills from Graphic Communications will be applied in all other Industrial Technology classes. Successful completion of Graphic Communications is recommended for any student interested in any Industrial Technology class. Class size limit: 20 students.

Description: This class will introduce students to sketching, drafting, 2D and 3D computer modeling, and computer animations that are used to communicate in industry today. Students will demonstrate the ability to read, print, and measure by completing orthographic and isometric drawings, geometric constructions, and multi-view drawings.

AUTOMOTIVE

Sequence of Courses: Energy, Power and Transportation; PS Intro to Automotive Technology, Advanced Auto Systems, Automotive Restoration

Energy, Power, and Transportation

Grade Level: 9-12

Credits: 1

Considerations: Class size limit: **16 students**

Description: Students will analyze the basic operation of an engine by disassembling and reassembling a four-stroke engine. They will also evaluate basic electronics, interpret diagram reading and how to troubleshoot systems. Students will also summarize various modes of transportation and renewable energy sources.

PS Intro to Automotive Technology

Grade Level: 9-12

Credits: 1 high school, 2 college

Recommendation: Successful completion of Energy, Power, and Transportation

Considerations: Class size limit: 16 students.

Description: Students will evaluate how the various auto systems work and interact. This course provides an introduction to the many facets of the automotive industry to include: careers in the automotive industry, environmental concerns affecting the automotive industry, basic automotive hand tools, specialty tools, precision measuring tools, power tools and shop equipment, using service and shop manuals from the high school, and shop safety.

Advanced Automotive System

Grade Level: 11-12

Credits: 1

Prerequisite: Energy, Power, and Transportation and PS Intro to Automotive Technology

Considerations: Class size limit: 16 students.

Description: Students will expand their knowledge of automotive systems and integrate knowledge in engine, transmission, and drivetrain assemblies on in-class projects.

Automotive Restoration

Grade Level: 12

Credits: 2

Prerequisite: PS Intro to Automotive Technology

Considerations: Instructor approval required. Class size limit: 16 students.

Description: Students will expand their knowledge of automotive systems and gain knowledge about automotive bodywork by working on class projects. Students will utilize metal fabrication, paint and finishes, and interior design and layout by working on class projects.

CONSTRUCTION

Sequence of Courses: Wood Processing, Wood Technology, Advanced Wood Technology, Building Trades/PS Intro to Residential Construction/PS Construction Technology Lab

Wood Processing

Grade Level: 10-12

Credits: 1

Considerations: Class size limit: 16 students.

Description: This class is for the student who enjoys creating something with their hands. Pre-engineering students will also find these 'hands-on' skills invaluable to their education as well. Students will master the proper and safe use of hand and machine tools in the woodworking lab while constructing and finishing a woodworking project. Problem solving, time management in a workplace environment, technical reading, and accurate measuring skills will be reinforced.

Wood Technology

Grade Level: 11-12

Credits: 2

Prerequisite: Wood Processing

Considerations: Must complete Wood Processing with a "C" or better to enroll. Class size limit: 16 students.

Description: This class is for the student who wants to learn to create their own individual project while improving on the skills they learned in Wood Processing. They will **choose their own project** (with instructor approval) as well as research various wood properties and techniques, further utilize the problem-solving process, engineer new processes, maintain equipment, and be responsible for their own organization, time management, efficiency, and self-motivation. A class service project will be completed that will further develop their 21st century employability skills.

Advanced Wood Technology

Grade Level: 11-12

Credits: 1

Prerequisite: Wood Processing and Wood Technology

Considerations: Written instructor approval required

Description: Students will **design their own wood project**. They will utilize the design process in creating their plan. They will order their own materials, organize the sequence of operations, research new techniques, and utilize previous knowledge in the laying out, assembling and completing a project. Students will also be responsible for troubleshooting machine repair. They will employ the use of technical manuals, the internet, and manufacturers' technical support in

finding solutions to machine repair. Students will also investigate the various opportunities for employment in the wood industry.

Building Trades/PS Intro to Residential Construction/PS Construction Technology Lab

Grade Level: 12

Credits: 4 high school, 6 college

Prerequisite: Wood Processing

Considerations: Wood Technology is strongly recommended. **Students must pass an instructor interview and achieve a specified score on a predetermined rubric.** Students must also have excellent attendance and a strong work ethic, to be selected for this class. Due to the class limit, only the highest scoring students, on the predetermined rubric, will be accepted. This is a four-term course and all four terms must be completed in order to receive credit. Students receive 6 college credits from Hawkeye Community College for this course if passed with a "C" or above. Class limit: 12 students

Description: Students will demonstrate the ability to safely accomplish specific job related tasks using the most recent construction technologies by following a professional set of blueprints to construct a residential project. They will perform the operations in exterior framing systems, roofing systems, flooring systems, and interior wall systems. They will install windows, doors, drywall, and cabinetry. They will complete the finish trim work, painting, and exterior siding. They will be introduced to the various opportunities that exist in the construction pathway, will work with certified professionals, and be responsible for their attendance and work ethic. They will also be expected to maintain, repair, and safely store the tools of the class.

ENGINEERING COURSE DESCRIPTIONS

Computer Science Principles

Grade Level: 9-12

Credits: 1

Description: This course fulfills the requirements for Computer Science and is aligned with the Iowa Computer Science Standards. The goal of this course is to provide students the knowledge and skills to meaningfully participate in our increasingly digital society, economy and culture. The topics included in this course are binary numbers, data compression, legal and ethical concerns, the Internet, program function and purpose along with program design and development, debugging, boolean expressions, variables, conditionals, functions, data abstraction, strings, iterations and lists.

Introduction to Engineering Design

Grade Level: 9-12

Credits: 2

Consideration: Recommended for students who have passed Graphic Communications

Description: Introduction to Engineering Design teaches problem-solving skills using a design development process. If you are curious about engineering or how things work, this class is for you. Using CADD, students create computer models of many everyday items. Reverse Engineering, Design Teams, and Prototyping are just some of the units in the course.

PS Principles of Engineering

Grade Level: 9-12

Credits: 2 1 high school, 3 college

Considerations: It is recommended that students take Introduction to Engineering Design before taking PS Principles of Engineering.

Description: The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. POE is a high school-level survey course of engineering. The course exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers. POE gives students the opportunity to develop skills and understanding of core concepts through activity, project, and problem based (APPB) learning. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. Students may receive college credit from Hawkeye Community College for this course.

MACHINING/MANUFACTURING

PS Machine Trade Print Reading

Grade Level: 9-12

Credits: 1 high school, 3 college

Considerations: Successful completion of Machine Trade Print Reading is recommended for any students interested in machining and/or the Exploring Manufacturing Careers Consortium (EMC²) program. Class size limit: 20 students.

Description: This class introduces students to the language of the world of work. Students will develop knowledge and skills necessary to read and interpret a variety of blueprints. Machine Trade Print Reading will improve students' ability to analyze and solve complex technical problems, while using quality control and design equipment. Students may receive college credit from Hawkeye Community College for this course.

Machine Processing

Grade Level: 11-12

Credits: 1

Considerations: Class size limit: 16 students.

Description: Students will demonstrate machine tool applications, precision measurement and layout procedures. Students will operate lathe and milling machines and identify through calculation, speeds and feed rates for the materials and tooling being utilized for the project.

PS Intro to CNC Programming I / CAM (Computer Aided Machining)

Grade Level: 9-12

Credits: 2 high school, 2 college

Considerations: Class size limit: 12 students.

Description: Students will create basic programs for CNC mills. Students will use a plain ASCII text editor (like Notepad) to input basic industry standard G and M code programs. Programs are run on verification software to ensure accuracy. Speed and feed calculations, mill tooling types and procedures, rectangular coordinates, and file management are other areas of study. Students may receive college credit for this course from Hawkeye Community College.

Machine Technology

Grade Level: 12

Credits: 2

Prerequisite: Machine Processing

Class size limit: 16 students, instructor approval is required.

Description: Students will develop proficiency in the use of machine tooling, taper attachments, and machine setups. Students will utilize measuring devices and demonstrate print reading, speed and feed calculation, and product fabrication skills with lathes and milling equipment.

METALS

Metal Processing

Grade Level: 9-12

Credits: 1

Considerations: Class size limit: 16 students.

Description: Metals play an important part in modern society. In this class we will study metals and the processes that allow us to shape, join, and utilize them. Students will demonstrate their understanding of a variety of processes by applying skills in the areas of sheet metal, oxy-acetylene, arc, and MIG welding, and foundry work.

PS Intro to Welding Safety and G.M.A.W

Grade Level: 9-12

Credits: 1 high school, 3 college

Prerequisite: Metal Processing

Considerations: Class size limit: 12 students.

Description: This course provides students with orientation to the welding profession and will cover the basics of safety and health within the welding profession. This course also focuses on proper weld safety, machine setup and welding techniques of Gas Metal Arc welding short-circuiting transfer. Students perform reverse welds on carbon steel, in flat, horizontal, vertical and overhead positions. This course will prepare students to take the AWS welder certification test, which is recommended for its successful completion.

Music Course Descriptions

Band

Grade Level: 9-12

Credits: 2

Description: Band offers a variety of experiences to its students. Students will study and explore many different styles of music and will have the opportunity to perform in many settings relative to instrumental music education. In addition to daily classroom instruction, each student will receive a weekly individual or small group technique lesson. A student's final grade in Band does count toward his/her GPA.

Concert Choir

Grade Level: 9-12

Credits: 2

Considerations: Extracurricular opportunities for involvement (Divisi, State Solo Ensemble Contest, Honor Choir participation, All-State camps and auditions, and more) are available to those who excel and have a strong work ethic.

Description: Choir is open to all students who are interested in improving their singing voices and the choir as a whole. Four home concerts and a specified number of group lessons are required over the course of the year, as well as the State Large Group Contest and graduation ceremony. Class time is spent rehearsing music of a variety of languages, styles, and cultures. Particular attention will be paid to vocal technique and production. Maximum musical and vocal growth occurs when a student enrolls for four terms; however, the director may make special exemptions. A student's final grade in Choir does count toward his/her GPA.

IS Music

Grade Level: 9-12

Credits: 1

Description: IS Music offers a variety of experiences to its students. Students will study and explore many different styles of music and will have the opportunity to perform in many performance settings relative to music education. In addition to daily classroom instruction, each student will receive a weekly individual or small group technique lesson. A student's final grade in IS Music does count toward his/her GPA.

Color Guard

Grade Level: 9-12

Credits: .5

Description: Color Guard is a select group that explores techniques in flags, dance, and marching. Color Guard meets daily, for the first term only, and performs with the Marching Band. Membership into the group is gained by auditioning each spring. A student's final grade in Color Guard does count toward his/her GPA.

Physical Education/Health And Wellness Course Descriptions

Per board policy 603.5, students in grades one through twelve shall be required to participate in physical education courses unless they are excused by the principal of their attendance center. Students in grades 9-12 may be excused from physical education courses:

- If the student presents a written statement from a doctor stating such activities could be injurious to the health of the student, or
- If the student's parent/guardian has filed a written statement with the school principal that the course conflicts with the student's religious beliefs.

Students in grades 9-12 may also be excused from physical education courses for the following reasons:

- Students in grades 9-12 may be excused by the principal from the physical education requirement in order to enroll in academic courses not otherwise available for the student to fit in his/her schedule.
- A student may be excused by the principal of the school in which the student is enrolled for up to one semester per year if the parent or guardian of the student requests in writing the student be excused from the physical education requirement. The student seeking to be excused from the physical education requirement must be a participant in an organized and supervised athletic program offered by the school which requires at least as much time of participation as 900 minutes or one-eighth unit of physical education.

Twelfth grade students may also be excused from physical education courses if the student is enrolled in a cooperative, work study or other educational program authorized by the school which requires the student's absence from school. Students who will not participate in physical education must have a completed physical education waiver on file in the counseling office.

A student's first PE, Performance PE or Lifelong Activities Physical Education class during a school year will be considered his/her required PE class, and will count towards PE credit. Required and elective PE/Performance PE/Lifelong Activities Physical Education classes will all count towards the student's GPA.

Physical Education

Grade Level: 9-12

Credits: 1

Description: Physical Education is a required course. The Physical Education course will cover the following per Iowa Code: increased cardiovascular endurance, flexibility, sports and games, rhythms and dance, water safety, leisure and lifetime activities, and CPR. Students with a doctor's excuse for an extended period of time will be given written work for credit.

Lifelong Activities Physical Education

Grade Level: 9-12

Credits: 1

Description: Lifelong Activities Physical Education is an alternative to the Physical Education course. Students will learn a variety of rules, skills, fundamentals, and strategies in a variety of individual and dual sport activities. Safety and sportsmanship will be emphasized. Activities include but are not limited to Badminton, pickleball, tennis, bowling, table tennis, and other individual and dual sports. Students will be taught CPR during this class.

Performance Physical Education

Grade Level: 9-12

Credits: 1

Description: Performance PE is an alternative to the Physical Education course. The Performance PE curriculum includes Speed & Agility, Functional Strength Training program which includes various Olympic and Power lifts, Flexibility, Injury Prevention, Character Development, and Proper Nutrition. Students will be taught CPR during this class.

Health and Wellness

Grade Level: 9-12

Credits: 1

Description: Take a positive step for yourself! This course introduces you to a variety of ways to improve your well being. Topics covered include: stress and stress management, self-esteem, empathy, violence, nutrition, tobacco, drugs, alcohol, human body systems, and sex education.

School To Work and Leadership Course Descriptions

Career Internship

Grade Level: 11-12

Credits: 1

Prerequisite: Students must complete and submit a career internship application by the specified deadline to be considered for acceptance. In addition to this provision, students may be required to participate in an interview with the coordinator prior to acceptance.

Considerations: Class size is limited to 30 students per term. Students are allowed a maximum of two internships per year.

Description: The purpose of a career internship, which is graded on a pass/fail basis, is for juniors and seniors to participate in a work-related opportunity that matches their current career goals. A career internship is only offered as a 90 minute block, unless other arrangements are made with the coordinator. An internship allows students to develop, use, and analyze workplace skills, determine future educational and career goals, and to begin to build a professional networking system. Career internship placements are not guaranteed, may not be offered during periods 5 and 6, and some locations have specific requirements.

LeadWorthy

Grade Level: 9-12

Credits: 1

Description: Students will develop critical, life-changing skills including taking personal responsibility, expressing themselves well, and making good decisions when problems arise. This is a leadership development and character education elective.

Special Education Course Descriptions

Specific Skill Development (SSD)

Grade Level: 9-12

Credits: 1

Considerations: Only students with an identified IEP with learning needs may take this course.

Description: The Specific Skill Development class provides specially designed instruction to students with Individual Education Programs. Students may receive academic support in identified content areas, with an emphasis on developing specific skills in reading, written expression, mathematics, behavior and 21st century skills.

Life Skills

Grade Level: 9-12

Credits: 1

Considerations: Only students with an identified IEP may take this course.

Description: The Life Skills class provides students opportunities to learn the following skills: self-determination, academic and lifelong learning, daily living, health, money management, social skills, and workplace readiness skills.

Work Experience

Grade Level: 9-12

Credits: 1

Considerations: Only students with an identified IEP with working needs may take this course.

Description: The Work Experience (WE) Program is offered to help students build sound job and personal skills, work habits, attitudes, and develop realistic expectations for potential employment. A work experience placement is offered as a career Internship to students with a documented IEP at Independence High School. Placements are usually one-block in length, 90 minutes long and one school credit is obtained with successful completion. The placement is aligned with the student's IEP and transition goals, and is noted and monitored on the student's IEP. In general, students may only have, and earn credit for, two work experiences per year. Additional opportunities may be provided per the student's IEP and/or instructor approval. Work experience has a student enrollment limit per term.

Postsecondary Skills

Grade Level: 11-12

Credits: 1

Considerations: Only students with an identified IEP with living needs may take this course.

Description: This course will help students develop skills for living as independently as possible. Topics include financial literacy, basic meal preparation, basic cleaning and accessing community services.

Extended Learning Program Course Descriptions

Extended Learning Program

Grade Level: 9-12

Credits: 1

Considerations: Due to course expectations, freshmen must have instructor approval to enroll in ELP. 1 credit will be awarded for this per semester.

Description: This course offers a unique opportunity for students to develop their individual aptitudes, talents, and passions in a supportive environment. This course is a self-directed learning experience. The student is given the opportunity to develop real world skills such as time-management, planning, and self-discipline, while investigating areas of interest in an in-depth, individualized way. Course options may include an independent study, a research project, or a service-learning project depending on student interest. All participating students are required to first apply and then follow an approved learning contract and log time on task. All participating students are required to present a final product to an authentic audience.

Advanced Placement (AP) Online Course Information

Eligibility

Students have the opportunity to take any online AP course listed below for high school credit through our Extended Learning Program (ELP). The ELP instructor must approve the registration.

Format

Advanced Placement online classes are available through Apex online and the Belin-Blank Center. A list of classes offered for ICSD students is below. If an AP course is offered by an ICSD instructor in a face to face format that course will not be offered online.

Grading

The grading scale used for AP online courses is the same as the one used at Independence Jr/Sr High School. Belin-Blank Center personnel are responsible for all grading. Once the student completes the semester, his/her final grade will be on the term/semester report card and final transcript. Grades for AP courses will factor into a student's term/semester grade point average (GPA) as well as his/her cumulative high school GPA.

Credits

All AP classes are for high school credit only. For a one semester course, students may earn one credit. For a two semester course, students may earn two credits (one at the end of each semester).

Advanced Placement (AP) Exams

Students who complete an AP course may choose to take the AP exam for the designated course. The cost of the AP Exam will be paid for by the student. Exams are given during the month of May at the Junior/Senior High and are proctored by the AP Coach. Students will need to notify their coach, ELP instructor, of their desire to take the exam by November 1, 2020 for first semester and full year courses, and by March 1, 2021 for second semester courses. With qualifying AP Exam scores, students can earn credit, advanced placement, or both at the

majority of colleges and universities in the United States and Canada. Individual colleges and universities grant course credit and placement.

Online AP Calculus AB

Grade Level: 12

Credits: 2

Prerequisites: Algebra II, Geometry, Pre-Calculus with Trigonometry

Considerations: Students must have ELP instructor approval to enroll in these online courses.

The cost of the AP test must be paid by the student.

Description: Students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in a set of numbers), and verbally. Instead of simply getting the right answer students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. The equivalent of an introductory college-level calculus course, AP Calculus AB prepares students for the AP exam and further studies in science, engineering, and mathematics.

Online AP English Language and Composition

Grade Level: 11-12

Credits: 2

Prerequisites: Two years of high school English

Considerations: Students must have ELP instructor approval to enroll in these online courses.

The cost of the AP test must be paid by the student.

Description: Students investigate rhetoric and its impact on culture through analysis of notable fiction and nonfiction texts, from pamphlets to speeches to personal essays. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in communications, creative writing, journalism, literature, and composition.

Online AP English Literature and Composition

Grade Level: 12

Credits: 2

Prerequisites: Three years of high school English

Considerations: Students must have ELP instructor approval to enroll in these online courses.

The cost of the AP test must be paid by the student.

Description: AP English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. This course prepares students for the AP exam and for further study in creative writing, communications, journalism, literature, and composition.

Online AP Macroeconomics

Grade Level: 11-12

Credits: 1

Prerequisites: Algebra II

Considerations: Students must have ELP instructor approval to enroll in these online courses.

The cost of the AP test must be paid by the student.

Description: AP Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production. The equivalent of a 100-level college-level class, this course prepares students for the AP exam and for further study in business, political science and history.

Online AP Microeconomics

Grade Level: 9-12

Credits: 1

Prerequisites: Algebra I

Considerations: Students must have ELP instructor approval to enroll in these online courses. The cost of the AP test must be paid by the student.

Description: AP Microeconomics studies the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students will learn why the same product costs different amounts at different stores, in different cities, at different times. They'll also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under various conditions. Microeconomics studies the economic way of thinking, understanding the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in promoting a healthy economy.

Online AP Psychology

Grade Level: 10-12

Credits: 1

Prerequisites: Biology

Considerations: Students must have ELP instructor approval to enroll in these online courses. The cost of the AP test must be paid by the student.

Description: AP Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They will study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of an introductory college-level survey course, AP Psychology prepares students for the AP exam and for further studies in psychology or life sciences.

Online AP Statistics

Grade Level: 11-12

Credits: 2

Prerequisites: Algebra II

Considerations: Students must have ELP instructor approval to enroll in these online courses. The cost of the AP test must be paid by the student.

Description: AP Statistics gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research

studies by reviewing and evaluating real research examples taken from daily life. The next time they hear the results of a poll or study, they will know whether the results are valid. As the art of drawing conclusions from imperfect data and the science of real-world uncertainties, statistics plays an important role in many fields. The equivalent of an introductory college-level course, AP Statistics prepares students for the AP exam and for further study in science, sociology, medicine, engineering, political science, geography, and business.

Online AP U.S. Government and Politics

Grade Level: 10-12

Credits: 1

Prerequisites: U.S. History

Considerations: Students must have ELP instructor approval to enroll in these online courses. The cost of the AP test must be paid by the student.

Description: AP U.S. Government and Politics studies the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They'll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP exam and for further study in political science, law, education, business, and history.

Online AP U.S. History

Grade Level: 9-12

Credits: 2

Considerations: Students must have ELP instructor approval to enroll in these online courses. The cost of the AP test must be paid by the student.

Description: In AP U.S. History, students investigate the development of American economics, politics, and culture through historical analysis grounded in primary sources, research, and writing. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP exam and for further study in history, political science, economics, sociology, and law.

Hawkeye Community College Concurrent Courses

Courses are available through Hawkeye Community College for our high school students. These college courses allow 9-12 grade students to earn both college and high school credit that count toward their high school cumulative grade point average (GPA). Tuition for the concurrent enrollment course is paid for by the Independence Community School District. Hawkeye Community College and Independence Junior/Senior High School require pre-registration to be completed by the required deadlines to be admitted into a course. Any high school student who wishes to take a concurrent enrollment course must have demonstrated proficiency in all three areas—reading, math, and science on the most recent Iowa Assessments. Specified Accuplacer or ACT score is needed for some concurrent courses as well. Deadlines to register for courses are November 30 for spring courses and May 30 for fall courses.

Students will be allowed 10 days at the beginning of each semester to drop college courses. After the 10th calendar day, courses are finalized and any drops after this point must be approved by the administration and may result in an “F” grade for that course on the high school and college transcript. Students who receive an “F” grade in a college course will also receive an “F” grade on their high school transcript. An “F” on a student’s transcript, in these cases, would subject the student to local and state athletic and activity eligibility penalties. Below is the link to Hawkeye Community College’s course listings (search is done per course subject). www.hawkeyecollege.edu/academics/courses/course-descriptions

Per board policy 604.8, at the student’s request, the District shall purchase the textbook(s) required for concurrent enrollment courses and sell the same to enrolled students at cost. Alternatively, students enrolled in a concurrent enrollment course may buy, rent, or otherwise acquire the textbook, if any, required for the course. Students shall inform the high school counselor prior to the concurrent enrollment registration deadline if they wish to purchase a textbook from the District rather than acquire their own. All textbook fees are subject to the full and partial waiver guidelines described below.

Students must request a textbook fee waiver with the high school counselor prior to the concurrent enrollment registration deadline which shall be communicated to all students each academic term. A written decision will be provided to the applicant within a reasonable amount of time. The following guidelines will be applied:

Full Waiver—a student shall be granted a full waiver of all fees if:

- The student or the student’s family meets the financial eligibility criteria for free meals offered under the Child Nutrition program;
- The student or the student’s family meets financial eligibility criteria for participation in the Family Investment Program;
- The student or the student’s family is eligible for transportation assistance under open enrollment provided under 281 Iowa Administrative Code r. 17.9(3); or
- The student is in foster care.
- Supplemental Security Income eligibility is not a qualifier because a student may qualify for SSI without regard to financial circumstances.

Partial Waiver—a student shall be granted a partial waiver of fees if:

- The student or the student's family meets the financial eligibility criteria for reduced price meals under the Child Nutrition Program.
- A partial waiver shall be based on a sliding scale related to an ability to pay.

Temporary Waiver—at the discretion of the school board, a student may appeal for or be granted a temporary waiver of a certain fee or all fees in a hardship case.

- Temporary Waivers will be determined on a case-by-case basis and may be granted at any time during the school year.
- The maximum length of a temporary waiver shall be one year.

Current Concurrent Courses Offered at Independence Senior High School

NOTE: The final listing of courses must be approved by the Independence CSD Board of Education each year. The listing for the 2022-2023 school year has not been approved yet.

*AUT 106	Introduction to Automotive Technology
*WEL 244	Gas, Metal, Arc Welding Short Circuit Transfer
*WEL 228	Introduction to Welding, Safety & Health of Welders
*MFG 122	Machine Trade Print Reading I
*MFG 157	Intro to CNC Programming I
*CON 102	Introduction to Residential Construction
*CON 133	Construction Technology Lab
*ECE 103	Introduction to Early Childhood Education
*ECE 133	Child Health, Safety & Nutrition
*ECE 243	Early Childhood Guidance
*ECE 158	Early Childhood Curriculum I
ENG 105	Composition I
ENG 106	Composition II
SPC 101	Fundamentals of Oral Communication
MAT 156	Statistics
MAT 210	Calculus I (via Zoom-Teleconference only)
MAT 216	Calculus II (via Zoom-Teleconference only)
*PNN 100	Nursing Assistant (CNA)
EGT 108	Principles of Engineering
PSY 111	Introduction to Psychology
SOC 110	Introduction to Sociology
SDV 109	College 101
WBL 100	Exploring Careers
WBL 110	Employability Skills

*No proficiency scores are required prior to approval.

For all other courses, proficiency scores are required on ISASP, MAP and/or Accuplacer prior to taking the course.

The superintendent may approve courses for concurrent enrollment not on the yearly list under extenuating circumstances.

Note: Administration may set student enrollment limits on any Hawkeye course, in any term.

Extracurricular Activities

The Independence Community School District strives to offer activities outside of the regular school day to provide a well-rounded learning environment. No additional course credits are earned for participation in extracurricular activities outside of the normal school day.

Athletics

Football
Volleyball
Boys Cross Country
Girls Cross Country
Boys Basketball
Girls Basketball
Wrestling
Boys Bowling
Girls Bowling
Boys Track
Girls Track
Boys Golf
Girls Golf
Boys Tennis
Girls Tennis
Boys Soccer
Girls Soccer
Baseball
Softball
Cheerleading
Boys Swimming
Girls Swimming

Drama and Speech

Fall Play
Speech Large Group
Speech Individual Events

Vocal Music

Small Groups
Divisi
Spring Musical

Instrumental Music

Pep Band
Jazz Band
Marching Band
Color Guard

Organizations

Student Council
National Honor Society
Silver Cord
FFA
FCCLA

Activities

Mock Trial
Robotics
AV Tech

Four Year Planning Form



Date: _____ Student Name: _____

Grade: _____ Parent Signature: _____

Grade 9

Period	Term 1	Term 2	Term 3	Term 4
1	English 9	English 9	English 9	English 9
2	American History	American History	American History	American History
3	Math Course	Math Course	Math Course	Math Course
4	Science Course	Science Course	Science Course	Science Course
5	Real Living	Real Living	Earth Science	Earth Science
6	PE Course	PE Course		
7				
8				

Grade 10

Period	Term 1	Term 2	Term 3	Term 4
1	English 10	English 10	English 10	English 10
2	World History	World History	Psychology or Sociology	Psychology or Sociology
3	Math Course	Math Course	Math Course	Math Course
4	Science Course	Science Course	Science Course	Science Course

5	PE Course	PE Course		
6				
7				
8				

Grade 11

Period	Term 1	Term 2	Term 3	Term 4
1	U.S Government	U.S Government	Economics	Economics
2	English 11	English 11	English 11	English 11
3	Science Course	Science Course	Science Course	Science Course
4	Math Course	Math Course	Math Course	Math Course
5	PE Course	PE Course		
6				
7				
8				

Grade 12

Period	Term 1	Term 2	Term 3	Term 4
1	English Course	English Course	English Course	English Course
2	PE Course	PE Course		
3				
4				
5				
6				
7				
8				



Independence Jr/Sr High School

700 20th Ave SW
Independence, Iowa 50644

(319) 334-7405 Phone
(319) 332-1296 Fax

John Howard ♦ Principal
Justin Putz ♦ Activities Director

Dewey Hupke ♦ Assistant Principal
Kris Martin ♦ Student Success Coordinator

Application For Senior Release 2022-2023

Senior students may apply for ONE senior release block (or two periods) per term. Schedules cannot be changed to place the excused block wherever the student wants it to be for the term/year.

THIS PRIVILEGE MAY BE REVOKED AT ANY TIME.

QUALIFICATIONS FOR SENIOR RELEASE:

1. Cumulative GPA of 2.5 or higher on a 4.0 scale.
2. Good standing in terms of behavior and attendance as deemed by administrative personnel.
3. Proficient in 3 of 4 areas of Iowa Assessments.

REGULATIONS FOR SENIOR RELEASE:

1. Students agree to attend any special meetings or events scheduled for them during their excused block.
2. Students who choose to remain in the building during senior release should not cause a disruption and should remain in the library, Main Street – Commons Area.
3. Students may only have ONE senior release per term/semester (up to two periods).

INFRACTIONS THAT MAY RESULT IN LOSS OF SENIOR RELEASE DURING ANY ONE OF THE FOUR TERMS:

1. The second time a student is found guilty of truancy.
2. Disturbance of classes in session.
3. The third tardy for the block following the excused block.
4. Failure to turn in signed permission slip to the office.
5. Failure to sign out and in at the office.
6. Any other infraction in which the administration deems suspension/revocation of senior release is warranted.
7. Failure to attend any special meetings or events scheduled for them during their excused block.

My son/daughter _____ has permission to apply for one or more of the four terms of 2022-2023 school year. I have read the above regulations and agree to abide by these expectations. The parent/guardian signature below confirms I have been fully informed about the senior release policy and confirms my child

may leave school for that time frame. Further, my signature releases Independence Community Schools and all personnel from any liability associated with the senior release. Students who don't have this signed form on file are not permitted to leave the building.

STUDENT PRINTED NAME _____

STUDENT SIGNATURE _____

PARENT/GUARDIAN PRINTED NAME _____

PARENT SIGNATURE _____

DATE _____



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Physical Education Waiver
2022-2023

Per Board Policy 603.5, students in grades 1-12 shall be required to participate in physical education courses unless they are excused by the principal of their attendance center.

Students in grades 9-12 may also be excused from physical education courses if:

- The student presents a written statement from a doctor stating such activities could be injurious to the health of the student.
- The student has been exempted because of a conflict with the student's religious beliefs.
- The student is enrolled in academic courses not otherwise available.
- The student has obtained a physical education waiver for **one semester only per year** because the student is actively involved **in an organized and supervised athletic program offered by the school**, which requires at least as much time of participation as 900 minutes or one-eighth unit of physical education.
- Twelfth grade students may also be excused from physical education courses if the student is enrolled in a cooperative work-study or other educational program authorized by the school, which requires the student's absence from school.

Note: Band, Marching band and/or Color Guard, per state guidelines, **does not meet** the requirement for a PE exemption.

Students who will not participate in physical education must have a written request or statement from their parent/guardian on file in the counseling office.

Student: _____

Reason for waiving PE per board policy: _____

Parent/Guardian Signature: _____

Principal signature: _____

- ☐ Approved
☐ Denied

Reason for Denial _____

Date: _____