REGULAR MEETING AGENDA

I. Roll Call and Determination of Quorum

II. Recite Pledge of Allegiance

III. Welcome to Visitors and Media Representatives and Introduction

IV. Citizens Speak

V. Student Council Report

VI. Consent Agenda**

The following items are considered to be routine by the Board of Education and will be enacted by one motion. There will be no separate discussion of these items unless a Director so requests, in which event the item will be removed from the Consent Agenda and considered in its normal sequence from the agenda.

A. Minutes (VII-A-1-a) (p. 6)
B. Bills and Claims (VII-A-2-a) (p. 60)
C. Personnel Recommendations (VII-A-3-a) (p. 62)
D. Field Trips (VII-A-3-b) (p. 65)

VII. Board Goals

A. Action/Possible Action

1. Board Goal: Communication

   a. Approval of the minutes of the February 22, 2014 work session and the February 24, 2014 regular meeting – action** (p. 6)

   b. Third and final reading on the following policies:

      102.00 Equal Opportunity Employment (p. 12)
      201.03 General Powers and Duties of the Board of Directors (p. 13)
      201.06 Term of Office of the Board (p. 15)
      206.02 Board Member Insurance (p. 16)
      401.12 Workers Compensation (p. 17)
      401.14 Employee & Volunteer Recognition (p. 18)
      402.04 Employee Civil Rights Grievance Procedure with Admin Procedures (p. 19)
403.04 Communicable Diseases – Employees with Admin Procedures (p. 22)
404.09 Staff Development Procedures (p. 41)
405.06 Custodial/Maintenance/Security Personnel (p. 43)
501.01 Homeless Children and Youth with Admin Procedures (p. 44)
503.03 Student Civil Rights Grievance Procedure with Admin Procedures (p. 48)
503.09 Student Library Circulation Records (p. 51)
602.04 Use of Information Resources with Admin Procedures (p. 52)

c. Designate Board Representatives to the Ag Learning Center Board of Directors and the District Audit Committee – action

d. Joint Use Facilities Agreement with the City of Muscatine – action (p. 54)
e. Memorandum of Agreement with Eastern Iowa Community College for Academic Internship – action (p. 57)

2. Board Goal: Financial Solvency
   a. Approval of Bills and Claims – action** (p. 60)
   b. Set public hearing for certified budget for April 14, 2014 – action (p. 61)
   c. School Fees for 2014-15 – action (p. 62)

3. Board Goal: Improving both Graduation Rate and Post-Secondary Success of our Students
   a. Personnel Recommendations – action** (p. 66)
   b. Field Trips – action** (p. 69)

~East Campus students to RAGBRAI on July 19-26, 2014 as submitted by Holly Hanna.
~Art Club to the Art Institute of Chicago and the Contemporary Art Museum in Chicago on April 12, 2014 as submitted by Addie Corby.

B. Discussion and Information

1. Board Goal: Communication
   a. Teacher Leadership Compensation Grant Awarded!!
b. First reading on the following policies:

404.04 Discipline of Students (p. 78)
501.09 Approval of Open Enrollment Transfers (p. 80)
501.10 Insufficient Classroom Space (p. 81)
501.11 Competent Private Instruction (p. 82)
502.03 Suspension/Expulsion of Special Education Students (p. 83)
502.05 Weapons (p. 89)
502.08 Transportation Discipline with Administrative Procedures (p. 90)
502.09 Corporal Punishment (p. 95)
503.06 Student Appearance (p. 97)
505.08 Special Health Services (p. 100)
505.05 Student Medication Administration (p. 101)
601.23 Special Education Program (p. 103)
601.29 School Bus Safety Instruction (p. 104)
602.02 Request for Reconsideration of Instructional Materials with Administrative Procedures (p. 105)
702.02AP Student Fee Waiver and Reduction Procedures (p. 112)
702.02 Tuition and Fees for Service (p. 113)
900.09 Nutrition and Wellness Program with Administrative Procedures (p. 115)

c. Department of Education Site Visit (p. 121)

d. Adequate Yearly Progress Information

e. Superintendent Evaluation

2. Board Goal: Financial Solvency


b. February Financials (p. 159)

VIII. Announcements/Meetings/Events:

March 10-13, 2014  Parent/Teacher Conferences – all levels
March 13, 2014 Two-hour early dismissal for conferences
March 14, 2014 No School for Students and Teachers (conference comp day)
March 17-21, 2014 Spring Break – No School
March 25, 2014 SIAC at 5 p.m. at the Administration Center
March 27, 2014 Special Session for Jefferson Bid Approval at 7 a.m. at the Administration Center
March 31-April 4, 2014 Iowa Assessment Test for Elementary & Middle School Students
April 14, 2014 School Board Meeting at 7 p.m. at City Hall

IX. Adjourn
ACTION/
POSSIBLE ACTION
BOARD GOAL:

COMMUNICATION
The Board of Education of the Muscatine Community School District, in the County of Muscatine, State of Iowa, met in work session on Saturday, February 22, 2014 at 8:10 a.m. at the Administration Center. The purpose of the meeting was to discuss the budget for the 2014-15 school year. President Nathan Mather called the meeting to order. Directors present were Tim Bower, Tammi Drawbaugh, Brenda Garcia-Van Auken, Tom Johanns, Randy Naber (arrived at 8:43 a.m.), and Mary Wildermuth. Also present were Superintendent Jerry Riibe, Director of Finance Jean Garner, and Iowa Association of School Board representatives Galen Howsare and Gary Sinclair.

Superintendent Riibe shared the four broad goals that the board recently approved and talked about how the four are inter-related. He shared that there is great value in having a third party (IASB) help the board understand the district’s budgetary issues because it will be very important to keep a balance in order to achieve all four goals.

Mr. Howsare noted that he and Mr. Sinclair will, throughout the morning, talk about Muscatine’s financial situation from the level of the board, will talk about best practices, and what kinds of decisions and things the board should be focusing on. He commended the board and everyone for making the Instructional Support Levy a reality, and also commended the district for beginning competency-based education as he felt that this is a step in the right direction.

Mr. Howsare then shared the purpose of the meeting:
1. Gain a shared understanding of Muscatine’s financial position.
2. Discuss Muscatine’s financial position relative to best practices.
3. Gain a greater understanding of the board’s role in finances and what questions to ask in order to monitor, oversee, and verify.
4. Review opportunities to be better and possible board parameters for action.

He reviewed the board standard—act with fiscal responsibility and its seven bulleted items:
- Understand and apply key school finance terms and provisions.
- Adopt a fiscally responsible budget based on district vision and goals.
- Regularly monitor fiscal health.
- Use 5-year budget projections for planning and decision-making.
- Observe the law in making fiscal decisions.
- Ensure facilities that meet the changing needs of students.
- Provide for safe buildings, nutrition, and transportation needs.
Gary Sinclair reviewed the district’s aid and levy worksheet and talked about each line item explaining what each item is, its purpose, and how it is calculated.

He then centered a majority of the conversation around a comprehensive booklet that he and Mr. Howsare put together regarding the district’s finances entitled *Financial Focus: A clear picture of YOUR district’s finances*. This booklet reviewed trendlines of enrollment history, financial solvency, general fund balances, unspent authorized budget ratios, salaries and benefits, and many more financial indicators.

Director of Finance Jean Garner developed a long-term projection spreadsheet that was reviewed with different variables and scenarios so that the board could see the long-term affects of each scenario in regards to unspent budget authority.

Mr. Howsare stated that the budget for FY15 has to be certified by April 15 which does not give the board much time, and he recommended that the budget needs to be an ongoing conversation, especially in the fall to give administration time to bring budget recommendations back to the board. He also recommended that the board give administration direction at this time in order for them to be able to develop the certified budget.

Mr. Sinclair stated that the document that Mrs. Garner developed is a very helpful guide for the board to use as they move forward. He also stated that the district is still in decent financial shape, that the board/district caught the negative downturn early to allow for small changes now for big changes in the future.

President Mather with board consensus suggested that administration work on a budget that would increase the unspent budget authority by .25% and one that would increase it by .5% and bring both back to the board.

Director Johanns asked that the board review the school fees. He felt that the fees are inequitable because they are uncollectable from those who refuse to pay them. After further conversation, it was decided that the school fee issue needed to take place at a future meeting.

The meeting adjourned at 12:12 p.m.

Nathan Mather, President
Lisa Mosier, Secretary
The Board of Education of the Muscatine Community School District, in the County of Muscatine, State of Iowa, met in regular session on Monday, February 24, 2014 at 7:00 p.m. at City Hall. President Nathan Mather called the meeting to order. Directors Tim Bower, Tammi Drawbaugh, Brenda Garcia-Van Auken, Tom Johanns, Randy Naber, and Mary Wildermuth were present. Also present were Superintendent Jerry Riibe and Director of Finance Jean Garner.

The board recited the Pledge of Allegiance.

President Mather welcomed visitors and media representatives.

Stephanie Mahoney, 1935 Marden Crest, spoke about the school calendar. She expressed her disappointment that the district did not survey parents. She stated that she prefers the calendar with the shorter spring break and starting later in the year.

Melanie Keele, 2447 Bobwhite Drive, also spoke regarding the 2014-15 calendar and stated that she prefers the later start date as well.

Malia Gray, 2614 Country Ridge, spoke regarding the 2014-15 calendar and that she preferred the later start date. She also spoke about the community forums that have been held for the high school and middle school. She said that she came away from the high school meeting very excited about the new AP programs the high school will be offering next year. With the middle school, she noted that she came away from that forum disappointed in their response to a more rigorous curriculum.

Director Johanns asked that Personnel Recommendations be removed from the consent agenda.

A motion was made by Director Bower and seconded by Director Drawbaugh to approve the consent agenda to include the following: the minutes of the February 10, 2014 regular meeting, Cooperative Sharing Agreements with Durant and Louisa-Muscatine for soccer, the bills and claims dated February 24, 2014, the following field trip: MHS Boy’s Cross Country to YMCA of the Rockies in Estes Park, Colorado July 8th-14th, 2014 as submitted by Chris Foxen, and the Memorandum of Agreement with MCC for the Automotive Technology program for 2014-15. All ayes; motion carried.
Tyler Riley of FEH Architects reviewed the construction bidding plans for Jefferson Elementary. He noted that the design did not change from the original drawings that were presented to the board initially. He also shared the updated cost estimate.

Mr. Riley stated that the next step would be to hold a hearing on the construction project at the next board meeting on March 10, 2014. The deadline for bids is 2 p.m. on March 26th. He also shared that the City of Muscatine did give the district approval to close East 9th Street during construction which is good for everyone’s safety. Construction will begin mid-April of this year and continue to June 2015.

A motion was made by Director Bower and seconded by Director Naber to approve the Jefferson Elementary construction design documents and bid letting. All ayes; motion carried.

A motion was made by Director Naber and seconded by Director Johanns to approve the following policies: 202.03 Vice President of the Board and 201.08 Board Vacancies.

Director Bower commented that duplicating wording in two separate locations could make it difficult for revisions and that he feels the added statement only needs to be in one location.

All ayes; motion carried.

Director of Elementary Innovation and Instruction Shane Williams and MHS science teacher Pam Joslyn, members of the calendar committee, reviewed the two calendars presented to the board. Mr. Williams stated that the committee recommends draft 1.01 with semester ending before Christmas break. This calendar allows for the high school to be aligned with the community college which is helpful for those students taking PSEO classes. Mrs. Joslyn noted that the state fair is impacted on the 14th and 15th but the school has always been understanding with those students who participate at the state fair for FFA and 4-H. Mrs. Joslyn also shared that with the increase in the number of AP courses the two weeks of instruction in January is beneficial to those students who are preparing for AP exams in May. It was also noted that spring break aligns with MCC and all three Iowa regent universities which is helpful for many families.

A motion was made by Director Johanns and seconded by Director Naber to approve the 2014-2015 Calendar utilizing Option 1.3 with a start date of August 25, 2014. Ayes – 2 (Johanns and Garcia-Van Auken); Nays – 5. Motion failed.

A motion was made by Director Bower and seconded by Director Wildermuth to approve Calendar option 1.01 with a start date of August 14, 2014. All ayes; motion carried.
Superintendent Riibe suggested that the board have representation on the calendar committee next year for the 2015-16 calendar.

Director of Human Resources Wes Fowler noted that the district has been trying to fill the Family and Consumer Science position at the high school for the past two years and that this position is very hard to fill because there are very few qualified candidates available. He further noted that the recommendation to hire is for the 2014-15 school year.

Direct Bower moved to approve the following personnel recommendations: the hire of Krista Horton as MHS Family and Consumer Science and Ray Sotelo’s request to rescind his early retirement notice. Director Johans seconded the motion. All ayes; motion carried.

Tyler Riley of FEH Architects then provided the board with the completed Facilities Study. He handed out a Facility Assessment book showing pictures of issues throughout the district and a draft of the living document showing each school's structural needs, timelines, and projected costs. He noted that overall the buildings are in good shape.

Superintendent Riibe stated he and Director of Finance Jean Garner will look at each item to determine the funding source (PPEL or general funds) in order to adequately prepare for each budget year.

The Board heard a second reading on the following policies:

102.00 Equal Opportunity Employment
201.03 General Powers and Duties of the Board of Directors
201.06 Term of Office of the Board
206.02 Board Member Insurance
401.12 Workers Compensation
401.14 Employee & Volunteer Recognition
402.04 Employee Civil Rights Grievance Procedure with Admin Procedures
403.04 Communicable Diseases – Employees with Admin Procedures
404.09 Staff Development Procedures
405.06 Custodial/Maintenance/Security Personnel
503.03 Student Civil Rights Grievance Procedure with Admin Procedures
503.09 Student Library Circulation Records
602.04 Use of Information Resources with Admin Procedures
501.01 Homeless Children and Youth with Admin Procedures

Joni Axel updated the board on the Blue Zones Project. She stated that there are less than six months left for the community to be certified as a Blue Zones community. She encouraged staff and the community to fill out pledge cards and actions completed. This can be done online or there is a paper version.
Superintendent Riibe revisited the board goals and proposed goal objectives. He stated that after the board approves the objectives, the administrative team will then look at specific action plans for those objectives. He anticipated that the board will vote on the objectives at its March 10th meeting.

President Mather provided the following announcements and calendar events:

February 25, 2014  IASB District Director Meeting @ Fairfield, 6 to 8:30 p.m.
February 26, 2014  2-hour early dismissal for Teacher Professional Development
March 10, 2014     Regular Meeting @ 7 p.m. @ City Hall
March 10-13, 2014  Parent-Teacher Conferences – all grade levels
March 14, 2014     Conference Comp Day – no school for students and teachers
March 17-21, 2014  SPRING BREAK

A motion was made by Director Naber and seconded by Director Bower to go into closed session to discuss the possible purchase of real estate per Iowa Code Chapter 21.5 (j). Roll call: Ayes: Directors Bower, Drawbaugh, Garcia-Van Auken, Johanns, Mather, Naber, and Wildermuth. There were no nays. Motion carried. Time: 9:14 p.m.

A motion was made by Director Mather and seconded by Director Wildermuth to return to open session. Roll call: Ayes: Directors Bower, Drawbaugh, Garcia-Van Auken, Johanns, Mather, Naber, and Wildermuth. There were no nays. Motion carried. Time: 9:23 p.m.

A motion was made by Director Wildermuth and seconded by Director Drawbaugh to adjourn the meeting. All ayes; motion carried. Time: 9:23 p.m.

Nathan Mather, President
Lisa Mosier, Secretary
102  EQUAL EDUCATION OPPORTUNITY

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

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

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

Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities includes comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, creed, color, gender, gender identity, marital status, sexual orientation, national origin, religion, age, veteran status or disability of the individual or individuals or creates an intimidating, hostile or demeaning environment for education.

LEGAL REF:  20 U.S.C 1221 et seq. (1988)
34 C.F.R. Pt. 100 (1993)
Iowa Code 216.9; 256.11; .11A; 280.3(1995)
281 I.A.C. 12
201.03 GENERAL POWERS AND DUTIES OF THE BOARD OF DIRECTORS

The Board of Directors shall provide for a school system and establish general policies in keeping with the wishes of the community, the rules and regulations of the state Board of Education, and the requirements of the state laws stated in the school code. In carrying out this function the Board has three general duties: formulating and interpreting educational policies, delegating administrative duties, and making a continuous appraisal of progress. In fulfilling these three general duties, the Board of Directors has certain more specific responsibilities:

To select a Superintendent and support him/her in the discharge of duties.

To elect upon approval, school personnel nominated and recommended by the Superintendent.

To delegate to the Superintendent responsibility for all executive functions, to refrain from handling directly any administrative details, and to give the Superintendent authority commensurate with his/her responsibilities.

To set salary schedules.

To consider and act upon policies for the school program. Any policy change initiated by the Board, staff, or the general public shall be submitted to the Superintendent for consideration and recommendation.

To require and evaluate the reports of the Superintendent concerning the progress of the financial status of the schools.

To consider and decide upon professional recommendations for expansion of school services, school buildings, and school facilities.

To assist in presenting to the public the needs and progress of the educational system.

To provide by the exercise of its legal powers the funds necessary to finance the operation of its schools.

To perform the specific duties imposed upon the Board by the statutes of the State of Iowa.
201.03(2)

To refer all applications, complaints, and other communications, oral or written, to the Superintendent, except when such may come to the Board in a meeting or on appeal from decisions of the Superintendent.

To provide adequate safeguards for the Superintendent and other personnel so that they may perform their proper functions on a professional basis. This involves, particularly, supporting the Superintendent in his/her efforts to protect the personnel and the schools from individuals and organizations seeking to exploit the schools for selfish reasons.

Since the individual Board member exercises the authority and responsibility of his/her position only when the Board is in session, individuals or groups expressing problems or complaints should be encouraged to take them to the proper authority, generally the teacher, principal, or Superintendent. The Board will review requests of patrons that have not been satisfied by the above channels.

A city/county/governmental board or committee may request representation of a MCSD board member (i.e. Muscatine County Conference Board, IASB Legislative Delegate). Appointments of such will be made during a board meeting with the board taking action on the appointment. It should also be noted that any appointment of a board member where the board member does not represent the MCSD board but his/her person does not need to be approved by the board.

Approved: 11/13/89 Reviewed: 12/14/09 Revised: ____________
201.06 TERM OF OFFICE OF BOARD OF DIRECTORS

Board members elected for a full term at a regularly scheduled school election in September serve for four years. Board members appointed to fill a vacant position will serve until the next scheduled school election. A board member elected to fill a vacancy will serve out the unexpired term.

LEGAL REF: Iowa Code 69.12; 274.7; 279.6, .7 (1995)
206.02 BOARD MEMBER INSURANCE

The school district shall carry adequate insurance to protect the district, the Board and its members from legal liability while acting in behalf of the school district. The insurance coverage will include School Board Errors and Omissions Insurance.

LEGAL REF: Iowa Code Sections 279.28; 613A.7
401.12 WORKERS’ COMPENSATION

All employees in the Muscatine Community School District are covered by Workers’ Compensation if injured on the job. If such an injury occurs, it is the responsibility of the employee to file an accident report within 24 hours. Any and all injuries shall be treated by the school district’s designated worker’s compensation physician(s). Emergency assistance should be obtained from Unity Hospital or the nearest hospital or medical facility. Any attempt to seek treatment from other than the district approved physician(s) may result in the employee being responsible for payment for the treatment.
401.14 EMPLOYEE AND VOLUNTEER RECOGNITION

The Board of Education believes that recognizing employees and volunteers for service to the district benefits the students and school and thus serves a public purpose. Special recognition activities and functions for employees and volunteers in the Muscatine Community School District may be planned and held on an annual basis. Expenses associated with these programs may include refreshments, certificates, plaques, pins, and other items deemed appropriate for employee and volunteer recognition.
**EMPLOYEE CIVIL RIGHTS GRIEVANCE PROCEDURE**

Employees and applicants for employment in the Muscatine Community School shall have the right to file a formal complaint alleging non-compliance with applicable federal and state laws and regulations.

**LEVEL ONE -- Principal, Immediate Supervisor, or District Personnel Officer**

An employee with a complaint of discrimination or harassment on the basis of race, creed, color, gender, marital status, parental status, language, gender identity, sexual orientation, national origin, religion, age, veteran status or disability may discuss it with the principal, immediate supervisor, or the District personnel officer, with the object of resolving the matter informally.

**LEVEL TWO -- Compliance Officer**

If the grievance is not resolved at level one and the grievant wishes to pursue the grievance, (s)he may formalize it by filing a complaint in writing on a Compliance Violation Form, which may be obtained from the Compliance Officer. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at level two must be within fifteen (15) working days from date of the event giving rise to the grievance or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Compliance Officer. The Compliance Officer shall investigate the complaint and attempt to resolve it. A written report from the Compliance Officer regarding action taken will be sent within fifteen (15) working days after receipt of the complaint.

**LEVEL THREE -- Superintendent**

If the complaint is not resolved at level two, the grievant may process it to level three by presenting a written appeal to the Superintendent within ten (10) working days after the grievant receives the report from the Compliance Officer. The grievant may request a meeting with the Superintendent or his/her designee. The Superintendent or his/her designee shall meet with the grievant to discuss the appeal. The Superintendent or his/her designee will render a decision within ten (10) working days after receipt of the written appeal.
LEVEL FOUR -- Third Party

If the complaint is not resolved at the third level, the grievant may process it with the Iowa Civil Rights Commission, the Federal Office of Civil Rights, the Equal Employment Opportunity Commission, or the Iowa Department of Education, or seek private counsel.

The Board of Directors shall:

a. Annually identify the District Civil Rights Compliance Officer at an open public meeting.

b. Annually publish the name and telephone number of the Compliance Officer to all employees by prominently posting the same information in all buildings operated by the school authorities.
This form should be used for Equal Employment Opportunity Policy complaints and/or Affirmative Action Administrative Procedures complaints.

<table>
<thead>
<tr>
<th>Name of Complainant</th>
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<tbody>
<tr>
<td>Address</td>
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<tr>
<td>Phone</td>
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<td>Date alleged violation occurred</td>
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</table>

**Complaint (Please write a brief statement of the complaint. Attach additional sheets if necessary):**

<table>
<thead>
<tr>
<th>Complainant’s Signature:</th>
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<tbody>
<tr>
<td>If the complaint is being filed by a representative of the complainant, sign here and state relationship to complainant:</td>
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<tr>
<th>Date received by Affirmative Action Coordinator/Compliance Officer</th>
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<tbody>
<tr>
<td>Disposition by Affirmative Action Coordinator/Compliance Officer</td>
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</table>

Affirmative Action Coordinator – 2900 Mulberry Avenue, Muscatine, Iowa, 52761 (563) 263-7223

Civil Rights Compliance Officer
2705 Cedar Street, Muscatine, Iowa, 52761 (563) 263-6141
403.04 COMMUNICABLE DISEASES - EMPLOYEES

School district personnel with a communicable disease will be allowed to perform their customary employment duties as long as they are able to perform the tasks assigned to them and as long as their presence does not create a substantial risk of illness transmission to the students or other personnel. The term "communicable disease" shall mean an infectious or contagious disease spread from person to person or animal to person or as defined by the State Department of Health.

The health risk to immuno-depressed school district personnel shall be determined by their personal physician. The health risk to others in the school environment from the presence of employees with a communicable disease shall be determined on a case by case basis by public health officials.

Since there may be greater risk of transmission of a communicable disease for some persons with certain conditions than for other persons infected with the same disease, these special conditions, the risk of transmission of the disease, the effect upon the educational program, the effect upon the person and other factors deemed relevant by public health officials or the superintendent shall be considered in assessing school district personnel's continued presence and performance of their employment responsibilities. The superintendent may require medical evidence that school district personnel with a communicable disease are able to perform their assigned duties.

A school district employee shall notify the superintendent or the school nurse when the employee learns he/she has a communicable disease. It shall be the responsibility of the superintendent when he/she has knowledge that a communicable disease is present, to notify the State Department of Health. Rumor and hearsay shall be insufficient evidence for the superintendent to act. Health data of an employee is confidential and it shall not be disseminated.

It shall be the responsibility of the superintendent, in conjunction with the school nurse, to develop administrative regulations stating the procedures for dealing with school district personnel with a communicable disease.

Iowa Code 139 (1989)
45 C.F.R. 84.3
470 Iowa Admin. Code 1.2-1.5, 7 146.1(2)
281 Iowa Admin. Code 12.3(9) (new standards)
670 Iowa Admin. Code 22.15-22.17

Approved: 2/81 Reviewed: 03/09/09 Revised: __________
Policy 403.04

Administrative Regulations

COMMUNICABLE DISEASES

These administrative regulations are developed for implementing Board policy regarding communicable disease. The following guidelines are recommended to handle communicable disease, including AIDS, in the school district.

The list below is an outline to the materials included in these regulations:

- Specific guidelines and comments regarding AIDS
- Guidelines for preventing spread of infectious disease
- Guidelines for maintaining a safe, healthful school environment
- Procedures for cleaning up body fluid spills
- Special procedures for early childhood special classroom setting
- Selecting an appropriate disinfectant
- Special procedures for science classes

Pandemic Influenza
Specific Guidelines and Comments Regarding AIDS

The following guidelines are recommended, in addition to the other administrative regulations and procedures for communicable disease, to handle AIDS in the school district. Current epidemiological data reveals that AIDS and its related viral infection are transmitted by close intimate sexual contact and/or by blood. This virus is not spread by casual contact that a student or school district employee is expected to have in the school environment, and to date there is no recorded transmission of AIDS or the viral infection to a family member of an AIDS patient unless there is direct sexual or blood contact. Casual transmission from one person to another by sitting near each other, living in the same household, or playing together has not been documented.

1. District employees will notify the superintendent or designee whenever they are aware of an employee suspected of having a chronic communicable disease.

2. Upon notification, the superintendent will contact the local health officer for advice regarding applicable regulations of the local Board of Health. If the superintendent has reasonable cause to believe that the employee is an infected individual, the superintendent will require the employee to provide appropriate medical reports to submit to a medical evaluation. Reasonable cause would exist, for example, if the spouse of a school employee has AIDS, or if a school employee recently has given birth to a child who has AIDS. The cost of a requested medical evaluation will be borne by the Board of Education.

3. The sexual orientation of an employee will not constitute reasonable cause to believe that the employee is an infected individual. No employee will be required to provide information as to his or her sexual orientation.

4. In the event medical data reveals that the employee has been diagnosed as having a chronic communicable disease, the determination of whether or not that employee should be permitted to remain employed in a capacity that involves contact with students or other employees will be made on a case-by-case basis.

5. If the superintendent, or designee, in consultation with medical or health authorities, believes the case poses a health threat, the employee will be contacted and removed from the workplace.

6. At the meeting held to determine the employment status of the infected employee, the individuals present will base their determination on the:
   - physical condition of the employee
   - expected type of interaction with others in the school setting
   - risk and benefits to both the infected employee and others in that setting

Approved: 2/81        Reviewed: 03/09/09        Revised: 10/23/06
If a consensus on the employment status of the infected individual is not reached, the decision of the superintendent will prevail. The decision of the superintendent may be appealed to the Board of Education.

If the determination is made that the employee should be removed from the school setting, the employee will be placed on medical leave and will be entitled to use any available sick leave and apply for any available medical disability benefits.

Prior to termination or resignation, the employee may return to work if medical judgments substantiate that the employee no longer poses a significant health threat to students and/or other employees.

The identity of an infected individual or an individual believed to be an infected individual will not be publicly revealed except when that individual remains employed and precautions are advised or required for those in contact with that individual. In that instance, knowledge about the case will be confined to those who are advised or required to take such precautions.

An employee with a chronic communicable disease may be reassigned to a position that limits student/employee contact or may be placed on medical leave if medical judgments substantiate that such employee poses a health threat to students and/or other employees for a period of up to six months. The Board reserves the right to terminate an employee who is unable to return to work at the conclusion of the medical leave period.

A chronic communicable disease is defined as a persistent or recurring infection that may be transmitted to a susceptible person by an infected individual. This policy does not apply to acute infectious diseases of childhood such as measles, mumps and chicken pox. The National Centers for Disease Control will be the definitive authority on the identification and transmission of chronic communicable diseases.

The superintendent will be responsible for assuring that procedural safeguards are used when determining the employment status of employees with chronic communicable diseases.

Approved: 2/81 Reviewed: 03/09/09 Revised: 10/23/06
Guidelines for Preventing Spread of Infectious Disease

Transmission of infectious diseases may occur more readily where close personal contact is involved in student care. Preschool and kindergarten settings, as well as special facilities for handicapped students, need special attention for the prevention of infectious diseases.

Preventing the spread of infection requires that personal and environmental cleanliness techniques be practices at all times in every school setting.

Prior to the enrollment or continued attendance in the regular or special classroom of an infected student, the school nurse shall develop specific procedures appropriate to the student's age and the stage of development for the specific disease. The school nurse should carry out the following procedures:

1. Conduct a health and developmental assessment, including a review of the student or employee's medical records.

2. Attempt to identify students and school personnel who may be at risk, such as those who are chronically ill, pregnant or taking immunosuppressant medication, if the information is available.

3. Identify appropriate personal and environmental cleanliness techniques in accordance with student and staff needs.

4. If the regular education program cannot be modified and the student is identified as an individual with exceptional needs, write appropriate health objectives for the student's Individualized Educational Program (IEP).

5. Orient and train all staff members, including custodians, substitute teachers, volunteers, and bus drivers. Orientation and training must be ongoing and must be scheduled to include new personnel.

6. Maintain ongoing communication with parents and seek a release of information in order to consult with the primary physician regarding the student's status.

7. Verify the school district's efforts to prevent the spread of infection and to protect the health of employees and students by documenting the training and supervision of employees.
403.04(5)

Guidelines for Maintaining a Safe, Healthful School Environment

These guidelines and procedures should be followed regardless of the presence or absence of a student or employee known to have an infectious disease.

All facilities should make provisions for personal and environmental cleanliness.

1. Allow sufficient time for hand washing after using the toilet and before eating meals and snacks.

2. Provide ready access to hand-washing facilities. These should include hot and cold running water and liquid soap in a workable dispenser.

3. Provide disposable paper towels. The use of cloth towels is discouraged; however if cloth towels are used, discard them with other contaminated linens after each use.

4. Maintain storage areas for linens, utensils, equipment, and disposable items. These areas must be separate from areas used for storage of soiled items.

5. Keep soiled disposable items in covered waste receptacles lined with disposable plastic bags. At the end of each day, the plastic bags are to be sealed and discarded. DO NOT REUSE.

Hand washing is the most important technique for preventing the spread of disease and should be done frequently. Proper hand washing requires the use of soap and water and vigorous washing under a stream of running water for at least 10 seconds. Rinse under running water. Use paper towels to thoroughly dry hands. Wash hands:

1. Before drinking, eating or smoking

2. Before handling clean utensils or equipment

3. Before and after handling food

4. Before and after assisting or training the student in toileting and feeding

5. After going to the bathroom

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6. After contact with body secretions, such as blood (including menstrual flow), urine, feces, mucus, saliva, semen, tears drainage from wounds, etc.

7. After handling soiled diapers, menstrual pads, garments, or equipment

8. After caring for any student, especially those with nose, mouth, eye, ear or any body secretions

9. After removing disposable gloves

All staff members should practice specific hygienic principles designed to protect themselves and others from infection

1. Maintain optimum health through effective daily health practices such as adequate nutrition, rest, exercise, and appropriate medical supervision

2. If a care provider has a cut or an open lesion on his/her hands, disposable gloves should be worn when providing direct care for any student where there is contact with bodily excretion or secretions

3. Avoid rubbing or touching eyes

4. Wash hands frequently

5. Tailor the use of jewelry such as rings, dangling bracelets and earrings during working hours to possible risks associated with specific job duties

6. Use own personal care items such as combs, fingernail files, nail clippers, lipsticks, and toothbrushes
Guidelines for Maintaining a Clean School Environment

These guidelines and procedures should be followed regardless of the presence or absence of a student or employee known to have an infectious disease:

A. Clean the following areas and items daily:
   1. Classrooms, bathrooms, and kitchen
   2. Floors
   3. Sinks and faucet handles
   4. Soap dispenser spigots and/or bar soap containers
   5. Wall behind sinks
   6. Toilets

B. Vacuum carpets daily. If a rug or carpet is soiled, disinfect immediately.

C. Clean waste receptacles at least weekly.

D. If heavy non-disposable gloves are worn when a disinfectant is being used, they must be washed and air dried after each use. They must be stored in the room of use in the area reserved for soiled articles.

E. Techniques for handling food and utensils:
   1. Maintain a clean area of the kitchen for serving food
   2. Maintain a separate area of the kitchen for clean up
   3. All leftover food, dishes, and utensils should be treated as if they were contaminated
   4. Scrape food from soiled dishes and/or place disposable dishes in plastic lined, covered waste receptacle
   5. Pour liquids into sink drain
   6. Rinse dishes and utensils with warm water before placing them in the dishwasher
   7. Clean sinks, counter tops, tables, chairs, trays, and any other areas where foods or liquids have been discarded or spilled; use approved disinfectant
   8. Wash hands prior to removing clean dishes from the dishwashers and storing them in a "clean" area of the kitchen

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Guidelines for Cleaning up Body Fluid Spills
(blood, feces, urine, semen, vaginal secretions, vomitus)

These procedures should be used for all students or employees regardless of their infectious disease status:

A. Wear disposable gloves. When disposable gloves are not available or unanticipated contact occurs, hands and other affected areas should be thoroughly washed with soap and water immediately after contact.

B. Clean and disinfect all soiled hard, washable surfaces immediately, removing soil before applying a disinfectant.
   1. Use paper towels or tissues to wipe up small, soiled areas. After soil is removed, use clean paper towels and soap and water to clean area.
   2. Disinfect area with a dilution of 1:10 household bleach solution or another disinfectant.
   3. Apply sanitary absorbent agent for larger soiled areas. After soiled is absorbed, vacuum or sweep up all material.
   4. Disinfect area with a clean mop.

C. Clean and disinfect soiled rugs and carpets immediately.
   1. Apply sanitary absorbent agent, let dry and vacuum.
   2. Apply rug shampoo (a germicidal detergent with a brush and revacuum.

D. Clean equipment and dispose of all disposable materials.
   1. Soiled tissue and flushable waste can be flushed in toilet. Discard paper towels, vacuum bag or sweepings in a waste receptacle lined with a plastic bag.
   2. Rinse broom and dustpan in disinfectant solution.
   3. Soak mop in disinfectant solution and rinse thoroughly or wash in hot water cycle after soaking in disinfectant.
   4. Disinfectant solution should be promptly disposed of down a drain.
E. Clothing and other non-disposable items (e.g., sheets, towels) soaked with body fluids should be rinsed and placed in a plastic bag to be sent home or laundered.

F. Remove disposable gloves and discard in waste receptacle.

G. Wash hands

H. Plastic bags holding contaminated waste should be secured and disposed of daily.

I. Large waste containers (dumpsters or other containers which are impervious to animals) containing potentially contaminated waste should be located in a safe area away from the playground or other areas used by students.
These procedures should be used for all students regardless of their infectious-disease status:

A. Guidelines for Diapering

1. Purpose: To avoid cross-contamination when diapering

2. Equipment:
   a. Changing table, student's own bed, cot, mat, or safe, firm, nonporous surface (clean and sanitized)
   b. Readily accessible hand-washing facility, including hot and cold running water, liquid soap in workable dispenser and disposable paper towels
   c. Supplies for cleaning student's skin: disposable baby wipes, soap, water and cotton balls or soft tissues
   d. Plastic bags for student's soiled clothing
   e. Covered waste receptacle inaccessible to student, lined with a disposable plastic bag for disposable diapers
   f. The use of cloth diapers is discouraged. However, if cloth diapers are used, a covered receptacle lined with a disposable plastic bag should be used for each student. Soiled cloth diapers should be stored in an area inaccessible to the students.
   g. Plastic bag ties or masking tape for sealing disposable plastic bags at time of discard
   h. Disposable plastic gloves (medium or large size, non-sterile) for use with cloth diapers
   i. Disinfectant for cleaning changing surface

3. Procedure:
   a. Wash hands
   b. Place student on clean changing surface
   c. Remove soiled diaper and place in appropriate receptacle
   d. If other clothing is soiled, remove, rinse and place it directly in a plastic bag that can be marked with student's name, secured and sent home at the end of the day
   e. Cleanse the perineum and buttocks thoroughly with disposable baby wipes or soap and water
   f. Rinse well and dry skin prior to applying clean diaper
   g. Wash student's hands
   h. Wash own hands
   i. Return student to class activity

Approved: 2/81 Reviewed: 03/09/09 Revised: 10/23/06
j. After rinsing, place the cloth diaper in the appropriate receptacle
k. Remove gloves and discard them in the appropriate receptacle
l. Wash hands
m. Report abnormal conditions to the appropriate personnel, school nurse or school administrator
n. Use disinfectant to clean changing area and other contaminated surfaces.

B. Guidelines for Classroom Cleanliness

1. Purpose: To prevent the transmission of infectious disease

2. Equipment:
   a. Covered waste receptacle with disposable plastic bags
   b. Plastic bags that can be labeled and sealed for individual's soiled laundry
   c. Disposable plastic gloves (medium or large size, non-sterile) if needed
   d. Disinfectant
   e. Hand-washing facility, including hot and cold running water, liquid soap and workable dispenser and disposable paper towels
   f. Washer and dryer if disposable linens are not available
   g. Dishwasher (if disposable eating utensils are not available)

3. Procedure:
   a. Wash hands
   b. If a lab coat or smock is worn:
      (1) Use a clean garment every day
      (2) Always hang the garment right side out when leaving the work area for breaks or lunch
   c. If there are open cuts, abrasions, or weeping lesions on hands, wear disposable plastic gloves
      (1) Use a new pair of gloves in each situation in which hand washing is indicated
      (2) Discard used gloves in plastic bag in covered waste receptacle
d. Store and handle clean clothing and linens separately from soiled clothing and linens.
   (1) Immediately place each student's soiled clothing and linens in an individually labeled plastic bag, which is to be sealed and sent home at the end of the day
   (2) Immediately place all soiled school linens in a plastic bag in a covered waste receptacle; launder linens daily

C. Techniques for storing, cleaning, and disposing of classroom equipment, supplies and other items:

1. Immediately after use, discard any soiled disposable items by placing them in a plastic bag in a covered waste receptacle.

2. Store each student's personal grooming items (combs, brushes, toothbrushes) separately.

3. In handling disposable diapers, at least once a day, seal and discard the disposable plastic bag used to line the covered receptacle.

4. When laundry facilities are available at school, launder diapers, sheets or other cloth items soiled in the school setting daily.

   a. Launder diapers or other items soaked with body fluids separately
   b. Presoak heavily soiled items
   c. Follow the manufacturer's directions on the label to determine the amount of detergent to be added
   d. If the material is bleachable, add 1/2 cup of household bleach to the wash cycle
   e. If the material is not colorfast, add 1/2 cup non-clorox bleach (e.g., Chlorox II, Borateam, etc.) to wash cycle
   f. Use hot cycle on washer and dryer

5. Seal and discard the soiled plastic bag used to line the covered waste receptacle at least once a day.

6. Establish a routine cleaning and disinfecting schedule

   a. Clean protective floor pads, bolsters, wedges, and so forth after each non-ambulatory student has been removed and at the end of each day

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403.04(13)

b. Wash all toys with soap and water and rinse thoroughly as needed and at the end of each day

c. Clean all equipment at the end of the day

d. If a rug or carpet becomes soiled, clean it immediately

e. Clean changing surface, bathtubs, sinks, portable potties, and toilet seats after each use; rinse with clear water and wipe dry
Selecting an Appropriate Disinfectant

A. Any liquid or bar soap is acceptable for routine hand washing.

B. Select and stock a sanitary absorbent agent for cleaning body fluid spills.

C. Select an intermediate level disinfectant that will kill vegetative bacteria, fungi, tubercle bacillus and virus. Aerosol sprays are not recommended because of possible inhalant problems and flammability.

1. Select an agent that is registered by the U. S. Environmental Protection Agency (EPA) for use as a disinfectant in schools.

2. Select an agent that belongs to one of the following classes of disinfectant:
   a. Ethyl or isopropyl alcohol (70-90%)
   b. Quaternary ammonium germicidal detergent solution (2% aqueous solution)
   c. Iodophor germicidal detergent (500 ppm available iodine)
   d. Phenolic germicidal detergent solution (1% aqueous solution)
   e. Sodium hypochlorite (1:10 dilution of household bleach). This solution must be made fresh daily.

3. Use all products according to the manufacturer's instructions.

4. Store all disinfectants in a safe area inaccessible to students.
Special Procedures for Science Classes

A. Sanitation aspects of microscope slides used in blood typing in science courses:

1. All slides, after use, are to be discarded into a container that is of a material strong enough to withstand puncture.

2. Any swabs, needles, toothpicks or tylets must be discarded immediately after use into a container that is of a material strong enough to withstand puncture.

Items used in the unit involving blood materials should not be laid on the desk or table but always placed in the discard container immediately. This container should be placed in a plastic bag, tied, and discarded at the close of the class period.

3. Students and staff should wash their hands under running water with soap after working with any body fluid.

4. Lab tables should be washed with clorox solution (one part clorox to ten parts water) after experiment is completed. Clorox solutions should always be made fresh daily.

5. Students must always work with their own blood exclusively to avoid contamination by any transmissible agents that might be present in someone else's blood. If bleeding persists after the finger is punctured, student must apply a sterile bandage using moderate pressure.

B. Sanitation aspects of saliva testing in science courses:

1. Student should carefully rinse the test tube that is used to expectorate into. The test tube should then be placed in a plastic dishpan of soapy water and clorox solution (one tablespoon clorox to one gallon soapy water).

2. At the close of the class period the teacher will need to wash and disinfect the test tubes. The teacher should wear gloves to do this. The soaking test tubes should be rinsed. A new solution of soapy water and clorox should be made. Test tubes should be washed, rinsed, then rinsed in a clorox solution (one tablespoon clorox to one gallon water) and allowed to dry.

3. Students and staff should wash their hands under running water with soap after working with any body fluid.
4. Lab tables should be washed with clorox solution (one part clorox to ten parts water) after experiment is completed. Clorox solutions should always be made fresh daily.

5. Students must always work with their own saliva exclusively.
403.04(17)

General information
Pandemic influenza refers to a very severe strain of influenza that has the ability to spread across the world. The word, “pandemic”, means that a disease has caused illness in a person on nearly every continent. Many other diseases throughout the history of the world have been pandemic.

Pandemic influenza could strike at any time in the year. The strain will be one never seen before and there will not likely be a vaccine immediately available. It will spread quicker and easier from person to person compared to non-pandemic influenza. Pandemic influenza may cause illness in any person, and in the past has caused illness in more healthy, middle-aged people than those who usually become ill with influenza. It will probably circulate several times around the world, or in “waves”. Overall, pandemic influenza will cause more disease and death than seasonal influenza.

General information regarding Avian “Bird” influenza
Avian influenza is currently making many different types of birds in Asia sick. There are several different types of avian influenza and most types are found in birds. Avian influenza is often found in birds and is not easily spread from birds to people. The type found in birds in Asia right now has spread to a few people, but has not spread from person to person. There is concern about this type of avian influenza because it is a type of influenza that has caused serious illness in people in the past. The influenza virus changes all the time so there is also worry if this type of avian influenza ever changed so that it could spread person to person, many people would become ill.

Superintendent/Desigee
Provide direction and guidance to district and building crisis teams regarding the nature of the infectious disease and the appropriate action needed.

Building Crisis Team/Building Principal/Nurse Responsibilities
Provide information and periodic training to building teachers and staff members on their roles in training students in preventing the spread of contagious illnesses and diseases, with specific application to school environments and general personal applications.

Teacher/Staff responsibilities
All students will be provided with education regarding the transmission of communicable diseases and prevention strategies to be used during school hours to reduce the risk of exposure.

District Crisis Team Responsibilities
1. Review existing school district policies and procedures;
Develop exposure prevention, notification, treatment, and reporting policies where none that are adequate exist;

Approved: 10/23/06 Reviewed: 03/09/09 Revised: ______________
2. Update existing policies and procedures to include an expanded scope of threats to the staff and student body;
3. Provide information and training to building Crisis Team members and Principals on their roles in preventing the spread of contagious illnesses and diseases, with specific application to school environments and general application in their personal lives;
4. Provide information and periodic training to building Crisis Team members and Principals on their roles in training teachers/staff members in preventing the spread of contagious illnesses and diseases, with specific application to school environments and general, personal applications.

**First Responders Coordination/Needs**
Compliance with School District policies (403.4 and 505.3) and procedures.
STAFF DEVELOPMENT PROCEDURES

All certified staff members are encouraged to improve their professional competency by taking advantage of courses and workshops offered by accredited colleges or universities, the Department of Education approved staff development program of the AEA, or developed by the Muscatine School District.

Credit for such approved activities shall apply for horizontal advancement on the salary schedule if approved by the principal and the superintendent. In no case shall a staff member move from one degree rank to another (BA to MA) on the salary schedule without completion of the requisite degree program. However, complete horizontal movement is allowed within a degree rank (BA to BA+15, BA+15 to 30). Salary schedule credits earned through staff development activities shall be limited to 9 semester hours toward each block of 15 hours required for a lane change. The remaining 6 hours may also be taken for staff development or certification renewal credit if it is offered for graduate credit or staff development credit and the only difference is the amount paid for the course.

Staff development activities for which credits will be accepted must relate to the specific area of instruction in which the staff member is currently working or to which the district intends to assign the staff member. The staff member shall confer with his/her principal prior to participating in a given activity and the principal shall verify, in writing, to the staff member that the course in question meets applicability criteria. The decision of the principal may be appealed to the superintendent.

A staff development credit for salary advancement purposes shall be considered equivalent to one semester hour of college or university credit and shall at a minimum be calculated on the basis of one credit for every fifteen (15) class contact hours completed. No partial credit shall be accepted.

To secure salary adjustments for staff development activities, the staff member must file the lane change approval request by February 28th of the year preceding the lane change and furnish all necessary supporting data to the superintendent no later than September 1. When an activity is taken for college or university credit, an official transcript is required. If the activity is not taken for college or university credit, a "verification of credit earned" form must be provided by the person in charge of the staff development activity.

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404.09(2)

All staff development activity sponsored by Muscatine School District can be used for horizontal movement if recommended by the building principal.

All other staff development (including CEU and graduate college credits) may be used for horizontal salary movement if recommended by the principal and approved by the superintendent.

This policy will not be retroactive. No staff development credit and/or certificate renewal credit completed before the adoption of this policy will be applied to salary schedule advancement.
405.06 CUSTODIAL/MAINTENANCE/SECURITY PERSONNEL

The Board shall create a safe environment for learning through the careful allocation of available resources to its facilities.
501.01 HOMELESS CHILDREN AND YOUTH

The board will make reasonable efforts to identify homeless children and youth of school age within the district, encourage their enrollment and eliminate existing barriers to their receiving education which may exist in district policies or practices. The designed coordinator for identification of homeless children and for tracking and monitoring programs and activities for these children is the Director of Special Services. A homeless child or youth is defined as a child or youth from the age of 3 years through 21 years who lacks a fixed, regular, and adequate nighttime residence and includes the following:

1. A child or youth is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, trailer park, or camping grounds due to lack of alternative adequate accommodations; is living in an emergency or transitional shelter; is abandoned in a hospital; or awaiting foster care placement;
2. A child or youth who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. A child or youth who is living in a car, park, public space abandoned building, substandard housing, bus or train station, or similar setting; or
4. A migratory child or youth who qualifies as homeless because the child or youth is living in circumstances described in paragraphs “1” through “3” above. So that enrollment of homeless children and youth of school age may be facilitated, the following policy areas shall be modified as follows:

Enrollment Requirements: Homeless students including unaccompanied youth will be enrolled immediately even if they are missing records and documents normally required for enrollment.

School Selection & Placement: Homeless students may attend either the school of origin or the school in the attendance area where he/she is actually residing. According to the McKinney Vento Act a child’s district of origin is the district or school where the child was last enrolled or school where the child last attended while permanently housed. The deciding factor shall be the welfare of the child. As much as feasible, the child will not be required to change attendance centers within the district every time the child changes residences.

Waiver of Fees & Charges: Fees and charges which may present a barrier to the enrollment or transfer of a homeless child or youth may be waived at the discretion of the superintendent or designee.

Transportation: When students enroll in a new school, they must be provided with any transportation services that are offered to non-homeless students. In addition, homeless students may be provided transportation to their school of origin as required by the McKinney Vento Act.
501.01 (2) HOMELESS CHILDREN AND YOUTH

Special Services: All services which are available to resident students are made available to homeless children or youths enrolled in the school district. Services include special education, talented and gifted, Title 1 programs, vocational education, English as a second language programs, health services and food and nutrition programs.

Dispute Resolution Process: If a dispute arises over Enrollment or School Selection, the child or youth in transition will be admitted immediately to the school in which enrollment is sought, pending resolution of the dispute. The student will also have the right as a student in transition to all appropriate educational services, transportation, and free schools meals while the dispute is pending.

The school homeless education liaison will provide the parent or unaccompanied youth with a written explanation of the district’s decision on the disputed issue and the right of the parent or unaccompanied youth to appeal that decision. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The parent, guardian, or unaccompanied youth may appeal the school district’s decision as provided in the state's dispute resolution process 281-IAC 33.9(256).

Legal Reference:
- Immediate enrollment of a homeless child pending dispute resolution 281-IAC 33.3(5)(256)
- Immunization requirements 281-IAC 33.5(256)
- Waiver of fees and charges 281-IAC 33.6(256)
- Waiver of enrollment requirements 281-IAC 33.7(256)
- Residency of homeless child or youth 281-IAC 33.8(256)
- Transportation 281-IAC 33.10(256)
Policy 501.01 Administrative Regulations
Written Notification of Enrollment Decision

Date:
______________________________________________________________________

Name of person completing form: ___________________________________________

Title of person completing form: ____________________________________________

Name of School: ________________________________________________________

In compliance with section 722(g)(3)(E) of the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

Name of Parent(s)/Guardian(s):____________________________________________

Name of Student(s): _____________________________________________________

After reviewing the request to enroll the student(s) listed above, the enrollment request is denied. This determination was based upon:

Parent/Guardian or unaccompanied youth have the right to appeal this decision by completing the second page of this notice submit to the superintendents office or by contacting the school district’s local homeless education liaison. Submit form to the Office of Superintendent.

Name of local homeless education liaison:  Jan Collinson
Title:  Director of Special Programs
Phone number:  563-263-7223, extension 1107

In addition:

• The student listed above has the right to enroll immediately and participate fully in the requested school pending the resolution of the dispute.
• Parent/Guardian or unaccompanied youth may provide written or verbal communication(s) to support their position regarding the student’s enrollment in the requested school. The attached form may be used for this notification. Form may be submitted to the Office of Superintendent.
• Parent/Guardian or unaccompanied youth may contact the State Coordinator for Homeless Education if further help is needed. Contact information for the State Coordinator:
  Sandra Johnson / Iowa Department of Education
  State Coordinator for the Homeless Education
  (515) 281-3965

*You may seek the assistance of advocates or an attorney. A copy of our state’s dispute resolution process for students experiencing homelessness is attached.

Approved: 5/9/94    Reviewed: 5/09/11    Revised:__________________
Appeal Notification of Enrollment Decision

To be completed by the parent, guardian, caretaker, or unaccompanied youth when a dispute arises. This information may be shared verbally with the district liaison as an alternative to completing this form.

Date: ________________________________________________________________

Student(s):  ____________________________________________________________

Person completing form: _________________________________________________

Relation to student(s): _________________________________________________

I may be contacted at (phone or email): _________________________________

I wish to appeal the enrollment decision made by: ___________________________

Name of School: ________________________________________________________

I have been provided with (please check all that apply):

_____ A written explanation of the school’s decision.

_____ The contact information of the school district’s local homeless education liaison.

_____ A copy of the state’s dispute resolution policy for students experiencing homelessness.

Optional: A written explanation may be included in the space below to support your appeal or you may provide your explanation verbally.

The school provided me with a copy of this form when I submitted it. _________ (initial)


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503.03 STUDENT CIVIL RIGHTS GRIEVANCE PROCEDURE

Students and/or parents of students of the Muscatine Community School shall have the right to file a formal complaint alleging non-compliance with applicable federal and state laws and regulations. This includes, but is not limited to disagreements on actions related to Section 504 regarding the identification, evaluation or educational placement of a student.

LEVEL ONE -- Teacher, Counselor, Principal or District Personnel Officer

A student or parent with a complaint of discrimination or harassment on the basis of race, creed, color, gender, gender identity, parental status, language, marital status, sexual orientation, national origin, religion, age, veteran status or disability may discuss it with the teacher, counselor, appropriate building administrator, or the District personnel officer.

LEVEL TWO -- Compliance Officer

If the grievance is not resolved at level one and the grievant wishes to pursue the grievance, (s)he may formalize it by filing a complaint in writing on a Compliance Violation Form, which may be obtained from the Compliance Officer. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaints at level two must be within fifteen (15) working days from date of the event giving rise to the grievance or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Compliance Officer. A minor student may be accompanied at that meeting by a parent or guardian. The Compliance Officer shall investigate the complaint and attempt to resolve it. A written report from the Compliance Officer regarding action taken will be sent within fifteen (15) working days after receipt of the complaint. Copies will be sent to the parents, or to the student if said student is 18, in compliance with the student records laws.

LEVEL THREE -- Superintendent

If the complaint is not resolved at level two, the grievant may process it to level three by presenting a written appeal to the superintendent within ten (10) working days after the grievant receives the report from the Compliance Officer. The grievant may request a meeting with the superintendent or designee. The superintendent or designee has the option of meeting with the grievant to discuss the appeal. A written decision will be rendered by the superintendent or designee within ten (10)
503.03(2)

working days after receipt of the written appeal. Copies will be sent to the parents or student, as noted above.

LEVEL FOUR -- Third Party

If the complaint is not resolved at the third level, the grievant may process it with the Iowa Civil Rights Commission, the Federal Office of Civil Rights, the Equal Employment Opportunity Commission, or the Iowa Department of Education, or seek private counsel.

The Board of Directors shall:

a. Annually identify the District Civil Rights Compliance Officer at an open public meeting.

b. Annually publish the name and telephone number of the Compliance Officer to all students:

   1) In the student handbook

   2) In a local newspaper of general circulation, and

   3) In all buildings by prominent posting
503.03 Civil Rights/Grievance Form

This form should be used for Equal Employment Opportunity Policy complaints and/or Affirmative Action Administrative Procedures complaints.

<table>
<thead>
<tr>
<th>Name of Complainant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
</tr>
<tr>
<td>Phone</td>
</tr>
<tr>
<td>Date alleged violation occurred</td>
</tr>
</tbody>
</table>

Complaint (Please write a brief statement of the complaint. Attach additional sheets if necessary):

Complainant’s Signature:
If the complaint is being filed by a representative of the complainant, sign here and state relationship to complainant:

Date received by Affirmative Action Coordinator/Compliance Officer
Disposition by Affirmative Action Coordinator/Compliance Officer

Affirmative Action Coordinator
2900 Mulberry Avenue, Muscatine, Iowa, 52761  (563) 263-7223

Civil Rights Compliance Officer
2705 Cedar Street, Muscatine, Iowa, 52761  (563) 263-6141

<<50>>
503.09 STUDENT LIBRARY CIRCULATION RECORDS

Student library circulation records are designed to be used internally to assist in the orderly administration of the school district libraries. As a general rule, student library circulation records are considered confidential records and will not be released without parental consent. Individuals who may access such records include a student’s parents, the student, authorized licensed employees, authorized government officials from the U.S. Comptroller General, the Secretary of Education, the Commissioner and Director of the National Institute of Education, and the Assistant Secretary for Education and State Education Department. Appropriate authorities in a health or safety emergency may access the student’s library circulation records without the approval or the notification of the student’s parents. Parents may not access records, without the student’s permission, of a student who has reached the age of majority or who is attending a post-secondary educational institution unless the student is considered a dependent for tax purposes.

It is the teacher-librarian’s responsibility, as the person maintaining the student library circulation records, to approve requests for access to student library circulation records. Students’ library circulation records may be accessed during the regular business hours of the school district. If copies of documents are requested, a fee for such copying may be charged.

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

Iowa Code §§ 22; 622.10 (2007).
281 I.A. C. 12.3 (6), (12)

Cross Reference: 506 Student Records
602.04 USE OF INFORMATION RESOURCES

In order for students to experience a diverse curriculum, the board encourages employees to supplement their regular curricular materials with other resources. In so doing, the board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for plagiarism, unauthorized copying or using of media, including, but not limited to, print, electronic and web-based materials, unless the copying or using conforms to the “fair use” doctrine. Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research providing that all fair use guidelines are met.

While the school district encourages employees to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of employees to abide by the school district’s copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for school district staff to violate copyright requirements in order to perform their duties properly. The school district will not be responsible for any violations of the copyright law by employees or students. Violation of the copyright law by students may result in discipline, up to and including, suspension or expulsion.

Parents or others who wish to record, by any means, school programs or other activities need to realize that even though the school district received permission to perform a copyrighted work does not mean outsiders can copy it and re-play it. Those who wish to do so should contact the employee in charge of the activity to determine what the process is to ensure the copyright law is followed. The school district is not responsible for outsiders violating the copyright law or this policy.

Any employee or student who is uncertain as to whether reproducing or using copyrighted material complies with the school district’s procedures or is permissible under the law, should contact the principal, teacher or teacher-librarian who will also assist employees and students in obtaining proper authorization to copy or use protected material when such authorization is required.
602.04 USE OF INFORMATION RESOURCES

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

281 I.A.C. 12.3(12).

Cross Reference: 601.15 Electronic Resources
Joint Use Facilities Agreement  
City of Muscatine  
Muscateine Community School District

The City of Muscatine and the Muscatine Community School District are owners of real property in the Muscatine Community, including indoor facilities and outdoor active use areas that are capable of being used by each of the before mentioned entities for community educational and community recreational purposes. Under appropriate circumstances, these publicly held lands and facilities should be used most efficiently to maximize use and increase educational and recreational opportunities for the community.

1. **Term**
   This Agreement will begin upon adoption by the Muscatine City Council and the Muscatine School Board of Education, and will continue with annual reviews for adjustments of the terms and conditions for the benefit of both parties.

2. **Effective Date**
   This Agreement shall be effective upon adoption by the Muscatine City Council and the Muscatine School Board of Education and upon inspection of affected property as described in Section 3 by District and City officials.

3. **Facilities Covered**
   The term "Active Use Areas" will be used for purposes of this Agreement to mean the designated fields, buildings, playgrounds and parking lots.  
   Terms of the Agreement shall apply to all Active Use Areas owned by either party. The parties shall have the right to add or exclude Active Use Areas during the term of this Agreement, provided that any such change shall be in writing and approved by both the District and the City.

4. **Permitted Uses of Active Use Areas**
   The District shall be entitled to the use of City Active Use Areas for public school and school-related educational and recreational activities when the City opens the facilities to the public. The City shall be entitled to access District Active Use Areas to open them for use by the community when the District is not using the Active Use Areas. The District and the City agree to provide priority scheduling to each other where as the District will have first priority to City Active Use Areas when the City is not using them and the City will have first priority to the District Active Use Areas when the District is not directly using them.

5. **Compliance With Law**
   All use of District property shall be in accordance with state and local law. In the case of a conflict between the terms of this Agreement and the requirements of state law, the state law shall govern. Any actions taken by the District or the City that are required by state law, but are inconsistent with the terms of this Agreement shall not be construed to be a breach or default of this Agreement.
6. Obligations of City
   A. Designation of Employee
      The City shall designate an employee with whom the District, or any authorized agent of
      the District, may confer regarding the implementation of this Agreement.
   B. The City will be responsible for the supervision of District Active Use Areas when used
      by the City.

7. Obligations of District
   A. Designation of Employee
      The District shall designate an employee with who the City or any authorized agent of
      the City, may confer regarding the implementation of this Agreement.
   B. The District will be responsible for the supervision of City Active Use Areas to include
      players, fans, and coaches when used by the District.

8. Maintenance
   The District and the City shall perform normal maintenance of Active Use Areas at basic levels
   of service subject to normal wear and tear. Each entity shall notify the other of any known
   change in condition of the Active Use Areas.

9. Indemnification
   A. The City shall defend, indemnify, and hold the District, its officers, employees and
      agents, harmless from and against any and all liability, loss, expense, attorneys' fees or
      claims for injury or damages, arising out of the performance of this Agreement, but only
      in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims
      for injury are caused by or result from the negligent or intentional acts or omissions of
      the City, its officers, agents or employees in regard to organized activities during public
      access hours.
   B. The District shall defend, indemnify, and hold the City, its officers, employees and
      agents, harmless from and against any and all liability, loss, expense, attorneys' fees or
      claims for injury or damages, arising out of the performance of this Agreement, but only
      in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims
      for injury are caused by or result from the negligent or intentional acts or omissions of
      the District, its officers, agents or employees.

10. Insurance
    The City and the District agree to provide the following insurance in connection with this
    Agreement.
    A. Commercial General Liability for bodily injury and property damage, including
       Personal Injury and Blanket Contractual, with limits of $1,000,000.00 per occurrence
       $2,000,000.00 aggregate.
    B. Workers' Compensation. Workers' compensation coverage, as required by Iowa law.
    C. Documentation of Insurance. The City and the District shall provide to each other a
       certificate of insurance each year this Agreement is in effect showing proof of the above
coverage. In the event the City of the District is self-insured for the above coverage, such agency shall provide a letter stating its agreement to provide coverage for any claims resulting from its negligence in connection with joint use facilities in the above amounts.

11. Evaluation/Conflict Resolution
The City and the District shall establish a Joint Use Interagency Team, composed of staff representatives of the City and the District, to monitor the joint use project and Agreement for its duration. The Interagency Team shall hold conference calls or meetings as needed to review the performance of the project and to confer to discuss interim problems during the term of the Agreement. If the Joint Use Interagency Team is unable to reach a solution on a particular matter, it will be referred to the City Administrator and the School Superintendent, or their designees, for resolution.

12. Termination
This Agreement may be terminated at any time by either party upon 30 days written notice to the other party.

Nathan Mather, President, Muscatine School Board

Date

Jerry Riibe, Superintendent of Schools, Muscatine Schools

Date

DeWayne Hopkins, Mayor, City of Muscatine

Date

Gregg Mandsager, City Administrator, City of Muscatine

Date
EASTERN IOWA COMMUNITY COLLEGES (EICC)
and
MUSCATINE COMMUNITY SCHOOL DISTRICT (MCSD)

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement is made and entered into on the ______________ 2013 for services by and between the Muscatine Community School District (MCSD) and Eastern Iowa Community Colleges (EICC).

PURPOSE. The purpose of this agreement is for MCSD to provide coordination and service delivery for EICC in conjunction with the Quad Cities Career Connections (QCCC) program. Activities will include but are not limited to:

- Assisting in the development of an Advisory Committee representative of Muscatine and parts of Cedar and Louisa Counties.
- Create asset map of existing college and career readiness programming in Columbus, Durant, Louisa-Muscatine, Muscatine, West Liberty and Wilton Community School Districts.
- Build relationships with Columbus, Durant, Louisa-Muscatine, Muscatine, West Liberty and Wilton Community School Districts; as well as local employers
- Provide core services including; Classroom presentations, worksite tours, job shadows, internships, youth employment and teacher externships to students and teachers in Columbus, Durant, Louisa-Muscatine, Muscatine, West Liberty and Wilton Community School Districts.

RESPONSIBILITIES OF EACH PARTY. In consideration of the promises and mutual covenants contained herein, the parties hereto agree as follows:

1. MCSD will establish an arrangement with Molly Elizalde who will complete specified objectives, as listed in the Activities above, for QCCC and EICC. A contract between MCSD and Molly Elizalde will describe that relationship.

2. As compensation for Molly Elizalde’s services, EICC agrees to pay MCSD to fund Molly Elizalde at a fee of ten thousand seven hundred sixty one dollars ($10,761). Contract total will not exceed four hundred and ten (410) hours or approximately eight (8) hours per week. Funds will be paid in advance and accounted for by MCSD to EICC on a monthly basis.

3. Molly Elizalde agrees to submit a work plan that will detail tasks and activities completed.

4. MCSD and EICC agree to hold and to keep each other harmless from all liability, loss, costs, charges, and expenses of whatever nature or kind that may be caused by the negligent acts of each of their respective contractors or agents.

5. Molly Elizalde and MCSD agree that all copyrights associated with this project shall belong exclusively to EICC.

TERMS. The activities covered under this Memorandum of Agreement will commence December 16, 2013, and conclude June 30, 2014, for the purpose of building an infrastructure for providing core services. It is understood and agreed that this contract is subject to cancellation without cause upon fifteen (15) days written notice by either party. Any modification of this agreement must be in writing and is valid only when executed by the fully authorized representatives of the parties hereto.
IN WITNESS WHEREOF, MCSD and EICC have executed this agreement the day and year listed below.

<table>
<thead>
<tr>
<th>DATE:</th>
<th>NAME</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td></td>
<td>Muscatine Community School District</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE:</th>
<th>NAME</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td></td>
<td>Robert H. Gallagher, Board President</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eastern Iowa Community Colleges</td>
</tr>
</tbody>
</table>
BOARD GOAL:

FINANCIAL SOLVENCY
To the Board of Education I hereby certify that the following is a true Abstract of Claims for the period of time ending March 10, 2014 ..........Director of Finance and Budgeting.

<table>
<thead>
<tr>
<th>Summary</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund:</td>
<td>$232,131.69</td>
</tr>
<tr>
<td>Existing Contracts:</td>
<td>$721,381.34</td>
</tr>
<tr>
<td>Prepaids - General Fund:</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>Nutrition Fund:</td>
<td>$112,342.92</td>
</tr>
<tr>
<td>Activity/Agency/Trust Fund:</td>
<td></td>
</tr>
<tr>
<td>Activity Total</td>
<td>$27,796.71</td>
</tr>
<tr>
<td>Trust Total</td>
<td>$0.00</td>
</tr>
<tr>
<td>Special Purpose Trust Total</td>
<td>$0.00</td>
</tr>
<tr>
<td>Agency Total</td>
<td>$57,405.98</td>
</tr>
<tr>
<td>Schoolhouse Fund:</td>
<td>$118,998.71</td>
</tr>
<tr>
<td>Management Fund:</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Presented to and approved by the Board of Directors of the Muscatine Community School District, County of Muscatine, State of Iowa, at the regular meeting of March 10, 2014.
To: Muscatine School Board Directors  
From: Jean Garner, Director of Finance & Budgeting  
Re: Public Hearing  
Date: March 10, 2014

We are asking for a motion to approve setting a public hearing on the proposed 2014-2015 school budget. The location, date and time would be Muscatine City Hall, April 14, 2014, 7:00 p.m. during the regular meeting of the school board.

The school board is required to set a date and time for a public hearing on the proposed 2014-2015 budget. Setting the date puts timelines in place as to when the public notice publication appears in the paper, informing the public of this public hearing.
Some fees are reduced by Board action to one-half and/or waived for those qualified through the USDA food program. Those fees marked by an asterisk (*) are full charge for all. ALL FEES ARE WAIVED FOR FOSTER CHILDREN (INCLUDES DRIVER ED)

### ELEMENTARY

<table>
<thead>
<tr>
<th>Service</th>
<th>Current</th>
<th>Proposed</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Material Fee</td>
<td>$55.00</td>
<td>$55.00</td>
<td>No change</td>
</tr>
<tr>
<td>Instrument Rental (Grade 5)</td>
<td>$45.00</td>
<td>$45.00</td>
<td>No change</td>
</tr>
<tr>
<td>* MHS Activity Pass</td>
<td>$35.00</td>
<td>$35.00</td>
<td>No change</td>
</tr>
<tr>
<td>Bus Fees: (those living closer than 2 miles)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades K-5</td>
<td>$120/170/200/230</td>
<td>$120/170/200/230</td>
<td>No change</td>
</tr>
<tr>
<td>Number of Children</td>
<td>1 / 2 / 3 / 4+</td>
<td>1 / 2 / 3 / 4+</td>
<td></td>
</tr>
</tbody>
</table>

### MIDDLE SCHOOL

<table>
<thead>
<tr>
<th>Service</th>
<th>Current</th>
<th>Proposed</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Material Fee</td>
<td>$85.00</td>
<td>$85.00</td>
<td>No change</td>
</tr>
<tr>
<td>Instrument Rental (Grades 6-8)</td>
<td>$45.00</td>
<td>$45.00</td>
<td>No change</td>
</tr>
<tr>
<td>*Yearbooks (Grades 6-8)</td>
<td>$16.00</td>
<td>$16.00</td>
<td>No Change</td>
</tr>
<tr>
<td>* MHS Activity Pass</td>
<td>$35.00</td>
<td>$35.00</td>
<td>No change</td>
</tr>
<tr>
<td>Bus Fees: (those living closer than 2 miles)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 6 to 8</td>
<td>$120/170/200/230</td>
<td>$120/170/200/230</td>
<td>No change</td>
</tr>
<tr>
<td>Number of Children</td>
<td>1 / 2 / 3 / 4+</td>
<td>1 / 2 / 3 / 4+</td>
<td></td>
</tr>
</tbody>
</table>

### HIGH SCHOOL

<table>
<thead>
<tr>
<th>Service</th>
<th>Current</th>
<th>Proposed</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Material Fee</td>
<td>$85.00</td>
<td>$85.00</td>
<td>No change</td>
</tr>
<tr>
<td>*Yearbooks</td>
<td></td>
<td>Actual Costs ($56 max)</td>
<td>No change</td>
</tr>
<tr>
<td>*Vehicle Registration</td>
<td>$25.00</td>
<td>$25.00</td>
<td>No change</td>
</tr>
<tr>
<td>*Activity Passes:</td>
<td>$40.00</td>
<td>$40.00</td>
<td>No change</td>
</tr>
<tr>
<td>Advanced Placement Testing</td>
<td></td>
<td>Actual Costs</td>
<td>No change</td>
</tr>
<tr>
<td>Instrument Rental (Grades 9-12)</td>
<td>$45.00</td>
<td>$45.00</td>
<td>No change</td>
</tr>
<tr>
<td>Uniform Cleaning</td>
<td>$25.00</td>
<td>$25.00</td>
<td>No change</td>
</tr>
<tr>
<td>Bus Fees: (those living closer than 3 miles)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 9 to 12</td>
<td>$120/170/200/230</td>
<td>$120/170/200/230</td>
<td>No change</td>
</tr>
<tr>
<td>Number of Children</td>
<td>1 / 2 / 3 / 4+</td>
<td>1 / 2 / 3 / 4+</td>
<td></td>
</tr>
</tbody>
</table>
Food Service Prices Fiscal Year 2014 - 2015  
(Proposed for Information/Approval 3/10/14)

The USDA, Bureau of Food and Nutrition & Transportation Services, a division of the Iowa Department of Education and the school district continue to upgrade standards and requirements for the National School Breakfast, Lunch and Summer Food Service Meal Programs. The school district does not receive government subsidies for adult meals, snack milk and/or ala carte items served even though these sales are regulated by the federal and state agencies. The combination of these factors affects the cost of operation. The food and nutrition department does not want or believe they should be a financial liability to the general operating fund. Therefore, we are recommending the following meal pricing schedule to help support program. The pricing is a result of federal requirements regarding equity in school meal pricing, which is part of the Child Nutrition Reauthorization, Healthy Hunger-Free Kids Act of 2010 and an attempt to cover operational costs.

Students may qualify for reduced or free meals based upon a completed Eligibility Meal Application, which must be processed each school year.

<table>
<thead>
<tr>
<th>1. Breakfast:</th>
<th>Current</th>
<th>Proposed</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary...</td>
<td>1.25</td>
<td>1.35</td>
<td>$.10</td>
</tr>
<tr>
<td>Middle School.</td>
<td>1.25</td>
<td>1.35</td>
<td>$.10</td>
</tr>
<tr>
<td>High School...</td>
<td>1.25</td>
<td>1.35</td>
<td>$.10</td>
</tr>
<tr>
<td>All second breakfasts...</td>
<td>2.20</td>
<td>2.25</td>
<td>$.10</td>
</tr>
<tr>
<td>Adults:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary...</td>
<td>2.20</td>
<td>2.25</td>
<td>$.10</td>
</tr>
<tr>
<td>Middle School.</td>
<td>2.20</td>
<td>2.25</td>
<td>$.10</td>
</tr>
<tr>
<td>High School...</td>
<td>2.20</td>
<td>2.25</td>
<td>$.10</td>
</tr>
<tr>
<td>All second breakfasts...</td>
<td>2.20</td>
<td>2.25</td>
<td>$.10</td>
</tr>
</tbody>
</table>

| 2. Lunch:     |         |          |          |  
| Students:     |         |          |          |  
| Elementary... | 2.00    | 2.10     | $.10     |  
| Middle School.| 2.00    | 2.10     | $.10     |  
| High School...| 2.00    | 2.10     | $.10     |  
| All second lunches... | 3.20 | 3.30 | $.10 |  
| Adults:       |         |          |          |  
| Elementary... | 3.20    | 3.30     | $.10     |  
| Middle School.| 3.20    | 3.30     | $.10     |  
| High School...| 3.20    | 3.30     | $.10     |  

Note: According to Equity in School Lunch Pricing our prices have to be raised a minimum of $.10 per year to get the pricing to where it should be: breakfast $1.61: lunch $2.65.

NSLP & NSBP laws have changed and we will provide additional protein, whole grains, fresh fruits, and vegetables which will increase our food cost. There is no reimbursement for adult meals and second meals purchased.
## Van/Bus Fee Schedule Fiscal Year 2014 - 2015
(Proposed for Information/Approval 3/10/14)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Van</td>
<td>$ .38 per mile; $17.50 minimum</td>
<td>No change</td>
</tr>
<tr>
<td>66-72 - Passenger</td>
<td>$ 1.50 per mile; $25.00 minimum</td>
<td>No change</td>
</tr>
<tr>
<td>Diesel School Bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus-Nonschool groups</td>
<td>$ 1.75 per mile; $30.00 minimum</td>
<td>No change</td>
</tr>
</tbody>
</table>

Please note:

Rates do not include meals, motels or additional wage charges if sponsors do not provide student supervision.

Rates quoted include driving and some “sitting time” - additional “sitting time” is charged at prevailing rate:

- With 0 to 24 miles we estimate 2 hrs of driver time
- With 25 to 89 miles we estimate 4 hrs of driver time
- With 90 to 119 miles we estimate 5 hrs of driver time
- With 120 to 179 miles we estimate 6 hrs of driver time
- With 180 to 349 miles we estimate 8 hrs of driver time
- With 350 to 450 miles we estimate 10 hrs of driver time
BOARD GOAL:

IMPROVE
GRADUATION RATE
AND
POST-SECONDARY
SUCCESS
CERTIFIED RESIGNATIONS
Jace Teed - CMS Guidance Counselor

SCHEDULE C RESIGNATIONS
Stephanie Aguero - MHS Girl’s Assistant Volleyball

NEW HIRES - CERTIFIED STAFF
None

NEW HIRES - SCHEDULE C POSITIONS
None

OTHER
None
Dear Mr. Fowler,

It has been a pleasure working for the Muscatine Community School District for the past four years as a member of the Central Middle School staff. However, in order to best fit the needs of my family I have chosen to take a position with another district for the 2014-2015 school year. Please accept this as my official notice of resignation following the completion of my 2013-2014 contract.

Sincerely,

Jace Teed
Hey Tim, I just wanted to send you an email to formally let you know that I will not be coaching volleyball for the 2014 season. Thank you

Stephanie
All overnight and/or out-of-state field trips must be submitted to the Board Office for approval at least three weeks prior to departure.

MAJOR FIELD TRIP REQUEST FORM

Major Field Trip: A major field trip is defined as more than one day of school being missed. Personal cost beyond any group fundraising should be kept to a minimum. An exception is band, choir, and the foreign language trips in which the maximum net personal cost per student may be higher.

EVENT NAME: RAGBRAI

1. Group: East Campus

2. Sponsor: ________________________________

3. Destinations: Rock Valley, Okoboji, Emmetsburg, Forest City, Mason City, Waverly, Independence, Guttenberg (Iowa)

4. July 19-26
   Date(s) of Proposed Trip
   (check day(s) of week of the Trip)
   ☒ ☒ ☒ ☒ ☒ ☒ ☒ S M T W TH F S

5. What is the actual time students will be involved in program-related events? (This includes time spent performing, listening to other groups, and participating in program-related activities.)

   Students will be involved in program-related events approximately 8-10 hours each day.

6. Purpose of Trip:
   Of what educational value is the proposed trip? Please include opportunities on this trip that are not available in other less expensive settings as well as opportunities that the location of the proposed trip provides.

   During RAGBRAI, students will bike approximately 420 miles during the week. This requires great levels of persistence and determination. Leading up to the event, the students must bike at least 1,000 miles to prepare. In addition to the physical activity, the event is being tied to a Composition course, as students will be documenting the training process and the event through script and film. A portion of the documentary will involve geography and the history of the overnight towns.
Lastly, we will be tracking our nutritional choices prior to and during RAGBRAI.
7. If the organization proposing the trip has been involved in a major field trip during the past four years, please indicate when and where the group last traveled, the total cost per pupil, and the estimated personal cost for each participant.

N/A

8. Number Attending:  Students 8  Staff 7  Other Adults 10

9. Estimated cost PER STUDENT:

<table>
<thead>
<tr>
<th>Expense Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation: Method: vans</td>
<td>$175</td>
</tr>
<tr>
<td>Lodging</td>
<td>$0</td>
</tr>
<tr>
<td>Meals</td>
<td>$250/wk</td>
</tr>
<tr>
<td>Other Required Costs: registration &amp; equipment</td>
<td>$410</td>
</tr>
<tr>
<td>SUBTOTAL</td>
<td>$835</td>
</tr>
<tr>
<td>Expected fundraising subsidy</td>
<td>-$675</td>
</tr>
<tr>
<td>Personal cost per student</td>
<td>$160</td>
</tr>
<tr>
<td>Additional recommended spending money</td>
<td>$150</td>
</tr>
</tbody>
</table>

10. What fundraising activities will be conducted to support the proposed trip?
Grants have been and are in the process of being written.

11. What provisions will be made for students in need of assistance?
Grant money will be used for students in need of assistance.

12. What parent group(s), if any, is (are) expected to support this application including the proposed fundraising activities?
N/A
13. **Evaluation plans: (educational and personal)**

   Students will be documenting the process from winter training to summer riding as a form of reflection while sharing their story.

14. **Who will submit evaluation report?** Holly Hanna

   ┌────────────────────────────────────┐
   │ Proposal submitted by:            │
   │ Date: ____________________________ │
   │ Principal’s endorsement:          │
   │ Date: ____________________________ │
   └────────────────────────────────────┘

**DIRECTOR OF CURRICULUM/SUPERINTENDENT**

Endorsement of Major Field Trip: [ ] Approved [ ] Denied

Plan Approved Under the Following Conditions:

   ┌────────────────────────────────────┐
   │ Final Plans Due to Principal:    │
   │ Date: ____________________________ │
   │ Final Plans Approved by:         │
   │ Date: ____________________________ │
   └────────────────────────────────────┘
All overnight and/or out-of-state field trips must be submitted to the Board Office for approval at least three weeks prior to departure.

MAJOR FIELD TRIP REQUEST FORM

**Major Field Trip:** A major field trip is defined as more than one day of school being missed. Personal cost beyond any group fundraising should be kept to a minimum. An exception is band, choir, and the foreign language trips in which the maximum net personal cost per student may be higher.

**EVENT NAME:** Art Club Museum Trip

1. **Group:** Art Club

2. **Sponsor:** Addie Corlay

3. **Destinations:** Chicago, IL

4. **Dates of Proposed Trip:**

   (check day(s) of week of the Trip)
   - [ ] S
   - [ ] M
   - [ ] T
   - [ ] W
   - [ ] TH
   - [ ] F
   - [ ] S

   No school days missed

5. What is the actual time students will be involved in program-related events? (This includes time spent performing, listening to other groups, and participating in program-related activities.)

   The majority of the day will be spent at the Art Institute of Chicago & the Contemporary Art Museum, remaining time will be travel and eating.

6. **Purpose of Trip:**

   Of what educational value is the proposed trip? Please include opportunities on this trip that are not available in other less expensive settings as well as opportunities that the location of the proposed trip provides.

   It's a great opportunity for the students to explore Chicago's art scene & culture - one of the nation's largest and diverse collections - so close to Muscatine.
7. If the organization proposing the trip has been involved in a major field trip during the past four years, please indicate when and where the group last traveled, the total cost per pupil, and the estimated personal cost for each participant.

\$2.50/Student

8. Number Attending: Students \(\Box\) \(13\) Staff \(\Box\) \(2\) Other Adults \(\Box\) \(1\)

9. Estimated cost PER STUDENT:

<table>
<thead>
<tr>
<th>Expense Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation: Method: School van (2)</td>
<td>1606.32</td>
</tr>
<tr>
<td>Lodging</td>
<td></td>
</tr>
<tr>
<td>.38/mile = 84.32</td>
<td></td>
</tr>
<tr>
<td>Parking = 50.00</td>
<td></td>
</tr>
<tr>
<td>Meals</td>
<td></td>
</tr>
<tr>
<td>Flat fee = 17.50 x 2 = 35</td>
<td>20</td>
</tr>
<tr>
<td>Other Required Costs: Museum admissions</td>
<td>24</td>
</tr>
<tr>
<td>Subtotal</td>
<td>210.32</td>
</tr>
<tr>
<td>Expected fundraising subsidy</td>
<td>200.00</td>
</tr>
</tbody>
</table>

10. What fundraising activities will be conducted to support the proposed trip?

Art club has been fundraising for 2 years, selling handmade goods and hosting parties, etc.

11. What provisions will be made for students in need of assistance?

If students approach me with a need for financial assistance, I can take some extra from the Art Club fund for them.

12. What parent group(s), if any, is (are) expected to support this application including the proposed fundraising activities?

Parents of Art Club students.
13. Evaluation plans: (educational and personal)
   What the students learn & experience on the trip should carry over into future club plans & projects; they may have some new ideas for their personal artwork and learn of art careers and opportunities after high school.

14. Who will submit evaluation report? Addie Corby

Proposal submitted by: Addie Corby  Date: 3-4-14

Principal's endorsement: Michael J. Hoag  Date: 3-4-14

DIRECTOR OF CURRICULUM/SUPERINTENDENT

Endorsement of Major Field Trip:  □ Approved  □ Denied

Plan Approved Under the Following Conditions:


Final Plans Due to Principal: ____________________________

Final Plans Approved by: ____________________________  Date: ____________________________
DISCUSSION
AND
INFORMATION
BOARD GOAL:

COMMUNICATION
404.04 DISCIPLINE OF STUDENTS

Statement of Purpose

Basic to the educational process is an environment that is conducive to learning. The community, through the Board of Education, has the responsibility to protect the rights of the students to learn and teachers to teach and to insure the proper operation of the school.

The behavior of the student is the joint responsibility of the student, parent, and school. It is the belief of the Muscatine Community School District that students should be guided into being responsible for their own acts and to recognize the importance and implications of their acts. The majority of the students and parents in this district recognize the necessity for having rules and regulations governing the operation of a school and are perfectly willing to accept the need for it. Unfortunately, however, there are a few students who, on occasion, feel that such rules and regulations do not apply to them. Therefore, the Board of Education, its administration, and staff accept the responsibility to provide a safe school environment where learning can take place and to protect the rights and privileges of all members of the school community.

It is recognized that each teacher is a unique individual and differences in classroom atmosphere may be expected. The rights of teachers to establish this atmosphere, so long as it is not inconsistent with the boundaries of established policy, are upheld. It is considered a major responsibility of staff members to respect the rights of each other and to aid students in understanding and appreciating the variation that may exist.

Just as the individuality of teachers is recognized, the uniqueness of students is also acknowledged and should be demonstrated by fair and proper consideration for personal needs.

The following policy is not designed to be used to deny any student a happy, healthy school experience or to restrict the realization of full potential. It is, rather, aimed at dealing with those incidents and persons who by their acts threaten to be, or are harmful to other persons or property, or are disruptive of the learning environment.
**Exceptions or Deviations From This Policy**

It is recognized that the corrective action and disciplinary procedures described in the student discipline section are more appropriately designed for secondary grade level. Building principals, or their designees, dealing with K-5 elementary grade level students are granted freedom, if they wish, to use their own discretion in dealing with their disciplinary problems and are not held to the corrective action herein detailed.

Elementary principals are, however, responsible for the safety of the students in their school buildings and on their school grounds. They are expected to deal promptly with their safety and disciplinary problems and to establish, communicate, and require consistent behavioral standards in their schools. A copy of their school's grievance procedure is also required from elementary principals.

**Corporal Punishment**

Corporal punishment is not permitted (Senate File 52, 1989-2008).

**Physical Assault or Attack Against Teachers or Administrators**

When attempting to restore or maintain order, teachers and administrators may become involved in conflict situations and activities that sometimes arouse hostile feelings. It is of the utmost importance that they be afforded every possible protection by school authorities.

When a teacher, administrator, or school employee has been physically assaulted or attacked by a student(s), the principal will treat the matter as a physical assault. When under attack, the teacher, administrator, or employee is allowed to physically defend himself or herself as reasonably necessary.

See appropriate section on student discipline -- section 500.
501.09 APPROVAL OF OPEN ENROLLMENT TRANSFERS

The superintendent or his/her designee shall take action on open enrollment requests. The Board Secretary shall notify, by mail, email, or fax the resident district and individuals making the request, of the action taken by the superintendent, designee, and/or Board. Once the request has been approved, the student named in the request will be considered to be enrolled in the district, and will be committed to attend in the district at the beginning of the next school year or earlier if there is just cause.

Only the Board can deny an open enrollment application.

When deciding whether to approve a request to transfer, the superintendent shall consider the following:

1. A student requesting a transfer who has been suspended or expelled in the district of residence may be refused the request to transfer until he/she has been reinstated in the district of residence.

2. The Board may refuse a request to transfer if insufficient classroom space exists.

3. The Board may refuse a request to transfer if it would adversely affect a desegregation order or plan.

As with all students enrolled in the district, the superintendent or designee has the authority to determine which school attendance center a student shall attend.

LEGAL REF: Iowa Code 139.9, 274.1, 279.11, 282.1, .3, .8, .18, 299.1 (2003)
501.10 INSUFFICIENT CLASSROOM SPACE

The Board shall determine insufficient classroom space on a case by case basis. Criteria to be used by the Board in its determination may include, but not be limited to, available personnel, grade level, educational program, instructional method, physical space, equipment and materials available, finances available, facilities either being planned or currently under construction, sharing agreements in force, bargaining agreements in force, and district goals and objectives.

The Board may hire additional instructional staff in order to accommodate open enrollment students. Ratios shall be maintained, as required by regulation and Board policy, for special education students.

The implementation of this policy shall be reviewed by the Board annually between the months of July and October.

In evaluating open enrollment requests, the Board considers that insufficient classroom space exists when there are so many students for the room available that the philosophy and programs of the school district cannot be implemented.
501.11 COMPETENT PRIVATE INSTRUCTION

In the event a child of compulsory attendance age, over age six and under age sixteen, does not attend public school or an accredited nonpublic school, the child must receive competent private instruction.

A parent choosing competent private instruction for a student must notify the school district prior to the first day of school on forms available in the central administration office. One copy of the completed forms will be kept by the school district and another copy will be forwarded to the Area Education Agency.

LEGAL REF: Iowa Code 256.11; 279.10, .11; 299.1-.6; .11; .15, .24 (1991)
281 I.A.C. 31
502.3 SUSPENSIONS/EXPULSIONS - SPECIAL EDUCATION STUDENTS

Suspension

In implementing disciplinary procedures for special education students, the following format is recommended.

Determine precisely the nature of misconduct in determining to the extent possible whether the student in fact engaged in the misconduct.

Determine whether the student’s disability caused the misconduct that has violated a school policy or rule. This determination should be made by a group of individuals knowledgeable about the student and the disability. This group would include the student’s designated IEP team and Responsibility Teacher.

The role of the team is to determine whether there is direct and substantial relationship between the misconduct and the disability.

If it is determined there is no direct and substantial relationship between the misconduct and the disability, the school district can generally discipline the student receiving special education services as it would a general education student.

If the misconduct is related to the disability, the IEP team must review the student’s placement to determine whether it is still an appropriate placement.

The principal or designee may suspend a special education student out of school for a period not to exceed ten (10) school days providing the discipline behavior has not been identified in the IEP. The school district will conduct a functional behavioral assessment and the IEP team must implement a behavior intervention plan.

Suspension (not to exceed a total of 10 days per year) does not constitute a formal change in placement for a student with disabilities. All regular education procedural safeguards apply to students with disabilities when a short-term suspension is being considered.

A special education student who brings a firearm or controlled substance to school can be unilaterally suspended for up to 45 days without violating the IDEA.

Approved: 2/12/90 Reviewed: 03/09/09 Revised: 2/9/04
502.3(2)

The following due process procedures shall be followed when suspending a special education student:

1. The principal or designee may recommend suspension of a student only after conducting a meeting with the student. A third party not directly involved in the issue of concern, such as a special education teacher, AEA support personnel, or counselor should be present at this meeting. At this time, the student is given:

   a. oral or written notification of the allegations against the student
   b. an oral or written statement of the evidence supporting the allegations against the student
   c. an opportunity for the student to respond to those allegations by explaining his/her side of the story

2. The principal or designee shall notify the central office of the suspension.

3. The principal or designee shall give immediate notice of the suspension to the student's parents/guardians. Such notice may be given orally or in writing. If oral notice is given, written notice will follow within 24 hours, being mailed with a return receipt for proof of mailing.

4. Notice shall also be given to the parent/guardians outlined above unless the student has reached the age of 18 and can show that they are no longer dependent upon or residing with their parents/guardians.

5. During the student's suspension, the principal or designee will arrange a meeting among the student's parents/guardians, special education personnel, and the student, if deemed necessary. The purpose of this meeting shall be to discuss the student's suspension, review the student's IEP and develop or modify a behavior management plan for the student's IEP, if necessary.

6. Nothing shall prevent the immediate suspension of a student when that student poses a danger to self or others, or substantially interferes with the proper functioning of the school. The following steps shall be followed.
502.3(3)

a. The principal or designee may suspend a student in an emergency situation by giving oral reason for suspension and giving the student an opportunity to respond to the allegations, if appropriate.

b. The principal or principal's designee shall give immediate oral notification to the student's parents/guardians and central administration. Written notification shall be provided within 24 hours to the same parties, being mailed with a receipt for proof of mailing.

c. During the student's suspension, the principal or designee will arrange a meeting among the student's parents/guardians, the principal or designee, the student's teacher(s), special education personnel and, if appropriate, the student. The purpose of this meeting shall be to discuss the student's suspension, review the appropriateness of the student's IEP, and develop or modify a behavior plan for the student's IEP, if necessary. The plan shall address the misconduct or behavior through behavior strategies and planned disciplinary procedures, if necessary. The student will have an opportunity to respond to the allegations by explaining his/her side of the story.

d. If the student with a disability poses an immediate threat and is substantially likely to injure self or others in the student's regular placement but the school is unable to obtain agreement of the student's parents/guardians to an interim alternate educational placement, the school may seek injunctive relief under 20 U.S.C. Code 1415(e)(2).

Any long-term disciplinary measure does constitute a change of placement thereby necessitating the procedure safeguards provided under P.L. 94-142. Those procedural safeguards include:

1. the opportunity for parents of a disabled child to examine records relevant to evaluation and placement of their child

2. a determination by a trained multi-disciplinary team as to whether the misconduct was related to the disability

3. consideration of alternative placement

Approved: 2/12/90  Reviewed: 03/09/09  Revised: 2/9/04
502.3(4)

4. written notice to parents/guardians prior to a change in placement

5. the opportunity for parents/guardians to initiate an impartial due process hearing relating to their child's evaluation or placement

6. review by the state educational agency

7. an opportunity for parents/guardians to bring a civil action in federal district court

8. If the student with a disability poses an immediate threat and is substantially likely to injure self or others in the student's regular placement, but the school is unable to obtain agreement of the student's parents/guardians to an interim alternate educational placement, the school may seek injunctive relief under 20 U.S.C. Code 1415 (e) (2).

The total cessation of special education services by a principal or designee to a student with disabilities is illegal. An alternative educational setting available for students with disabilities who constantly disrupt the education program may include itinerant home placement.

A recommendation for itinerant home placement may be made by the IEP team. Such an option should be of specified short-term duration with specified goals and objectives in mind that are to be accomplished. The program must be reviewed by the diagnostic-educational team, including the parents/guardians, at least every 30 calendar days to discuss program appropriateness and other alternatives.

Other situations may arise in which residential treatment is seen as a necessary provision in order to meet the special education needs of a given pupil. The doctrine of least restrictive environment is critical when considering such an alternative. A diagnostic team must verify the hypothesis that the only appropriate special education program for such a student with disabilities is found within a residential setting.

LEGAL REF:  Iowa Code 290.1
Honig v. Doe 98L.Ed.2d 686 (U.S.S. Ct. 1988)
Procedures for Expulsion

All due process procedures that apply to regular education students apply to special education students receiving special education services.

1. The principal or designee may recommend expulsion of a student only after conducting an informal meeting with the student. A third party not directly involved in the issue of concern, such as the special education teacher, AEA support personnel, or counselor shall be present at this informal meeting. At this time the student is given:
   a. oral or written notice of the allegations against the student
   b. an oral or written statement of the evidence supporting the allegations against the student
   c. the opportunity for the student to respond to those allegations by explaining his/her side of the story

2. Determine whether the student has violated a school policy or rule, causing the misconduct.

3. An IEP team should determine whether the student's misconduct is caused by the student's disability or whether the misconduct is the result of inappropriate placement. Discussions and conclusions of this meeting should be recorded.

The IEP team shall meet to determine:

   a. if the misconduct is related to the students’ disability, the student may NOT be expelled.

   b. the appropriateness of the student's current IEP

   c. the appropriateness of the student's current program

   d. whether an alternative program/service can be provided that will meet the educational needs of the student

   e. whether additional information is needed and a re-evaluation is required
502.3(6) 4. The responsibility of the IEP team is to provide an objective report to the superintendent or his/her designee for presentation to the Board. This report will outline various options to assist the district in developing a final recommendation to the Board of Education. A final report of recommendation will be sent to the AEA Director of Special Education.

The staffing team's report may include the following options:

a. Continuation of the student's current educational program or special education services with modification to the IEP.

b. An alternative program or service which will meet the student's needs.

c. Recommendation to the AEA Director of Special Education that cessation of the student's school based program be considered under provisions of Chapter 281.8.

5. If the student's misconduct is not caused by the disability, the student may be expelled or suspended for a long-term period following written notice to the parents/guardians and pursuant to the district's expulsion hearing procedures.

Expulsion of a student with disabilities requiring a special education program or service shall be considered the least desirable option and should only be implemented after all other alternatives have proved to be unsuccessful.

LEGAL REF: Iowa Code, Chapters 282.4, 282.5, 279.8
Goss vs. Lopez 95 S. Ct. 729 (1975)
Wood vs Strickland, Feb. 1975
Honig v. Doe 108 S. Ct. 592
98 L. Ed 2nd 686 (1988)
502.5 WEAPONS

The board believes weapons and other dangerous objects and look-a-likes in school district facilities cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on the school district premises or property within the jurisdiction of the school district.

School district facilities are not an appropriate place for weapons or dangerous objects and look-a-likes. Weapons and other dangerous objects and look-a-likes shall be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district.

Parents of students found to possess a weapon or dangerous objects or look-a-likes on school property shall be notified of the incident. Confiscation of weapons or dangerous objects shall be reported to the law enforcement officials, and the student will be subject to disciplinary action including suspension or expulsion.

Students bringing a firearm to school or knowingly possessing firearms at school shall be expelled for not less than one year. However, the superintendent shall have the authority to recommend this expulsion requirement be modified for a student on a case-by-case basis. Students bringing to school or possessing dangerous weapons, including firearms, will be referred to law enforcement authorities. For purposes of this portion of the policy, the term "firearm" includes any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas.

Weapons under the control of law enforcement officials shall be exempt from this policy. The principal may allow authorized persons to display weapons or other dangerous objects or look-a-likes for educational or extra-curricular purposes. Such a display shall also be exempt from this policy. It shall be the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

LEGAL REF:  Goals 2000: Educate America Act
            McClain v. Lafayette County Board of Education, 673 F.2d 106 (5th Cir. 1982)
            Iowa Code 279.8; 724 (1993)

Approved: 11/28/94  Reviewed: 04/13/0  Revised: 8/9/99
Incidents of unacceptable student conduct on, or at the bus stop, are divided into Class I, II, and III offenses depending on the severity of the incident. The consequences to be applied are:

**Class I Offenses (Most Serious Offenses)**

- Loss of bus service for the remainder of the school year.

**Class II Offenses (Serious)**

- First Offense: Written warning and 1-5 days suspension of transportation privileges, written notification of parent/guardian, and in-building disciplinary consequences if no suspension of transportation privileges
- Second Offense: 3-5 day suspension of transportation privileges and parent conference
- Third Offense: 10 day suspension of transportation privileges and parent conference. Must attend Saturday Safety Class.
- Fourth Offense: 30 day suspension of transportation privileges and parent conference. Must attend Saturday Safety Class with parent/guardian.
- Fifth Offense: Loss of transportation privileges for remainder of year

**Class III Offenses**

- First Offense: Written warning and 0-5 day suspension of transportation privileges, written notification of parent/guardian, and in-building disciplinary consequences if no suspension of transportation privileges.
- Second Offense: 3-5 day suspension of transportation privileges and parent conference
502.8(2)

- Third Offense: 10 day suspension of transportation privileges and parent conference. Must attend Saturday Safety Class.

- Fourth Offense: 30 day suspension of transportation privileges and parent conference. Must attend Saturday Class with parent/guardian.

- Fifth Offense: Loss of transportation privileges for remainder of year.

  The remainder of the year is classified as a minimum of 60 school days. In the event that there are fewer than 60 school days left in the year, the remainder of the suspension will be served in the subsequent year.

If a student commits offenses of different classes during the same incident, the consequences associated with the more serious class of offense will be applied.

Each student required to attend a district bus safety class must successfully demonstrate knowledge of the bus safety competencies required under the Muscatine School Safety Program within 5 school days following the completion of any suspension of transportation privileges. Failure to attend bus safety class, or failure to demonstrate knowledge of the required bus safety competencies, shall result in denial of transportation until the student has successfully completed the class and demonstrated the required competencies.

The parent/guardian will be responsible for enrolling the student in the Saturday Class by calling the Transportation Center.

Under normal circumstances students will not be allowed to attend Saturday School bus safety class more than two times.
502.8 TRANSPORTATION DISCIPLINE

Each student being transported by the district has the right to a safe and enjoyable ride to and from school that is free from intimidation, threat or harassment. Good conduct is expected of all students while waiting for the bus and while traveling to and from school.

The district has established student behavior guidelines, which apply to all students while on the bus and while in bus loading or unloading areas. Each student, as well as his/her parents or guardians, is responsible for the behavior of that student while on the bus and in bus loading or unloading areas.

Transportation is a privilege that is granted to the student contingent upon proper behavior according to district guidelines. A student’s eligibility to ride the bus may be suspended or revoked for a violation of bus safety or conduct policies, or for violation of any other law or policy governing student conduct on a bus. Revoking a student’s bus riding privileges is not considered an exclusion, expulsion or suspension from school.

Parents will be held responsible for their children until the student boards the bus and after the child leaves the bus. Parents share responsibility with the child for his/her conduct while on the bus and while in loading or unloading areas.

Students who are involved in serious or repeated incidents of unacceptable student conduct on the bus will have riding privileges suspended or revoked. The parent/guardian of a student suspended from transportation is responsible for the student’s transportation. The district will not provide alternative transportation to a student whose privileges have been suspended or revoked. In addition, unacceptable conduct on the bus or at the bus stop may result in suspension or expulsion from school.

In the event a student demonstrates misconduct which is related to his/her disability or handicap, or in the case of a student whose individual education plan (IEP) requires transportation as needed for programming, the stipulations of that student’s disability or handicap and/or IEP must be given due consideration in reaching discipline decisions which may restrict transportation. The student’s IEP team is the appropriate body to provide decision making authority in such cases. The Director of Special Programs or designee shall be a member of all such IEP teams.

Approved: 4/22/96    Reviewed: 04/13/09    Revised: _______
Students who must cross the street must wait for the signal from the driver and must walk 10 feet out from the bumper of the bus. This places them outside the danger zone surrounding the bus. Students must always remain where the driver can see them.

Pushing or shoving another student, chasing or running beside a moving bus, or failure to follow safe riding procedure is a Class II offense with consequent suspension or loss of transportation privileges.

Certain behaviors are considered unacceptable. They fall into two classifications:

Class I Offenses

- Possession of a handgun, knife or other weapon
- Possession of ammunition
- Detonation of a pyrotechnic device on the bus
- Possession of alcohol or non-prescription drugs
- Assault on the bus driver
- Attempting to ride on the outside of the bus
- Bringing a flammable liquid onto the bus. If flammable liquid is for a school project, student must notify the driver in advance and take the precautions advised by the driver.
- Pushing or shoving another student at, or near, a moving bus
- Running out in front of a moving bus
- Violent assault on another student
- Tampering with, or vandalism (in excess of $50) of the bus
- Opening any emergency exit, or exiting, or attempting to exit, from a moving bus

Class II Offenses

- Threatening the bus driver
- Interfering with a police officer, district administrator, or safety supervisor
- Use of tobacco
- Ignition of any type of fire, including matches and lighters
- Physical aggression, or the threat of physical aggression, against another person
- Fighting
- Theft or robbery
- Possession of a pyrotechnic device
- Possession of a look-alike weapon
- Tampering with emergency equipment including 8 light system, radio and emergency exits

Approved: 4/22/96 Reviewed: 04/13/09 Revised: ______________
502.8(3)

- Extending head, arms, or legs out of window while the bus is in motion
- Chasing or running beside a moving bus
- Throwing or shooting an object, or objects, at the driver or out of the bus window
- Distracting the bus driver
- Bringing dangerous objects (by use, not necessarily by design) onto the school bus (other than weapons or flammable liquids)
- Riding while under suspension of transportation privileges
- Pushing or shoving another student in the bus danger zone
- Willful damage to property of other students or of property at the bus stop
- Unacceptable sexual conduct
- False identification or refusal to provide the driver with the student’s name
- Failure to follow safe crossing procedures
- Vandalism of the bus

Class III Offenses

- Throwing or shooting objects around the bus
- Failure to follow the driver’s instructions
- Standing while the bus is in motion
- Failure to cross ten feet in front of the bus
- Use of obscene or profane gestures or language
- Harassment in any form
- Boarding, riding, or exiting on a bus other than the assigned route
- Shouting, yelling, screaming or excessive noise
- Tripping a student
- Blocking the bus aisle
- Spitting
- Horseplay
- Possession of a lighter or matches
- Possession of squirt guns, water balloons, liquid containers or any type, shaving cream, or eggs
- Possession of cap guns or other obviously toy weapons

Any violation not directly listed above will be evaluated on a case by case process. The administrative review will determine the class of the violation.
502.09 CORPORAL PUNISHMENT

Corporal punishment is defined as the intentional physical punishment of a student and is prohibited. It includes the use of unreasonable or unnecessary physical force or physical contact made with the intent to harm or cause pain. No employee is prohibited from:

- Using reasonable and necessary force, not designed or intended to cause pain, in order to accomplish any of the following:
  - To quell a disturbance or prevent an act that threatens physical harm to any person.
  - To obtain possession of a weapon or other dangerous object within a pupil's control.
  - For the purposes of self-defense or defense of others as provided for in Iowa Code section 704.3.
  - For the protection of property as provided for in Iowa Code section 704.4 or 704.5.
  - To remove a disruptive pupil from class or any area of school premises or from school-sponsored activities off school premises.
  - To protect a student from the self-infliction of harm.
  - To protect the safety of others.
- Using incidental, minor, or reasonable physical contact to maintain order and control.

Reasonable physical force should be commensurate with the circumstances of the situation. The following factors should be considered in using reasonable physical force for the reasons stated in this policy:

1. The size and physical, mental, and psychological condition of the student;
2. The nature of the student's behavior or misconduct provoking the use of physical force;
3. The instrumentality used in applying the physical force;
4. The extent and nature of resulting injury to the student, if any;
5. The motivation of the school employee using physical force.

Upon request, the student's parents are given an explanation of the reasons for physical force.

It is the responsibility of the superintendent to develop administrative regulations regarding this policy.

Iowa Code §§ 279.8; 280.21 (2007).
281 I.A.C. 12.3(6); 103.
Cross Reference:  403.01 Child Abuse by School District Employees
502    Student Discipline
503    Student Rights and Responsibilities
503.6  STUDENT APPEARANCE

The Board believes inappropriate student appearance may cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors.

Students are expected to adhere to standards of cleanliness and dress that are compatible with the requirements of a good learning environment. The standards will be those generally acceptable to the community as appropriate in a school setting.

The Board expects students to be clean and well-groomed and wear clothes in good repair and appropriate for the time, place and occasion. Clothing or other apparel promoting products illegal for use by minors and clothing displaying obscene material, profanity, or reference to prohibited conduct are disallowed. While the primary responsibility for students’ personal appearance lies with the students and their parents, appearance disruptive to the education program will not be tolerated. When, in the judgment of a principal, a student’s appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications.

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

LEGAL REF:  
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)  
Torvik v. Decorah Community School, 453 F.2d 779 (8th Cir. 1972)  
Iowa Code 279.8 (1995)
505.8  507.08 SPECIAL HEALTH SERVICES

Some students need special health services to participate in their educational program. These students shall receive special health service concomitant with in accordance with their individualized educational program.

A. Definitions

"Assignment and delegation" - occurs when licensed health personnel, in collaboration with the education team, determine the special health services to be provided and the qualifications of individuals performing the health services. Primary consideration is given to the recommendation of the licensed health personnel. Each designation considers the student's special health service. The rationale for the designation is documented. If the designation decision of the team differs from the licensed health professional, team members may file a dissenting opinion.

"Co-administration" - the eligible student's participation in the planning, management and implementation of the student's special health service and demonstration of proficiency to licensed health personnel.

"Educational program" - includes all school curricular programs and activities both on and off school grounds.

"Education team" - may include the eligible student, the student's parent, administrator, teacher, licensed health personnel, and others involved in the student's educational program.

"Health assessment" - health data collection, observation, analysis, and interpretation relating to the eligible student's educational program.

"Health instruction" - education by licensed health personnel to prepare qualified designated personnel to deliver and perform special health services contained in the eligible student's health plan. Documentation of education and periodic updates are on file at school.

"Individual health plan" - the confidential, written, preplanned and ongoing special health service in the educational program. It includes assessment, planning, implementation, documentation, evaluation and a plan for emergencies. The plan is updated as needed and at least annually. Licensed health personnel develop this written plan with the education team.

"Licensed health personnel" - includes licensed registered nurse, licensed physician, and other licensed health personnel legally authorized to provide special health services and medications.

"Prescriber" - licensed health personnel legally authorized to prescribe special health services and medications.

"Qualified designated personnel" - persons instructed, supervised and competent in

Approved: 03/22/93   Reviewed: 02/14/11   Revised: ______________
implementing the eligible student's health plan.

“Special health services" - includes, but is not limited to, services for eligible students whose health status (stable or unstable) requires:

- Interpretation or intervention,
- Administration of health procedures and health care, or
  - Use of a health device to compensate for the reduction or loss of a body function.

"Supervision" - the assessment, delegation, evaluation and documentation of special health services by licensed health personnel. Levels of supervision include situations in which licensed health personnel are:

- physically present.
- available at the same site.
- available on call.

B. Licensed health personnel shall provide special health services under the auspices of the school district. The duties of the licensed personnel include:

- to participate as a member of the education team;
- to provide the health assessment;
- to plan, implement, and evaluate the written individual health plan;
- to plan, implement and evaluate special emergency health services;
- to serve as liaison and encourage participation and communication with health service agencies and individuals providing health care;
- to provide health consultation, counseling, and instruction to the student, the student's parent, and the staff in cooperation and conjunction with the prescriber;
- to maintain a record of special health services;
- to report unusual circumstances to the prescriber, parent and agency administration; and
- to assign, delegate, instruct, provide technical assistance to and supervise qualified designated personnel;
- to update knowledge and skills to meet special health service needs.

The record of special health services shall include the following:

- student's name
- special health service
- prescriber or person authorizing
- date and time
- signature and title of the person providing the special health service
- any unusual circumstances in the provision of such services

Approved: __03/22/93__ Reviewed: __02/14/11__ Revised: ________________
507.08 (2)

C. Prior to the provision of special health services the following shall be on file:

• a written statement by the prescriber detailing the specific method and schedule of the special health service, when indicated.
• a written statement by the student’s parent requesting the provision of the special health service.
• a written report of the preplanning staffing or meeting of the education team.
• a written individual health plan available in the health record and integrated into the IEP or IFSP.

D. Licensed health personnel, in collaboration with the education team, shall determine the special health services to be provided and the qualifications of individuals performing the special health services. The documented rationale shall include the following:

• an analysis and interpretation of the special health service needs, health status stability, complexity of the service, predictability of the service outcome, and risk of improperly performed service;
• the determination that the special health service, task, procedure, or function is part of the person's job description;
• the determination of the assignment and delegation based on the student's needs;
• a review of the designated person’s competence; and
• the determination of initial and ongoing level of supervision required to ensure quality services.

E. Licensed health personnel shall supervise the special health services, define the level of supervision, and document the supervision.

F. Licensed health personnel shall instruct qualified designated personnel to deliver and perform special health service contained in the eligible individual health plan. Documentation of instruction and periodic updates shall be on file at the school.

G. Parents shall provide the usual equipment, supplies, and necessary maintenance for such. The equipment shall be stored in a secured area. Personnel responsible for the equipment shall be designated in the individual health plan. The individual health plan will designate the role of the school, parents, and others in the provision, supply, storage, and maintenance of necessary equipment.

LEGAL REF: 155A.4(2)"c", Iowa Code
Education (281) - 41.23(281); 12.3(9)
505.05 STUDENT MEDICATION ADMINISTRATION

Some students may need prescription and nonprescription medication to participate in their educational program. Medication shall be administered when the student's parent or guardian (hereafter "parent") provides a signed and dated written statement requesting medication administration, and the medication is in the original labeled container, either as dispensed or in the manufacturer's container.

When administration of the medication requires ongoing professional health judgment, an individual health plan shall be developed by the licensed health personnel an authorized practitioner with the student and the student's parent.

Students who have demonstrated competence in administering their own medications may self-administer their medication. A written statement by the student's parent shall be on file requesting co-administration of medication, when competence has been demonstrated. By law, students with asthma or other airway constricting diseases may self-administer their medication upon approval of their parents and prescribing physician regardless of competency. An authorization signed by the parent or guardian must be on file.

Persons administering medication shall include the licensed registered nurse, parent, physician, and persons who have successfully completed a medication administration course, or be an authorized practitioner, including parents. A medication administration course and periodic update shall be conducted by a registered nurse or licensed pharmacist, and a record of course completion kept on file at the agency.

A written medication administration record shall be on file including:

- date
- student's name
- prescriber or person authorizing administration
- medication and dosage
- medication dosage
- administration time and method
- administration method
- signature and title of the person administering medication
- any unusual circumstances, actions, or omissions

Medication shall be stored in a secured area unless an alternate provision is documented. Emergency protocols for medication-related reactions shall be posted. Medication information shall be confidential information.

Deviations from these procedures must be approved by the Coordinator of Nurses and the Director of Special Programs.

Note from Jan Collinson: Because this statement is a part of MCSD policy, but not IASB, I assume it was added specifically for/by MCSD. The Board may want to discuss if they want it included or not.)

Approved: 4/12/93 Reviewed: 10/11/10 Revised: 3/28/05
Note from IASB:
Iowa law requires school districts to allow students with asthma or other airway constricting disease to carry and self-administer their medication as long as the parents and prescribing physician report and approve in writing. Students do not have to prove competency to the school district. The consent form, see 507.2E1, is all that is required. School districts that determine students are abusing their self-administration may either withdraw the self-administration if medically advisable or discipline the student, or both.

Education [281] IAC §41.404(3)
Pharmacy [657] IAC §8.32(124, 155A)
Nursing Board [655] IAC §6.2(152)

Cross Reference: 506 Student Records
507 Student Health and Well-Being
603.03 Special Education
607.02 Student Health Services

Approved: 4/12/93 Reviewed: 10/11/10 Revised: 3/28/05
601.23     SPECIAL EDUCATION PROGRAMS AND SERVICES

The board recognizes some students have different educational needs than other students. The board will provide a free appropriate public education program and related services to students identified in need of special education. The special education services will be provided from birth until the appropriate education is completed, age twenty-one or to maximum age allowable in accordance with Iowa Code 281.8. Students requiring special education will attend general education classes, participate in nonacademic and extracurricular services and activities and receive services in a general education setting to the maximum extent appropriate to the needs of each individual student. The appropriate education for each student is written in the student's Individualized Education Program (IEP).

Special education students are required to meet the requirements stated in board policy or in their IEPs for graduation. Prior to the student’s graduation the IEP team shall determine that the requirements have been met.

It is the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for appropriate special education and related services in the least restrictive environment. The school district will work in conjunction with the area education agency to provide appropriate services and ensure a smooth transition of children entitled to early childhood special education services.

NOTE:  This is a mandatory policy and reflects state and federal law. For more detailed discussion of this issue, see IASB's Policy Primers, Vol. 20 #7 – Dec. 4, 2008 and 13 #3- Jan. 22, 2001.

Legal Reference:  

Springdale School District #50 v. Grace, 693 F.2d 41 (8th Cir. 1982).
Iowa Code §§ 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8 (2013).
281 I.A.C. 41.109

Cross Reference:  
503    Student Discipline
505.5  Graduation Requirements
506    Student Records
507.2  Administration of Medication to Students
507.8  Student Special Health Services
601.1  School Calendar
603    Instructional Curriculum

Approved:   03/14/88     Reviewed:   03/07/11     Revised:   05/11/98
601.29 SCHOOL BUS SAFETY INSTRUCTION

The school district will conduct school bus safe riding practices instruction and emergency safety drills at least twice during the school year for students who utilize school district transportation.

Each school bus vehicle will have, in addition to the regular emergency safety drill, a plan for helping those students who require special assistance to safety during an emergency. This will include, but not be limited to, students with disabilities.

School district vehicle drivers are required to attend each safety drill.

Employees are responsible for instructing the proper techniques to be followed during an emergency, as well as safe riding practices. It is the responsibility of the superintendent to develop administrative regulations regarding this policy.
RECONSIDERATION REQUEST FORM
REQUEST FOR RE-EVALUATION OF PRINTED OR AUDIOVISUAL MATERIAL
(Submit to Superintendent)

Item Description (fill in all applicable information)

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If person making request is representing a group or organization, please list name and address of group

1. Did you review the entire item? If not, what sections did you review?

2. To what in the item do you object? (Please be specific -- cite pages, frames, etc.

3. In your opinion what harmful effects upon pupils might result from use of this item?

4. Do you perceive any instructional value in the use of this item?

5. Should the opinion of any additional experts in the field be considered?
   ____ No
   ____ Yes  Please list suggestions if any:

6. In the place of this item would you care to recommend other material that you consider to be of equal or superior quality for the purpose intended?

7. Do you wish to make an oral presentation to the review committee?
   ____ Yes  Please call the office of the superintendent at 263-7223 and indicate the approximate length of time your presentation will require.
   ____ No

________________________________________  ____________________________
Signature  Date
INSTRUCTIONS FROM THE BOARD
TO THE RECONSIDERATION COMMITTEE

The policy of this school district related to selection of learning materials states that any resident or employee of the district may formally challenge instructional materials used in the district’s educational program. This policy allows those persons in the school and the community who are not directly involved in the selection of materials to make their opinions known. The task of the reconsideration committee is to provide an open forum for discussion of challenged materials and to make an informed recommendation on the challenge.

The most critical component of the reconsideration process is the establishment and maintenance of the committee’s credibility in the community. The community should not, therefore, infer that the committee is biased or is obligated to uphold prior professional decisions. For this same reason, a community member will be selected to chair the committee.

The presence of the school media specialist and the administrative staff member on the committee will assure continuity from year to year and will lend professional knowledge of the selection process. Student members are essential since they are the closest to the student body and will be immediately affected by the decision of the committee.

The reconsideration process, the task of this committee, is just one part of the selection continuum. Material is purchased to meet an educational need. It is reviewed and examined, if possible, prior to purchase. It is periodically reevaluated through updating, discarding, or reexamination. The committee must be ready to acknowledge that an error in selection may have been made despite this process. Media specialists and school personnel regularly read great numbers of reviews in the selection process, and occasional errors are possible.

In reconsidering challenged materials, the role of the committee, and particularly the chairperson, is to produce a climate for a free exchange of ideas. The committee should begin by finding items of agreement, keeping in mind that the larger the group participating, the greater the amount of information available and, therefore, the greater the number of possible approaches to the problem.

The complainant may choose to make an oral presentation to the committee to expand and elaborate on the complaint. The committee will listen to the complainant, to those with special knowledge, and any other interested persons. In these discussions, the committee should be aware of relevant social pressures that are affecting the situation. Individuals who may try to dominate or impose a decision must not be allowed to do so. Minority viewpoints expressed by groups or individuals must be heard.
and observers must be made to feel welcome. It is important that the committee create a calm, nonvolatile environment in which to deal with a potentially volatile situation. To this end, the complainant will be kept informed of the progress of the complaint.

The committee will listen to the views of all interested persons before making a recommendation. In deliberating its recommendation, the committee should remember that the school system must be responsive to the needs, tastes, and opinions of the community it serves. Therefore, the committee must distinguish between broad community sentiment and attempts to impose personal standards. The deliberations should concentrate on the appropriateness of the material. The question to be answered by the committee is, "Is the material appropriate for its designated audience at this time?"

The committee's final recommendation will be: (1) to take no removal action, (2) to remove all or part of the challenged materials from the total school environment, (3) to allow students to use alternate titles, approved by the school personnel, or (4) to agree on a limitation of the educational use of the materials.

The committee chairperson will instruct the secretary to convey the committee's recommendation to the office of the superintendent. The superintendent will make the final decision and detail the rationale on which it was based. A letter will be sent to the complainant and to the appropriate attendance centers, outlining the outcome.
602.02 REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Any resident or employee of the school district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such material were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The staff member receiving a complaint regarding instructional materials shall refer the complainant to the building principal who will try to resolve the issue informally. The materials shall remain in use unless removed throughout the procedure. The instructional materials must be viewed on school district premises. Copies may be obtained according to Board policy.

The school building principal receiving a complaint shall:

a. explain to the complainant the school's selection procedure, criteria, and qualifications of those persons selecting the material
b. explain the particular place the material occupies in the educational programs, its intended educational usefulness, and additional information regarding its use
c. consult with the staff member(s) from the area/subject/grade where the complaint originated

In the event that the complainant is not satisfied with the initial explanation at the conclusion of the informal conference, the complainant may request a "Reconsideration of Instructional Material" form from the building principal. At this time the building principal will inform the complainant of the directions for completion of the formal, written complaint.

Request for Reconsideration

Any resident or employee of the school district may formally challenge instructional materials used in the district's education program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process. Each attendance center and the school district's central office will keep on hand and make available the reconsideration request forms. All formal objections to instructional materials must be made on this form.
602.02(2)

The reconsideration request form shall be signed by the complainant and filed with the superintendent or someone so designated by the superintendent.

Within five business days of the filing of the form, the superintendent or person designated by the superintendent shall file the material in question with the reconsideration committee for re-evaluation. The committee shall recommend disposition of the material to the office of the superintendent.

Generally, access to challenged material shall not be restricted during the reconsideration process. However, in unusual circumstances, the material may be removed temporarily.

The Reconsideration Committee

The committee shall consist of eleven members, who shall be designated annually by the superintendent

1. One teacher

2. One school media specialist

3. One member of the administrative staff (this position will normally be filled by the supervisor or person responsible for the district's media services)

4. Five members from the community

5. Three high school students, selected from and by the Student Council

The committee shall select their chairperson and secretary. The chairperson of the committee shall not be an employee or officer of the district. The secretary shall be an employee or officer of the district.

The committee shall meet as needed each year at a time and place designated by the superintendent and made known to the members of the committee at least three school days in advance.

A calendar of subsequent regular meetings for the year shall be established and a chairperson and a secretary selected at the first meeting.

Approved: 9/18/89 Reviewed: 4/13/09 Revised: 4/10/00

<<109>>
The superintendent may call special meetings to consider temporary removal of materials in unusual circumstances. Temporary removal shall require a two-thirds vote of the committee.

The calendar of regular meetings and notice of special meetings shall be made public through appropriate student publications and other communications methods.

The committee shall receive all reconsideration request forms from the superintendent or person designated by the superintendent.

The procedure for the first meeting following receipt of a reconsideration request form is as follows:

1. Distribute copies of written request form
2. Give complainant or group spokesperson an opportunity to talk about and expand on the request form
3. Distribute reputable, professionally prepared reviews of the material when available
4. Distribute copies of challenged materials as available

At a subsequent meeting, interested persons, including the complainant, may have the opportunity to share their views. The committee may request that individuals with special knowledge be present to give information to the committee.

The complainant shall be kept informed by the secretary concerning the status of the complaint through the committee reconsideration process.

The complainant and known interested parties shall be given appropriate notice of reconsideration committee meetings.

At the second or subsequent meeting, as desired, the committee shall make its decision in open session. The committee's final recommendation will be (1) to take no removal action, (2) to remove all or part of the challenged material from the total school environment, (3) to allow students to use alternate titles, approved by school personnel involved, or (4) to limit the educational use of the challenged material. The sole criteria for the final decision is the appropriateness of the material for its intended educational use. The written decision and its justification shall be forwarded to the superintendent for appropriate action and to the complainant and the appropriate attendance center.

Approved: 9/18/89  Reviewed: 4/13/09  Revised: 4/10/00
602.02(4)

A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professional involved in the original selection or use of the material.

Requests to reconsider materials that have previously been before the committee must receive approval of a majority of the committee members before the materials will again be reconsidered. The committee shall act upon every reconsideration request form.

In the event of a severe overload of challenges, the committee may appoint a subcommittee of members or non-members to consolidate challenges and to make recommendations to the full committee. The composition of this subcommittee shall approximate the representation on the full committee.

Committee members directly associated with the selection, use, or challenge of the challenged material shall be excused from the committee during the deliberation on such materials. The superintendent may appoint a temporary replacement for the excused committee member, but such replacement shall be of the same general qualifications of that person(s) excused.

If not satisfied with the decision, any person may request that the matter be placed on the agenda of the next regularly scheduled meeting of the Board.

Any person dissatisfied with the decision of the Board may appeal to the State Department of Education pursuant to state law.
Policy 702.2

Student Fee Waiver and Reduction Procedures

The Board recognizes that while certain fees charged students are appropriate and authorized, certain students and their families are not financially able to pay the fees. The school district will grant either full waivers, partial waivers or temporary waives depending upon the circumstances and the student or student’s parents’ ability to meet the financial criteria.

Full waivers of fees will be granted if the student or student’s parents meet the financial eligibility criteria for free meals under the Child Nutrition program, Family Investment Program, or transportation assistance under open enrollment. Students in foster care are also eligible for full waives.

Partial waivers of fees will be granted if the student or the student’s parents meet the financial eligibility criteria for reduced price meals offered under the Nutrition program. The reduction percentage will be 50 percent.

Temporary waivers will be granted in the event the student’s parents are facing financial difficulty. Temporary waivers may be applied for at any time throughout the school year and will not extend beyond the end of the school year.

The parents or students eligible for a fee waiver must make an application on the district-provided form. Applications may be made at any time but must be renewed annually.

The school district will treat the application and application process, as any other student record and student confidentiality and access provisions will be followed.

Appeals to denials will be made to the Superintendent or designee.

Fines or charges assessed for damage or loss to school property are not fees and will not be waived.

The district will annually notify parents and students of this waiver.
702.2  TUITION AND FEES FOR SERVICE

Students may be assessed fees, fines, or charges for the materials needed in a course, for overdue school materials, for participating in activities, or for misuse of school property.

The School Board shall, upon the recommendation of the superintendent of schools, adopt no later than a February meeting a schedule of tuition and fees for services for the upcoming academic school year, i.e., those courses or fees that begin after the following July 1st.

Parents of students meeting specific financial eligibility standards will be eligible for a waiver of student fees or a reduction of student fees based upon the request of the parent. It is the responsibility of the superintendent, in conjunction with administration, to develop administrative regulations regarding this policy.

LEGAL REF:  Iowa Code Section 282.6; 282.24; 282.2; 442.4, 279.8 (1995)
900.9 NUTRITION AND WELLNESS PROGRAM

Philosophy and Commitment

The School Board of Muscatine Community Schools believes that good health fosters student attendance and student achievement. The Board also believes that a healthy staff is a more effective staff and that healthy staff members can serve as role models for healthy lifestyles. The Board is, therefore, committed to providing school and worksite environments that promote and protect children’s health, well being and ability to learn and employees’ health and well being by promoting and supporting healthy eating, physical activity and healthy lifestyles. The district shall implement a multifaceted wellness/nutrition program with the involvement of students, staff, families, the community and will encourage consideration of the district’s wellness policy goals in planning all school activities.

The Muscatine Community School District will develop structures, policies and community wide-commitment needed to sustain a self sufficient, long-term campaign to promote health and reduce obesity in Muscatine.

The Wellness Program shall meet the requirements of the National School Lunch Act and the Child Nutrition Act of 1966 and the Child Nutrition and WIC Reauthorization Act of 2004.
Policy 900.9

Administrative Regulations
Nutrition and Wellness Program

Nutritional Goals

- To provide meals that are appealing and attractive and served in clean and pleasant settings.

- To provide meals that meet nutrition requirements established by federal, state and local laws and regulations.

- To provide and encourage participation in the school breakfast, school lunch and encourage participation of eligible students in the free and reduce price meal program.

- To schedule meals at appropriate times and allow a minimum of ten (10) minutes to eat breakfast and twenty (20) minutes to eat lunch after being seated.

- To ensure that a la carte items meet recommended nutritional standards and limit the portion size of foods and beverages that are sold individually.

- To establish guidelines for content and portion size of food and beverages in vending machine located at schools and at other worksites.

- To establish guidelines for snacks and foods used for rewards, celebrations and school sponsored events.

- To establish guidelines for any foods that are included in fund-raising activities.

- To sponsor a summer nutrition program.

- To provide nutrition education to students through a planned sequential curriculum and a variety of classroom and lunchroom activities.

- To incorporate nutrition education in subjects such as mathematics, science, social studies and language arts.

- To provide nutrition education to families through newsletters, parent meetings and community activities.
• To provide staff development activities for school food service and all other employees.

**Physical Activity Goals**

• To provide a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted.

• To provide a physical education program that emphasizes physical fitness, healthy lifestyles, includes the development of positive attitudes toward wellness and physical activity, safety guidelines, responsible behavior in physical activity settings, appreciation for a variety of physical activities, and an understanding of the relationship between physical activity, wellness and nutrition.

• To encourage physical activity during the recess period.

• To provide opportunities for physical activity during the school day in addition to scheduled physical education classes and to encourage and assist students to set personal fitness goals.

• To consider planning recess before lunch since research indicates that physical activity prior to lunch can increase nutrient intake and reduce food waste.

• To provide opportunities for physical activity in other subject area classes.

• To provide opportunities for physical activities for staff

• To encourage parents to promote physical activity and to participate in physical activities with their children.

**Health and Safety Goals**

• To ensure that all buildings, structures, and grounds are inspected and meet health and safety standards.

• To maintain a school and worksite environment that is free from tobacco.

• To maintain a school and worksite environment that is free from alcohol and drugs.
• To monitor routes to school and encourage walking and bicycle riding where appropriate and safe.

• To provide safe traffic patterns at school sites for students and vehicles before and after school.

• To provide a comprehensive health and safety education program for students.

• To provide career education awareness for careers in health and wellness related fields.

• To refer students, families and staff to health resources in the community.

• Promote and support health and safety programs in the community.

**Family and Community Involvement Goals**

• To make facilities available to the community for wellness related activities through established procedures.

• To collaborate with community agencies and organizations to promote, support and encourage wellness activities in the community and support and encourage participation in community activities such as organized walks, health screenings, and educational programs.

**Wellness Coordinator and Worksite Contact Persons**

• The Superintendent shall appoint a Wellness Coordinator to manage and coordinate the implementation of the program.

• Each principal shall appoint a Wellness Contact for his/her school.

• The Superintendent shall appoint a Wellness Contact for the District Office.

**Wellness Steering Committee**

May include:

• Parents
• Three representatives from the SAC Committee (one each elementary, middle school, and high school)
• Student representatives (one each from the middle school and high school)
• A School Board member
• School administrators – to include one from each of the three district levels, the Director of Student Services and the Supervisor of Food Services
• The Coordinator of School Nurses
• Physical Education teachers – one from each level (elementary, middle and high school
• Health Educator

Implementation

• The Wellness Steering Committee will conduct a baseline assessment of current nutrition guidelines and activities, nutrition education, physical activity, involvement of students, families and staff in wellness activities and other wellness related topics.

• The Wellness Steering Committee will work with staff to develop a comprehensive wellness program based on the adopted goals and results of the initial assessment.

• The goals of the program will be implemented in a progressive manner. The plan will identify the goals for each year.

• The program shall be implemented at all grade levels for staff, parents and for the community.

• The program will be incorporated into existing parent involvement programs.

• The Wellness Coordinator will work with the Wellness Contacts regarding implementation of the program.

Oversight, Evaluation and Modification

• The Wellness Steering Committee will monitor the implementation of the wellness program.

• The program will be assessed annually and data will be compared to the baseline data and, in subsequent years, to the previous year’s data.
• The committee shall report the results of the annual assessment to the Superintendent and the School Board.

• Recommendations for modifications in this policy and/or the program if appropriate shall be made after analyzing assessment data.
Addendum

Core Strategies

The following Core Strategies were developed in 2008 in partnership with the University of Iowa College of Public Health & the Roy J. Carver Charitable Trust as a component of the “Promoting Health and Reducing Obesity in Children: Building a National Model for Community-Based Programs” Project. The strategies will be implemented over three years (2008, 2009 & 2010).

• Strategy # 1.
  Design and implement on-going education programs for students, their families and school district staff that will motivate and assist students in adopting and maintaining healthy eating and exercise behaviors.

• Strategy # 2.
  Design and implement plans for providing all students with healthy breakfasts, snacks, and lunches.

• Strategy # 3.
  Design and implement plans for incorporating regular, organized, & substantial physical activity as an integral component of daily school life for all students whose health status permits it.

• Strategy # 4
  Develop an initial schedule for introducing the core strategies into selected schools and grades during the 2008-2009 school year; then track progress, refine the strategies, and phase-in other elementary and middle schools over a three-year period.

• Strategy # 5
  Forge cooperative partnerships with local organizations and groups that share the Muscatine School District’s commitment to promoting good health and reducing obesity among children in the Muscatine community and are willing to contribute resources (monetary and non-monetary) to assist in advancing and institutionalizing this collaborative initiative.
Documents for Desk Audit
Several documents previously reviewed on-site during the site visit are now included within the “Desk Audit” sections of this checklist. **Items included within the “Desk Audit: Items for Electronic Submission” section are to be submitted by the district in electronic format to the site visit team leader for review at the Department.**

- The electronic documents can be submitted via a flash drive, upload to a dedicated Google site, a link to items available on the district’s website, email as an attachment, or by other means.
- The due date for submission of the Desk Audit materials will be determined by the site visit team leader and communicated to the district.
- Whether or not the submitted items meet compliance requirements will be determined as of the date of submission.

Preparing for the On-Site Visit
In addition to desk audit items, other documents may be submitted in an electronic format to either a Google site or on a flash drive. Documentation pertaining to all document review items (electronic or hard copy) should be made available in the site visit team’s designated workroom (as applicable) for review during the site visit. It is expected the documentation be organized by using notebooks, folders, or other means coded by the item numbers/letters listed (e.g., 1a and 1b) in a way that is efficient for the district and easy to follow by team members.

- Whether or not the documentation provided for these items meets compliance requirements will be determined as of the final day of the visit.

All Accreditation Requirements Versus Items Reviewed During the On-Site Visit
Chapter 12 of Iowa Administrative Code contains the accreditation requirements for schools and school districts. Although all requirements contained within Chapter 12 are not specifically monitored during the on-site visit process, this does not absolve the LEA from addressing these items. **It is the responsibility of LEA leadership to assure ALL accreditation requirements are met on an ongoing basis. If the site visit team becomes aware of areas of Chapter 12 non-compliance regarding issues not contained on this checklist, these items will be included within the citations contained in the site visit report.** For additional guidance, the LEA is advised to obtain a copy of the Chapter 12 Rule Interpretation Matrix from the Department of Education website at: [http://educateiowa.gov/index.php?option=com_content&task=view&id=1558&Itemid=2342](http://educateiowa.gov/index.php?option=com_content&task=view&id=1558&Itemid=2342).

Desk Audit: Items for Electronic Submission

1. Board adopted policies that address the following content:

   **Guidance Regarding All Board Policies:**
   The Iowa Association of School Boards (IASB) sample policies indicated below are provided as a reference only. While it is common to find districts that use this service from IASB, there is no requirement that a district do so. If a district does use the IASB samples, care should be taken to “localize” the content to assure alignment with district practices.

   _____ a. Accessibility (SR7) and confidentiality (SR8) of student records in compliance with FERPA (34 CFR §99), Iowa Code Chapter 22, and 281—IAC 12.3(4)

   **Guidance:**
   IASB Sample Policy: 506.1 (Last updated, 4/26/12)
FERPA requirements can be accessed online at: http://www.access.gpo.gov/nara/cfr/waisidx_04/34cfr99_04.html. Specific requirements regarding the documentation required for requests and disclosures of student record information is contained in 34 CFR §99.32.

_____ b. Graduation requirements (GR1) 281—IAC 12.3(5)

Guidance:
District policy must be consistent with requirements contained in 281—IAC 12.5(5), which state, “Beginning with the 2010-2011 school year graduating class, all students in schools and school districts shall satisfactorily complete at least four units of English and language arts, three units of mathematics, three units of science, three units of social studies, and one full unit of physical education as conditions of graduation. The three units of social studies may include the existing graduation requirements of one-half unit of United States government and one unit of United States history.”

IASB Sample Policies: 505.5 (last updated, 12/4/08) and 505.6

_____ c. Student responsibility and discipline, including the following:

Guidance:
The student responsibility and discipline policies required under this section shall ensure due process rights for students and parents.

SF 588 of 2007 added section 279.66 to the Code of Iowa. This section (Discipline and Personal Conduct Standards) requires the board of directors to review and to modify existing student discipline and conduct policies. “The policy shall specify the responsibilities of students, parents and guardians, and practitioners in creating an atmosphere where all individuals feel a sense of respect, safety, and belonging, and shall set forth the consequences for unacceptable behavior. The policy shall be published in the student handbook.”

_____ 1. Use of tobacco (RD1.2) 281—IAC 12.3(6), Title IV-A NCLBA Sec. 4114(d)(7)(E)

Guidance:
IASB Sample Policy: 502.7 (last updated, 8/31/91) and 905.2 (Tobacco Free Environment- last updated, 7/28/08)

_____ 2. Use or possession of alcoholic beverages or any controlled substances (RD1.3) 281—IAC 12.3(6), Title IV-A NCLBA Sec. 4114(d)(7)(A) and (E)

Guidance:
IASB Sample Policy: 502.7 (last updated, 8/31/91)

_____ 3. Violent, destructive, and seriously disruptive behavior (RD1.5) 281—IAC 12.3(6), Title IV-A NCLBA Sec. 4114(d)(7)(A) and (E)

Guidance:
IASB Sample Policy: 503.1(last updated, 10/10/02)

_____ 4. Suspension and expulsion (RD1.6) 281—IAC 12.3(6)

Guidance:
IASB Sample Policies: 503.1 (last updated, 10/10/02), 503.2 (last updated, 3/31/89), 503.5 (last updated, 12/4/08)

_____ 5. Weapons (RD1.7) 281—IAC 12.3(6), Iowa Code 280.17B and 280.21B, Title IV-A NCLBA Sec. 4114(d)(7)(A)

Guidance:
IASB Sample Policy: 502.6 (last updated, 10/10/02)
_____ d. Selection and reconsideration of school library materials (LP11.1); confidentiality of student library records (LP11.2); and legal and ethical use of information resources, including plagiarism and intellectual property rights (LP11.3)

281—IAC 12.3(12)(c)

Guidance:
IASB Sample Policies: 506.1 and 506.2 (both last updated 4/26/11), 506.4, 605.1, 605.3, 605.4, 605.7 (all last updated 8/31/07)

_____ e. Policy prohibiting harassment and bullying of or by students, staff, and volunteers (RD1.4) which is based on actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status and which creates an objectively hostile school environment (HBP1). 281—IAC 12.3(13), Title IX Section 106.31, Iowa Code 280.28(3) and 729A.1

Guidance:
Harassment and bullying is construed to mean any electronic, written, verbal, or physical act related to the specified traits or characteristics stated above. The local board policy must contain all of these 17 traits or characteristics, but does not need to be limited to these 17.

According to Iowa Code 280.28(3): On or before September 1, 2007, the board of directors of a school district and the authorities in charge of each accredited nonpublic school shall adopt a policy declaring harassment and bullying in schools, on school property, and at any school function, or school sponsored activity regardless of its location, in a manner consistent with this section, as against state and school policy. The board and the authorities shall make a copy of the policy available to all school employees, volunteers, students, and parents or guardians and shall take all appropriate steps to bring the policy against harassment and bullying and the responsibilities set forth in the policy to the attention of school employees, volunteers, students, and parents or guardians.

If a single policy is used, a reasonable person must be able to interpret the policy as covering student vs. student, student vs. staff, staff vs. staff, and staff vs. student issues.

There is a sample policy available on the Department website which addresses the legislated requirements at: http://educateiowa.gov/index.php?option=com_content&task=view&id=1030&Itemid=1293.

IASB Sample Policy: 104 (last updated, 9/27/07)

_____ f. School districts that receive federal E-rate funds (all schools in Iowa) - Internet appropriate use policy with these provisions: (IAUP1) Children’s Internet Protection Act (CIPA)

_____ 1. Monitoring the online activities of students including provisions regarding training students about appropriate online behavior, including interaction on social networking sites and chat rooms, and cyberbullying awareness and response. (IAUP2)

Guidance:
IASB Sample Policy: 605.6 (last updated, 4/17/12)

_____ g. Policy to ensure that students are free from discriminatory practices in the educational program (MC/GF policy) (MCGF1) 281—IAC 12.5(8)

Guidance:
In addition to adopting a MC/GF policy, the district is to incorporate multicultural gender fair goals into its comprehensive school improvement plan within C-Plan. This requirement is verified during the Department’s review of the CSIP section of C-Plan.
Multicultural (MC) approaches to the educational program are defined as those with foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, sex, disability, religion, creed, and socioeconomic background. The contributions and perspectives of Asian Americans, African Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities.

Gender fair (GF) approaches to the educational program are defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of women and men to society. The program shall reflect the wide variety of roles open to both women and men and which provide equal opportunity to both sexes.

IASB Sample Policy: 603.4 (last updated, 8/2011)

_____ h. Provision of special education and related services, including

1. Provision of a free appropriate public education *(SPEDP1)* 281—IAC 41.404(1)(a)

**Guidance:**
IASB Sample Policy: 603.3 (last updated, 12/4/08)

**Note:**
It is not uncommon to find outdated versions of this policy. Versions based on older guidance documents are often missing the word “free” and reference only “appropriate public education”.

2. Provision of special education and related services *(SPEDP2)*

281—IAC 41.404(1)(b)

**Guidance:**
IASB Sample Policy: 603.3 (last updated, 12/4/08)

3. Provision of special education and related services in the least restrictive environment *(SPEDP3)* 281—IAC 41.404(1)(c)

**Guidance:**
IASB Sample Policy: 603.3 (last updated, 12/4/08)

4. Protecting the confidentiality of personally identifiable information *(SPEDP4)*

281—IAC 41.404(1)(d)

**Guidance:**
IASB Sample Policy: 506.1 (last updated, 4/26/12)

5. Graduation requirements for eligible individuals *(SPEDP5)*

281—IAC 41.404(1)(e)

**Guidance:**
IASB Sample Policy: 505.5 (last updated, 12/4/08)

6. Requirements for administration of medications, including a written medication administration record *(SPEDP6)* 281—IAC 41.404(1)(f), 281—IAC 41.404(3)

**Guidance:**
IASB Sample Policy: 507.2 (last updated, 12/4/08)

7. Special health services *(SPEDP7)* 281—IAC 41.404(1)(g), 281—IAC 41.405(2)

**Guidance:**
IASB Sample Policy: 507.8 (last updated, 12/4/08)
_____ i. Policy on non-discrimination in employment on the basis of race, color, national origin, gender, disability, age, religion, creed, sexual orientation, and gender identity (EQD1).

**Title IX 34CFR 106.9 Section 504 34 CFR 104.8, Iowa Code 216.6**

**Guidance:**
Employment policies must address each of the 10 specified traits/characteristics.
IASB Sample Policies: 102, 302.1, 303.2, 401.1, 405.2, 411.2 (all last updated 6/8/07)

2. School calendar
   _____ a. Indicates 180 days of instruction (CL5) 281—IAC 12.1(7)
   _____ b. Seniors have 175 days scheduled in the calendar (CL8) 281—IAC 12.1(7)
   _____ c. Each school day consists of at least 5.5 hours of instructional time unless otherwise allowed per 281—IAC 12.1(9) (MD1) (MD2 [less than 5.5 hours prior to a holiday])

**Evidence:**
- a copy of the school calendar
- the daily starting and ending times for each attendance center

If the calendar does not indicate the last day of classes for seniors, the district is asked to provide this information.

281—IAC 12.1(9) requires a school day to consist of at least 5 ½ hours of instructional time. If some days contain less than 5 ½ hours of instruction and the remainder of the day is used for professional development as allowed within 281—IAC 12.1(9), the district is asked to provide this information. Supporting evidence, such as professional development agendas for the day(s) in question, may be requested during the on-site visit.

**Guidance:**
281—IAC 12.1(9) allows schools and school districts to count parent-teacher conferences as instructional time, thus count toward the total days of instruction. If the first four consecutive days equal at least 27 ½ hours of instruction because parent-teacher conferences are held beyond the regular school day, the district may record zero hours of instruction on the fifth consecutive day and still count it as a day of instruction (e.g., conferences are held in the evenings on Tuesday and Thursday, Friday can count as a day of instruction even though school is not in session).

Seniors are not required to make up days that are added to the end of the regular adopted calendar due to inclement weather (i.e., “snow days”).

Scheduling early dismissals during the first week of school in anticipation of heat is not allowed under Chapter 12. Early dismissal prior to holidays and/or on the last day of a grading period or final day of school are also not allowed under Chapter 12 unless the remainder of the day is used for professional development (see evidence section above). The regularly-scheduled school day may exceed 5-½ hours. If this is the case, it is possible for district to schedule an early dismissal and still meet the 5-½ hour minimum.

3. Evidence the board has adopted
   _____ a. Evaluation criteria for all contracted staff. 281—IAC 12.3(3), Iowa Code 279.14, Iowa Code 279.23A
      ______ 1. Teachers (EV1)
      ______ 2. Administrators (PE6)
   _____ b. Evaluation procedures for all contracted staff. 281—IAC 12.3(3), Iowa Code 279.14, Iowa Code 279.23A
      ______ 1. Teachers (EV2)
      ______ 2. Administrators (PE7)

**Evidence:**
The criteria and procedures are often found as supporting documents within board policy, but they are not required policies. The evaluation tool itself would provide evidence of the criteria, but may not indicate the procedures (e.g., who is responsible, frequency, etc.).
4. _____ Evidence that personnel evaluation criteria and procedures contain an option for intensive assistance is provided to teachers identified as not meeting the district’s expectations related to the Iowa Teaching Standards and Criteria (EVIA). 281—IAC 83.5(3) and Iowa Code 284.8

5. For districts providing early childhood special education instructional services for preschool children on an Individualized Education Plan (IEP), Iowa Code 279.49, 280.3A
   _____ a. Indicate which of the following preschool program standards, as defined by the Iowa Department of Education, are being implemented.
      1. Iowa Quality Preschool Program Standards (IQPPS);
      2. Head Start Program Performance Standards; or

   _____ b. For districts implementing IQPPS, provide a summary of the activities the district has conducted to implement the Iowa Quality Preschool Program Standards and Criteria.

   Guidance:
   Activities to implement the IQPPS might include completing the IQPPS self-assessment, developing an IQPPS quality improvement plan, and providing professional development for preschool staff serving children on an IEP.

6. Documents pertaining to vocational (career and technical) education programs that provide evidence of the following requirements:
   _____ a. Each program offered is articulated with at least one post-secondary institution (i.e., community college or apprenticeship program) (VED5).
      281—IAC 12.5(5)(i), 281—IAC 46.7(3)

   Evidence:
   The district must provide an articulation agreement for each program. The articulation agreement must be dated within the last five years and reflect current program offerings. Concurrent or joint enrollment agreements with a community college and/or statewide agreements* (when provided by the district) can also fulfill this requirement. Copies of these agreements should be available to the visiting team for review. Providing evidence of how the agreements are publicized to students/parents is also helpful. A complete Program of Study will also be accepted as an articulation agreement. (See DE Program of Study Guidance document at: http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2620:career-a-technical-education-secondary&catid=184:career-technical-education&Itemid=3038.)

   Guidance:
   If an articulation agreement is outdated, it provides no benefit to the students. If the courses listed on the agreement are no longer offered by the district and/or college, the agreement is not valid as it would no longer benefit students within the program.

*Statewide articulation agreements exist for the following areas:
- Accounting
- Child Development
- Early Childhood
- Marketing Field Experience
- Nutrition

For more information visit: http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2620&Itemid=3038

   _____ b. An advisory committee/council designed to assist vocational education (Career and Technical education) planning and evaluation composed of public members with emphasis on persons representing business, agriculture, industry, and labor (appointed by the board and meets at least once a year) is in place (VED6). 281—IAC 12.5(5)(i)
   Please provide the following evidence:
      _____ 1. Committee/council minutes that reflect assistance with CTE planning and evaluation (VED7)
2. List of advisory committee members and their representation as it relates to the CTE service areas (VED8)

3. List of advisory committee members by gender and race/ethnicity (VED9)

Iowa Code section 69.16A and section 258.9

**Guidance:**

The district’s CTE teachers can serve as ex-officio members of the advisory committee but should not be counted toward meeting the committee’s required representation (e.g., the district’s Ag Ed instructor should not be the only person on the committee representing agriculture).

The CTE advisory committee/council could be incorporated into the SIAC. If this is done, SIAC membership must reflect the representation required for CTE advisory committees/councils. In addition, SIAC minutes must reflect that the agenda(s) included issues related to each/all of the district’s CTE service areas. If the SIAC also serves as the CTE Advisory Committee, subject-area subcommittees should be established to address Program of Study requirements. It is recommended that the subcommittee consist of 6-8 subject-area experts. (See DE Program of Study Guidance document at: [http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2620&Itemid=3038](http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2620&Itemid=3038).)

Iowa Code 69.16A, as amended in 2009, places a strict gender balance requirement, effective January 1, 2012, for “all appointive boards, commissions, committees, and councils of a political subdivision of the state that are established by the Code, if not otherwise provided by law.” This requirement, which applies to the CTE advisory committee, defines gender balance as half male and half female for even-numbered committees or half plus one for odd-numbered committees.

Districts are advised to maintain documentation of efforts to seek CTE membership representation with regard to race/ethnicity and gender.

7. Documents which address the following provisions related to gifted and talented student programming, pursuant to 281—IAC 12.5(12)

   a. Valid and systematic procedures (GT3), including multiple selection criteria (GT4) for identifying gifted and talented students from the total student population

   **Evidence:**
   - Describe the identification criteria and procedures used for each grade level served by the district
   - Provide the number of identified gifted and talented students served in elementary (grades 1-6), junior high (grades 7-8), and high school (grades 9-12)

   **Guidance:**
   No single criteria should eliminate the student from participation. Criteria should combine subjective and objective data, including data with direct relevance to program goals, objectives, and activities (see 281—IAC 59.5(5)).

   b. Goals and performance measures (GT1)

   **Evidence:**
   Provide program-level goals and performance measures.

   **Guidance:**
   Program goals are not synonymous with goals for individual-identified students’ activities (see 281—IAC 59.5(1)).

   c. A qualitatively differentiated gifted and talented program to meet the students’ cognitive and affective needs (GT5)

   **Evidence:**
   Provide documentation describing the processes for providing services to meet cognitive and affective needs in the gifted and talented program for each grade level. A linkage between the selection of students, the anticipated student outcomes and the special instructional programs shall be evident.

   **Guidance:**
“Qualitatively differentiated” means learning activities that are beyond the scope of the regular classroom, introduce advanced concepts and contents, and offer students greater latitude of inquiry. This may include, but is not limited to, a specialized curriculum supplementing the regular curriculum, flexible instructional arrangements such as special classes, seminars, resource rooms, independent study, student internships, mentorships, research field trips, and research centers (see 281—IAC 59.5(2)).

Best practice dictates that the services provided for each student placed in a gifted and talented program be contained in a written, personalized gifted and talented plan (see 281—IAC 59.5(4)).

_____ d. Staffing provisions (GT6)

Evidence:
A description of how the gifted and talented program will be staffed on an ongoing basis. This could include information such as whether the gifted and talented program will be provided by multiple teachers or by one teacher providing support/instructional services at all levels (see 281—IAC 59.5(7)).

_____ e. In-service design (GT7)

Evidence:
A description of how the instructional staff is provided information about, and skills for, individualizing programs for identified gifted and talented learners.

Guidance:
Periodic professional development shall be offered for all classroom teachers to maintain and update understandings and skills about individualizing programs for identified G/T students (see 281—IAC 59.5(8). This could be through stand alone in-services or integrated within district-wide professional development activities. If integrated, evidence should clearly indicate how the G/T aspect is intentionally addressed. Information for this item also provides partial evidence for item #20.a.1.

8. Documents which address the following provisions for meeting the needs of at-risk students, pursuant to 281—IAC 12.5(13):

_____ a. Valid and systematic procedures (AR1) and criteria (AR2) to identify at-risk students throughout the district’s school age population

Evidence:
A description of the criteria used and the procedures followed to identify students for each grade level served by the district. This could be evidenced through staff handbooks, response to intervention plans at a core, targeted, and intensive level, and/or at risk procedures manuals.

Guidance:
A minimum of two criteria in the areas of academics, personal/social and career/vocational are required and are locally defined. It is a district decision to use a specific cutoff or number of indicators/risk factors are needed to identify students as at risk (i.e., they may require four risk factors before serving students as long as there is a minimum of two factors). Districts should be able to show multiple data points that are collected which are valid and reliable and not based on one criterion, biases, perception or assumptions prior to referral for programming. Districts should be able to provide the number of students who are identified as at risk (Student Reporting in Iowa (SRI) Coding – At Risk 1s and 2s) and whether these students are identified and served in early elementary (K-3), upper elementary (grades 4-5-6), junior high/middle school (grades 6-7-8), and high school (grades 9-12). **Note: At risk indicates a failure to meet goals, not a permanent label.

_____ b. Determination of appropriate ongoing educational strategies for alternative options education programs provided as required in Iowa Code 280.19A (AR3)

Evidence:
Appropriate on-going strategies could be listed as services, supports, strategies and/or programs at a supplemental/targeted (some students) and intensive (few students) level. Evidence could be in the form of intervention plans and response data (actual names concealed). **Note: Districts could have a manual in regards to their local RTI process. Districts could also include their Tier I interventions/strategies that are provided at a preventative level (all students), but that would be considered their general program, since it would be available for all students (an example of this could be Character Counts).
Alternative options could be listed in a middle/high school handbook, flyers, information brochures, etc. and can be offered at the comprehensive school site or off site. Referral criteria should be a part of this information. A one-size-fits-all alternative program/school or virtual learning environment (i.e.: Plato, E2020) for any identified students should not be the only option. Districts need to provide options that match the need(s) identified in the identification process.

Guidance:
Strategies, level of service, and supports provided should match the areas of need identified and the level of need for each student. Alternative options should be in the form of extended learning where the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology, including, but not limited, to apprenticeships, community service, independent study, online units/courses, internships, work based, and performing groups.

Note: **Districts that use a Learning Supports framework and have completed resource mapping to identify all services and supports available at all levels for students in need of supports would have a frame of reference for this.

_____ c. Evaluation of the effectiveness of provisions for at-risk students (AR4)

Evidence: Evaluation should include individual student programming evaluation and overall program evaluation. Written documents might include a more detailed overall program evaluation of students (individual plans with results listed) and programs (programming plans with results listed for each program, with subgroups broken down, reviewed and overall effectiveness of programming). Note: **Districts that print a copy of their Modified Allowable Growth (MAG) service summary would only be reporting their service summary for a single funding source. Districts must have a comprehensive At Risk Program for any student identified at a local level, therefore the MAG report would only be a portion of the plan.

Guidance:
Individual Evaluation: If a student needed to earn credits toward graduation because he was overaged/undercredited then that student's individual program should evaluated, simply is he on track for graduation, is there a plan, transcript analysis. Program Evaluation: To evaluate a credit recovery program, the district would look at the number of credits earned, how long to complete each credit, did students graduate, etc.

Resources for serving students who are at risk are available for download from the DE website at the following link: http://educateiowa.gov/index.php?option=com_content&view=article&id=418&Itemid=1389

Information regarding alternative education programs/alternative schools is available at: http://educateiowa.gov/index.php?option=com_content&task=view&id=727&Itemid=1388

9. _____ Programs for returning dropouts and dropout prevention. Boards of school districts, individually or jointly with boards of other school districts, requesting to use modified allowable growth (MAG) for programs for returning dropouts and dropout prevention shall include: Iowa Code section 257.38
   a. Program goals (AR6), objectives, and activities (AR7) to meet the needs of children who may drop out of school.
   b. Student identification criteria and procedures. (AR2)
   c. Staff in-service education design. (AR8)
   d. Staff utilization plans.
   e. Evaluation criteria and procedures and performance measures. (AR4)
   f. Program budget.
   g. Qualifications required of personnel delivering the program.
   h. A provision for dropout prevention and integration of dropouts into the educational program of the district.
   i. A provision for identifying dropouts.
   j. A program for returning dropouts.

Evidence: Provide documentation describing the programming for students identified as returning or potential dropouts. Review of the MAG Application could be acceptable, but the district should have more detailed information at a district level.
Modified allowable growth for dropout prevention (MAG-DoP) is not funding that is generated to provide school wide programming to prevent students from becoming at risk. It is intended to be used for providing programming and serving students who left high school and have returned and to prevent those who are most at risk from leaving school, completing school or progressing in school. Funding for these programs focuses on two types of students, returning dropouts and potential dropouts as defined in Iowa Code Section 257.39. These programs are for students identified in one of these two categories: “Returning dropouts” are resident pupils who have been enrolled in a public or nonpublic school in any of the grades seven through twelve who withdrew from school for a reason other than transfer to another school or school district and who subsequently enrolled in a public school in the district. “Potential dropouts” are resident pupils who are enrolled in a public or nonpublic school who demonstrate poor school adjustment as indicated by two or more of the following:
1. High rate of absenteeism, truancy, or frequent tardiness.
2. Limited or no extracurricular participation or lack of identification with school, including but not limited to, expressed feelings of not belonging.
3. Poor grades, including but not limited to, failing in one or more school subjects or grade levels.
4. Low achievement scores in reading or mathematics which reflects achievement at two years or more below grade level.
5. Children in grades kindergarten through three who meet the definition of at-risk children adopted by the department of education.

A variety of resources related to identifying and serving potential and/or returning dropouts is available at: http://educateiowa.gov/index.php?option=com_content&view=article&id=1543&Itemid=2440

10. Documentation regarding the School Improvement Advisory Committee (SIAC) provides evidence of the following:
______ a. A board appointed SIAC exists (SIAC1). 281—IAC 12.8(1)(a)(2)

Evidence:
Board minutes showing appointment of the SIAC should be provided.

Guidance:
Chapter 12 does not require the SIAC to be appointed annually; however, each time membership changes (including student representative), board action is required.

Note: Meetings of the SIAC fall within Open Meetings requirements.

______ b. Membership includes students, parents, teachers, administrators, and representatives from the local community (SIAC2). To the extent possible, committee membership has balanced representation of the following: race, gender, national origin, and disability (SIAC6). 281—IAC 12.2, Iowa Code 280.12

Evidence:
A list of SIAC members indicating the required membership representation should be provided. If the school district uses the SIAC for other mandated committees (i.e., CTE advisory), the required representation for these committees must also be clearly indicated on the SIAC membership roster.

Guidance:
Districts are advised to maintain documentation of efforts to seek membership representation with regard to gender, race, national origin, and disability. Current administrative rules state, “[t]o the extent possible, committee membership shall have balanced representation with regard to race, gender, national origin, and disability.” However, Iowa Code 69.16A, as amended in 2009, places a strict gender balance requirement, effective January 1, 2012, for “all appointive boards, commissions, committees, and councils of a political subdivision of the state that are established by the Code, if not otherwise provided by law.” This requirement, which applies to the SIAC, defines gender balance as half male and half female for even-numbered committees or half plus one for odd-numbered committees.

______ c. At least annually (SIAC3), the SIAC makes recommendations to the board with regard to progress achieved with annual improvement goals for the state indicators that address reading, mathematics, and science, progress achieved with other locally determined
indicators, and annual improvement goals for the state indicators that address reading, mathematics, and science (SIAC). 281—IAC 12.8(1)(a)(3)

Evidence:
Presentation of the SIAC’s recommendations to the board should be reflected on board agenda(s) and/or within meeting minutes. Provide a copy of the most recent recommendations addressing the required content that has been presented to the Board.

Guidance:
281—IAC 12.8(1)(a)(2) also sets the SIAC’s responsibility for analyzing needs assessment data to make recommendations to the board regarding major educational needs, student learning goals, long-term goals, and harassment or bullying prevention goals, programs, training, and other initiatives. Maintaining a summary of the information reviewed by the SIAC and recommendations made to the board regarding these areas is recommended (see the Additional Reference Documents for Site Visit Team section). Providing evidence of recommendations from multiple years is encouraged as it would help assure they are made annually.

_____ d. Based on the committee members’ analysis of the needs assessment data, they shall make recommendations to the board about the following components:
1. Major educational needs;
2. Student learning goals;
3. Long-range goals that include, but are not limited to, the state indicators that address reading, mathematics, and science achievement; and
4. Harassment or bullying prevention goals, programs, training, and other initiatives. (SIAC5) 281—IAC 12.8(1)(a)(2)

Evidence:
Presentation of the SIAC’s recommendations to the board should be reflected on board agenda(s) and/or within meeting minutes. Provide a copy of the most recent recommendations addressing the required content that has been presented to the board. (The four components do not need to be addressed annually, but evidence of these components being addressed is required.)

Guidance:
What processes the school or school district used to obtain recommendations from the advisory committee for the board with regard to components #1-4 in rule is locally determined.

281—IAC Chapter 12: General Accreditation: Items for Review On-site

11. Attendance center, program, and course enrollment data demonstrating the following:
_____ a. Attendance center and course enrollment data, disaggregated by gender, racial/ethnic background, and disability (EQ4) are reviewed annually (EQ3). 281—IAC 12.1(1)

Evidence:
The district must provide the following:
- a summary of attendance center, program, and course enrollment-related trends noted over the past three years; (Can be obtained via EdInsight Equity Report) and
- a description of how these data are collected and used, with what frequency, by whom, and for what purposes.

The intent is to provide greater clarity regarding how the district is addressing the “reviewed annually” requirement.

Guidance:
Collection of “count” data for the indicated categories is most likely completed through the district’s student management system and partially reported through BEDS. It is appropriate for districts offering multiple sections of content-specific courses at other levels (e.g., grade 8) to provide these data as well as this would help determine equity in student placement practices. It is not uncommon for districts to provide course-level disaggregated data for sex only as this is a common report feature on student management systems, but the requirement is for data to be collected and reviewed for each stated category (i.e., sex, race, and disability).
_____ b. Equal opportunity in programs is provided to all students regardless of race, color, national origin, gender (sex), sexual orientation, gender identity, marital status, socioeconomic status, disability, religion, or creed (EQ5). 281—IAC 12.1(1), Iowa Code 280.3

Evidence:
The district must provide the following items:
- district and administrative policies regarding student access to educational programs (policies must address each of the 11 traits/characteristics)
- civil rights grievance procedures
- evidence that a district equity coordinator has been appointed
- a summary of activities conducted by the district’s equity coordinator

Guidance:
If any of the listed evidence pieces is missing, the district will be considered out of compliance with this item.

Related IASB Sample Policies: 102 and 500 (both last updated, 6/8/07)

12. _____ The board policy manual provides evidence policies are reviewed at least every five years (PM3). 281—IAC 12.3(2)

Evidence:
Provide a copy of the board policy manual (or directions for electronic access).

Guidance:
While many districts include the adoption, review, and revision dates on each individual policy, it is not required. These dates might appear on a separate page, such as an index page for each policy series.

Related IASB Sample Policy: 209.6 (last updated, 11/12/99)

13. School counseling program (SCP1) 281—IAC 12.3(11):

_____ a. program is regularly reviewed and revised and designed to provide
- 1. curriculum that is embedded throughout the district’s overall curriculum (SCP5)

Evidence:
Evidence might include a written guidance curriculum for the grade levels served by the district, a summary of guidance activities by grade level, or similar documentation.

_____ 2. individual student planning designed to help students establish educational and career goals (SCP6)

Evidence:
Evidence might include a summary of guidance activities related to individual student planning, such as completion of core curriculum plans, individual student meetings, and parent/student planning sessions.

_____ 3. responsive services through intervention and curriculum that meet students’ immediate and future needs (SCP7)

Evidence:
Evidence might include a summary of guidance activities such as crisis response, individual or group counseling, and response to referrals.

_____ 4. management activities that establish, maintain, and enhance the total school counseling program (SCP8)
Evidence: Evidence might include a summary of counselors’ professional development participation, agendas/minutes of guidance advisory meetings, counseling program goals and action plans, and evidence of meetings with instructional and administrative staff.

Guidance: “School counseling program” means an articulated sequential kindergarten through grade 12 program that is comprehensive in scope, preventive in design, developmental in nature, driven by data, and integral to the school district’s curricula and instructional program. A reference document entitled “Iowa School Counseling – A Program Framework” is available for download from the DE website at: http://educateiowa.gov/index.php?option=com_content&task=view&id=716&Itemid=1549

14. Library program (LP1) 281—IAC 12.3(12):

_____ a. program is regularly reviewed and revised and designed to provide

_____ 1. methods to improve library collections to meet student and staff needs (LP4)

Evidence: Evidence might include a plan that provides a collection that supports the curriculum, that seeks recommendations from students and teachers for the school library collection, and that includes the teacher librarian in curriculum review committees.

_____ 2. connections with parents and the community (LP5)

Evidence: Evidence might include newsletter or newspaper articles about services the school library provides, a link to the school library website, or agendas from school board meetings where presentations were made about the school library program.

_____ 3. support for the district’s school improvement plan (LP6)

Evidence: Evidence might include a narrative about how the school library program supports the district’s school improvement plan, a climate survey that includes student and teacher feedback about the school library program, or a completed school library program audit form.

_____ 4. access to or support for professional development for the teacher librarian (LP7)

Evidence: Evidence might include a list of professional development activities related to the school library program that the teacher librarian has attended. This might include conferences, professional development offered by the AEA, or professional development offered by the district.

_____ 5. current technology and electronic resources (LP8)

Evidence: Evidence might include data or promotional materials about the use of AEA Online materials or local resources, evidence of instruction on AEA Online or local resources, or a school library website with links to available online resources.

_____ 6. current and diverse collection of fiction and nonfiction materials in a variety of formats (LP9)

Evidence: Evidence might include a selection plan containing procedures to select materials that support district curriculum and to provide diverse opinions, as well as procedures to keep the collection current.

_____ 7. a plan for annually updating and replacing library materials, supports, and equipment (LP10)

Evidence:
Evidence might include an analysis of the school library materials and age of computers and other technology located in the school library, a report of the average copyright date of nonfiction and fiction books, and an action plan for updating materials and equipment.

Guidance:
The DE website includes several reference documents available for download related to school library programs, including the following:

- “Iowa School Library Program Guidelines - Audit Form with Evidence”

15. Elementary program, grades 1-6 (EPRO1). 281—IAC 12.5(3)
Documentation that show(s) the following areas are taught in grades 1-6. Note: These areas do not have to be separate courses, but they must be taught in each of the grades. The number of minutes dedicated to each area is a local decision.

   - a. Health
   - b. Physical education
   - c. Music
   - d. Visual art

Evidence:
Master schedules for each grade (1-6) should be provided. Each schedule should be clearly labeled to indicate the grade level. If a required subject area is not specified on the master schedule (e.g., Health), evidence of where the concepts are taught (in EACH grade, 1-6) should be provided. For example, if health content is integrated into science and/or physical education instruction, this information should be provided to the team. This could be done by identifying the content specifications for the content areas in question within the district’s curriculum documents (e.g., standards/benchmarks).

Guidance:
The health content area is often a difficult area to verify as the required concepts are commonly integrated into other subject areas, such as physical education and science. Care must be taken to assure all subject areas are included in each grade, 1-6. 281—IAC 12.5(3)(a)-(i) contains the list of content specifications for each elementary program subject area.

On May 1, 2008, Governor Culver signed a bill mandating the Iowa Core Curriculum, by 2014, for all students in grades K-8. The Iowa Core provides local school districts and nonpublic schools a guide to delivering instruction based on consistent, challenging, and meaningful content to students. The Common Core State Standards in Literacy and Mathematics were integrated into the Iowa Core by Iowa State Board of Education action in 2010. All school districts and accredited nonpublic schools are required to fully implement the Iowa Core in grades K-8 by the 2014-2015 school year. Schools and school districts shall address the curricular needs of students in kindergarten through grade twelve in the areas of twenty-first century learning skills including civic literacy, health literacy, technology literacy, financial literacy, and employability skills. In doing so, schools and school districts shall apply to all curricular areas the universal constructs of critical thinking, complex communication, creativity, collaboration, flexibility and adaptability, and productivity and accountability. 281—IAC 12.5(17) The following link provides access to the Iowa Core.

16. Junior high program, grades 7 and 8 (JHP1). 281—IAC 12.5(4)
Documentation (i.e., master schedule) that show(s) the following areas are taught in grades 7 and 8. Note: These areas do not have to be separate courses, but they must be taught in each of the grades. The number of minutes dedicated to each area is a local decision.

   - a. Health
   - b. Physical education
   - c. Music
   - d. Visual art
   - e. Family and consumer education
   - f. Career education
_____ g. Technology education

Evidence:
Master schedules for each grade (7 and 8) should be provided. If a required subject area is not specified on the master schedule (e.g., career education), evidence of where the concepts are taught (in EACH grade, 7 and 8) should be provided. For example, if career education content is integrated into multiple courses, this information should be provided to the team. This could be done by identifying the content specifications for the content areas in question within the district’s curriculum documents (e.g., standards/benchmarks).

Guidance:
Health, family and consumer education, career education, and technology education are often difficult areas to verify as the required concepts are commonly integrated into other subject areas versus being offered as stand-alone courses. Care must be taken to assure all subject areas are included at both grade 7 and 8. 281—IAC 12.5(4)(a)-(k) contains the list of content specifications for each junior high program subject area.

On May 1, 2008, Governor Culver signed a bill mandating the Iowa Core Curriculum for all students by 2014, in grades K-8. The Iowa Core provides local school districts and nonpublic schools a guide to delivering instruction based on consistent, challenging, and meaningful content to students. The Common Core State Standards in Literacy and Mathematics were integrated into the Iowa Core by Iowa State Board of Education action in 2010. All school districts and accredited nonpublic schools are required to fully implement the Iowa Core in grades K-8 by the 2014-2015 school year. Schools and school districts shall address the curricular needs of students in kindergarten through grade twelve in the areas of twenty-first century learning skills including civic literacy, health literacy, technology literacy, financial literacy, and employability skills. In doing so, schools and school districts shall apply to all curricular areas the universal constructs of critical thinking, complex communication, creativity, collaboration, flexibility and adaptability, and productivity and accountability, 281—IAC 12.5(17). The following link provides access to the Iowa Core:

17. _____ Evidence the district has worked with publishers to address Accessible Instructional Materials (AIM) requirements (SPEDA1M1). 281—IAC 12.5(9), 281-41.210(256B,34CFR300)

Evidence:
Copy of materials purchase agreements addressing AIM requirements.

Guidance:
AIM requirements apply regardless of whether the district has students who are blind or who have print disabilities. Numerous reference materials, including a comprehensive reference packet, are available from Iowa’s True AIM website:

18. Physical activity requirement 281—IAC 12.5(19)
_____ a. Documentation that pupils are being provided support to complete the physical activity requirement (PA4) 281—IAC 12.5(19)(d)

Evidence:
Evidence might include printed schedules, district policies, student handbooks, and similar means.

Guidance:
Pupils in kindergarten through grade 5 must engage in physical activity for a minimum of 30 minutes each school day. Pupils in grades 6 through 12 must engage in physical activity for a minimum of 120 minutes per week in which there are at least five days of school.

19. Cardio-pulmonary resuscitation (CPR) course.
_____ a. The school or school district has a documented process through which students’ cardiopulmonary resuscitation requirements are met and verified. (CPR1) 281—IAC 12.5(20)

Evidence:
Evidence might include printed schedules, district policies, student handbooks, student transcripts, student course rosters, or similar means.
Guidance:
Schools may accept proof that a student has completed CPR outside of school. If a school or school district provides the training during the school day, the school or school district may bring in any person from the community or elsewhere who is certified to teach CPR if no one on staff has this certification. A school or school district shall not accept auditing of a CPR course, nor a course in infant CPR only.

20. Documentation regarding implementation of the District Professional Development Plan

Preparation/Evidence:
The items for this section will be reviewed to ensure connection between current practice and the content approved in the district’s CSIP section of C-Plan. If the professional development plan has changed since the district’s CSIP was last approved, the district is asked to provide the rationale for this decision.

General Guidance:
A document entitled “Iowa Professional Development Model Technical Guide” is available for download from the DE website at:

This document includes information for the requirement listed below as well as those required to be included within the district’s CSIP section of C-Plan.

_____ a. To meet the professional development needs of all staff (PD1), professional development activities:
_____ 1. prepare employees to work effectively with diverse learners and to implement multicultural, gender fair approaches to the educational program (PD4) 281—IAC 12.7(1)(a)

Evidence:
A description of how this requirement is addressed within the district’s professional development program.

Guidance:
This requirement can be met through stand alone in-services or integrated within district-wide professional development activities. If integrated, evidence should clearly indicate how these aspects are intentionally addressed. A document entitled: “Developing an Individual Teacher Professional Development Plan” is available at:

_____ b. Attendance center professional development plans are in place (ACP D1) that address:
281—IAC 12.7(1)(b)
_____ 1. the needs of the teachers in that center (ACP D2.1)
_____ 2. the Iowa teaching standards (ACP D2.2)
_____ 3. the district professional development plan (ACP D2.3)
_____ 4. the student achievement goals of the attendance center and the school district as set forth in the CSIP portion of C-Plan. (ACP D2.4)

Evidence:
A copy of the professional development plan for each attendance center (building) should be provided.

Guidance:
A document entitled “Building Level Professional Development Plan Workbook” is available from the DE website at:
Requirements Outside of Chapter 12: Items for On-Site Review

Documents Pertaining to the Education of Homeless Children and Youth

21. Evidence the board facilitates the enrollment of homeless children of school age, and where appropriate, of preschool age in the public school district, pursuant to 281—IAC 33.

_____ a. The district shall designate an appropriate staff person to serve as the district’s liaison for homeless children and youth to carry out the duties specified in 281—IAC 33.3(7). (HCY5)

**Evidence:**
A copy of board policy or handbook notification.

**Guidance:**
IASB Sample Policy: 501.16 (Last updated, 6/24/05)

_____ b. The district shall examine and revise, if necessary, existing school policies or rules that create barriers to the enrollment of homeless children or youth pursuant to 281—IAC 33.3(3). (HCY6)

**Evidence:**
A copy of board policy and a statement of procedures ensuring the removal of barriers such as the following which tend to hinder the enrollment of homeless students:
- Immediate enrollment of a homeless child pending dispute resolution 281-IAC 33.3(5)(256)
- Immunization requirements 281-IAC 33.5(256)
- Waiver of fees and charges 281-IAC 33.6(256)
- Waiver of enrollment requirements 281-IAC 33.7(256)
- Residency of homeless child or youth 281-IAC 33.8(256)
- Transportation 281-IAC 33.10(256)

**Guidance:**
IASB Sample Policy: 501.16 (Last updated, 6/24/05)
Resources can be downloaded from the DE website at http://educateiowa.gov/index.php?option=com_content&task=view&id=422&Itemid=654 (included within the “Resources” section).

_____ c. Locate and identify homeless children or youth within the district, whether or not they are enrolled in school 281—IAC 33.3(1)

_____ 1. Evidence the definition of “homeless” is communicated in staff, parent, and student documents (e.g., newsletters and handbooks) (HCY4)

_____ 2. Post information, at community shelters and other locations in the district where services or assistance is provided to the homeless, regarding the educational rights of homeless children and youth and encouraging homeless children and youth to enroll in the public school (HCY2). 281—IAC 33.3(2)

**Evidence:**
A copy of the posting and list of locations where they have been placed within the community should be provided. Note: the state coordinator is Sandy Johnson.

**Guidance:**
The format of the posting is a local decision. Sample postings can be downloaded from the DE website at http://educateiowa.gov/index.php?option=com_content&task=view&id=422&Itemid=654 (included within the “Documents” section). Definition should be as defined in Chapter 33 of Iowa Administrative Code: Chapter 33 of Iowa Administrative Code defines “Homeless child or youth” as a child or youth from the age of 3 years through 21 years who lacks a fixed, regular, and adequate nighttime residence and includes the following:...
1. A child or youth who is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, trailer park, or camping grounds due to the lack of alternative adequate accommodations; is living in an emergency or transitional shelter; is abandoned in a hospital; or is awaiting foster care placement;
2. A child or youth who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. A child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; or
4. A migratory child or youth who qualifies as homeless because the child or youth is living in circumstances described in paragraphs “1” through “3” above.

**Documents Pertaining to Career and Technical (Vocational) Education**

22. _____ Evidence that Perkins related activities and expenditures are reviewed or monitored throughout the year. (EDGAR1)

**Evidence:**
Accounting statements and invoices for expenditures paid with Perkins grant funds.

**Guidance:**
Any purchases should reflect expenses allowed under Perkins (see EDGAR rules below). If the district is part of a secondary Perkins consortium, a copy of the documentation provided to the consortium’s fiscal agent regarding expenditures should be available. Reference materials, including an equipment inventory template, are available at http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2620&Itemid=3038

23. _____ An inventory list that identifies the equipment purchased with Perkins funds and the equipment’s location. (EDGAR2)

**Guidance:**
Section 74.21(a)(b)(1-7) of Education Department General Administrative Regulations (EDGAR) outlines the standards of financial management systems for Perkins. This section can be viewed online at http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&SID=e021e2bed5999e76b53d9e60e22370&rgn=div5&view=text&node=34:1.1.1.1.21&idno=34.

**Documents Pertaining to English Language Learners (ELL)**

24. _____ Documentation of identification procedures (ELL1), program placement option(s) (ELL2), and exit criteria (ELL3) for limited English proficient students. 281—IAC 60.3

**Evidence:**
Provide a copy of the district’s ELL/Lau plan. An adequate plan should include at a minimum the following components:
- Identification procedures (ELL1)
- Program placement options (ELL2)
- Methods of service provided (Medium of instruction)
- Exit criteria (ELL3)
- Program evaluation (program goals and objectives)
- Parent notification procedures (NCLB, Sec. 3302)
- Staffing
- Professional development

**Guidance:**
These items will be reviewed for all districts receiving site visits, not just those with focused equity visits.

25. _____ Non-discrimination notification statement: annual notification in newspaper or newsletter that goes to all community folks (EQD2). Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.

**Guidance:**
The non-discrimination notification statement must reflect the protected classes included within the district’s equal opportunity in programs (student) and non-discrimination in employment policies, which also address Iowa Civil Rights legislation requirements. These include race, color, age, national origin, sex, sexual orientation, gender identity, marital status (for programs), socioeconomic status (for programs), disability, religion, and creed. The notification must include a statement that the district has a grievance procedure for processing complaints of discrimination as well as the name, title, address and telephone number of the equity coordinator(s). If the district’s service area contains a community of national origin minority persons with limited English language skills, public notification materials must be disseminated to that community in its language.

26. _____ Nondiscrimination notification in major written publications: Parent, student, employee handbooks, registration handbook, coaches’ handbooks, brochures about the district, website, and school newsletters (EQD3). Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.

**Guidance:**
The non-discrimination notification statement must reflect the protected classes included within the district’s equal opportunity in programs (student) and non-discrimination in employment policies, which also address Iowa Civil Rights legislation requirements. These include race, color, age, national origin, sex, sexual orientation, gender identity, marital status (for programs), socioeconomic status (for programs), disability, religion, and creed. The notification must include a statement that the district has a grievance procedure for processing complaints of discrimination as well as the name, title, address and telephone number of the equity coordinator(s). If the district’s service area contains a community of national origin minority persons with limited English language skills, public notification materials must be disseminated to that community in its language.

27. _____ Plan that addresses equal employment opportunity and affirmative action in employment (EQD4). Iowa Code 19B.11, 281—IAC Chapter 95

**Guidance:**
EEO/AA plans must include the following components:
- Board policy on non-discrimination in employment and personnel practices on the basis of race, color, national origin, sex, disability, religion, creed, age, marital status, sexual orientation and gender identity
- Board policy on affirmative action to hire and retain persons from underrepresented groups in the workforce on the basis of race, national origin, sex, and disability
- Board policy on harassment and bullying by/of employees and students on the basis of race, national origin, color, language, sex, sexual orientation, gender identity, marital status, familial status, physical and mental ability or disability, age, religion, creed, physical attributes, ancestry, socioeconomic status, political party preference and political beliefs.
- Name, position, phone number and e-mail address of Equal Employment Opportunity/Affirmative Action Coordinator
- An Administrative statement, signed and dated by the chief administrative officer, which provides staff with the rationale for the plan, the responsibilities of staff for its implementation, and the internal system for monitoring the implementation of the plan
- Qualitative Analyses or periodic self-evaluation of employment and personnel policies and practices for fairness on the basis of race, creed, color, religion, sex, age, national origin, sexual orientation, gender identity, or disability
- Qualitative goals which specify actions with timelines for modifying employment/personnel practices or conditions which have been identified in the self evaluation to contribute to less than equitable access and treatment.
28. _____ Initial student registration materials that include identification of students’ primary home language via “Home Language Survey” (EQD5). Title VI Civil Rights Act, 281—IAC Chapter 60

Guidance:
281—IAC 60.3(1) states, “In order to determine the necessity of conducting an English language assessment of any student, the district shall, at the time of registration, ascertain the place of birth of each student and whether there is a prominent use of any language(s) other than English in the home.” Identification of the students’ primary home language also ties to ESL program requirements (e.g., identification procedures) (see item #24).

The Office of Civil Rights requires that all potential English Language Learners be identified, under Title VI of the Civil Rights Act, as well as Title III of ESEA. The means to do this is a Home Language Survey. This instrument is available in a number of languages on the TransACT website - www.transact.com. Its purpose is to help districts determine whether a student meets the first criterion of the definition: “a student’s background is in a language other than English”.

The Home Language Survey should be completed by the parents or guardians of all new students in the district, including kindergartners, transfer students, refugees, migratory children, and immigrants. Information gathered from the survey becomes part of the student’s record and should be available to the student’s teachers. Note that a positive response to an item on this survey does not in itself identify a student as an English language learner; it merely helps to screen students for potential consideration.

Documents Pertaining to Title I Program

29. Parents Right-to-Know, as pursuant to P.L. 107-110 ESEA Sec. 1111(h)(6) (applies to the entire district that uses Title 1 funds)

_____ a. District provides annual notification of parent’s “right-to-know” about teacher qualifications. (T11)

Evidence:
Evidence could include copies of newsletter or other communications to parents.

Guidance:
Parents of students in districts that receive Title I funds (all Iowa districts) are guaranteed annual notification of their “right to know” about teacher qualifications by their school district. That means parents may request and receive from that office information regarding the professional qualifications of the student’s classroom teachers, including:

- whether the teacher is licensed in Iowa
- whether a teacher is teaching under a conditional license
- the baccalaureate degree major of the teacher and any other graduate degree major or licensure
- whether the child is provided assistance by a paraprofessional and, if so, his/her qualifications
Reference documents with sample notifications are included in “2013 Title I Parent Involvement Requirements” available at:
http://educateiowa.gov/index.php?option=com_content&task=view&id=659&Itemid=1650#ParentInvolvement

_____ b. District provides a statement of assurance to parents that notification will occur should their child be taught for four or more consecutive weeks by a teacher who is not highly qualified. (T12)

Evidence:
A statement provided to parents in a newsletter or other form of communication.

Guidance:
Reference documents with sample notifications are included in “2013 Title I Parent Involvement Requirements” available at:
http://educateiowa.gov/index.php?option=com_content&task=view&id=659&Itemid=1650#ParentInvolvement

### Documents Pertaining to Practitioner Collaboration and Peer Review

30. _____ District provides and monitors a peer review system (PRS1) Iowa Code 284.8

Evidence:
Provide a description or a copy of the method used for teacher peer review. (i.e., faculty handbook or district professional development plan)

Guidance:
Iowa Code 284.8 Performance review requirements for teachers — peer group reviews. The first and second year of review shall be conducted by a peer group of teachers. The peer group shall review all of the peer group members. Peer group reviews shall be formative and shall be conducted on an informal, collaborative basis that is focused on assisting each peer group member in achieving the goals of the teacher’s individual professional development plan. Peer group reviews shall not be the basis for recommending that a teacher participate in an intensive assistance program, and shall not be used to determine the compensation, promotion, layoff, or termination of a teacher, or any other determination affecting a teacher’s employment status. However, as a result of a peer group review, a teacher may elect to participate in an intensive assistance program. Members of the peer group shall be reviewed every third year by at least one evaluator certified in accordance with section 284.10.

Additional information and guidance regarding peer review can be found at:

31. _____ The district provides 36 hours of scheduled practitioner collaboration (PC1) Iowa Code 284.6(8)

Evidence:
Provide a description and schedule of practitioner collaboration. (i.e., professional development schedule/plan)

Guidance:
Iowa Code section 284.6(8) requires that at least 36 hours annually “outside of the minimum school day,” during “non-preparation time or designated professional development time,” must be used by “practitioners to collaborate with each other” or “to engage in peer review” activities. The collaboration or review time is not to be confused with individual educator preparation time, and schools should not count individual preparation time as collaboration time. Another distinguishing element of the practitioner collaboration intended by this legislation is heavy reliance on the use of “one-to-one” or “many-to-many” collaborations among educators. It is expected that there is an authentic interaction among educators focused on instructional matters within their schools, buildings, or districts. The professional learning intended by Iowa Code section 284.6(8) actively involves the educators. The professional learning intended here is self-, peer-, or team-directed and active in nature.

Additional information and guidance regarding practitioner collaboration can be found at:
32. A public elementary or secondary district with multiple attendance centers provides notice of the school transfer option that a student attending a persistently dangerous school or who becomes a victim of a violent criminal offense while in or on the school grounds that the student attends, be allowed to attend a safe school within the district. In addition, the documentation shows verification that the victims’ parents were notified and whether a transfer was offered, accepted, and completed (USCO). NCLB Part E, Sec. 9532, Unsafe School Choice Option 281—IAC Chapter 11

Evidence: Provide a copy of the notification used to inform parents of the school transfer option, the date of the notification, and the actions taken by the parent(s).

Guidance: 281—IAC 11.3(1) provides guidelines for determining a persistently dangerous school (“Whole school option”). The Iowa Department of Education, based on district-reported data, provides notification regarding this classification.

281—IAC 11.4 provides guidelines for individual student situations (“Individual student option”). For purposes of this rule, a victim of a violent criminal offense is a student who is physically injured or threatened with physical injury as a result of the commission of one or more of the following crimes against the student while the student is in the school building or on the grounds of the attendance center:

1. A forcible felony as defined in Iowa Code chapter 702.11 (this includes felonious child endangerment, assault, murder, sexual abuse, kidnapping, robbery, arson in the first degree, or burglary in the first degree);
2. Offenses, excluding simple misdemeanors, involving physical assault under Iowa Code chapter 708;
3. Offenses, excluding simple misdemeanors, involving sexual assault under Iowa Code chapter 709;
4. Extortion under Iowa Code section 711.4.
Within ten calendar days following the date of the request, a local school district shall offer an opportunity to transfer to the parent/guardian of a student who meets the definition of a victim of a violent crime.

A letter regarding procedures for meeting the Unsafe School Choice requirements was issued to superintendents by the Department in May 2006. A sample letter and a sample notification form are available on the DE website at: http://educateiowa.gov/index.php?option=com_content&view=article&id=680:titleivparta&catid=523:title-iv&Itemid=1663 (see “Supporting Documents” section).
33. Personnel files for all staff members (RPL1) 281—IAC 12.4(11)
   _____ a. Personnel files for all non-instructional professional staff, as defined in 281—IAC 12.4(2),
   contain legal license/certificate or statement of professional recognition (LEF3)

   **Evidence:**
   Licenses for school nurses (RN), bus drivers (if the district provides its own transportation [CDL or Chauffeur’s
   Class D3 license, Medical Examiner’s Certificate, and School Bus Driver’s Authorization card]), paraeducators
   assigned to work in Title I classrooms or Title I school-wide programs, educational sign language
   interpreters/translator, and coaching certificates for non-teaching coaches should be on file. A random sample
   of non-instructional professional staff personnel files will be reviewed. This requirement applies to full and part-
   time staff.

34. Personnel evaluation materials contain evidence that:
   _____ a. All contracted staff members are evaluated per local criteria and procedures (EV3). 281—
   IAC 12.3(3), Iowa Code 279.14, Iowa Code 284.8
       _____ 1. Evidence that performance review for career (non-beginning) teachers:
           a. occurs at least once every three years
           b. directly links to the Iowa Teaching Standards and Criteria
           c. incorporates classroom observations and review of implementation of
              teachers’ individual professional development plans
           d. includes supporting information from multiple sources

   **Evidence:**
   • A copy of the district’s evaluation cycle
   • Access to teacher evaluation documents should be provided to the site visit team leader to verify
     date(s) of completion. If copies are not kept within the personnel files, please provide information
     to the team leader on whom to contact for access.

   _____ b. Some form of evaluation of administrators occurs annually (PE8). 281—IAC 12.3(3), 281—
   IAC 83.12(3), Iowa Code 279.23A.7
       _____ 1. Evidence the administrator’s evaluator meets annually with the administrator to
           review progress on the administrator’s professional development plan
       _____ 2. Evidence that (summative) evaluation for administrators:
           a. occurs at least annually
           b. assesses the administrator’s competence in the Iowa standards for school
              administrators and the goals of the individual administrator’s professional
              development plan

   **Evidence:**
   Documentation of administrative (principal and superintendent) evaluation activities (e.g., summative
   evaluations, board minutes, evidence of annual meetings to review administrator individual professional
   development plan goals) should be provided to the site visit team leader to verify date(s) of completion. If copies
   are not kept within the personnel files, please provide information to the team leader on whom to contact for
   access.

   **Guidance:**
   284A.7 Evaluation requirements for administrators.
   A school district shall conduct an annual evaluation of an administrator who holds a professional administrator
   license issued under chapter 272 for purposes of assisting the administrator in making continuous improvement,
   documenting continued competence in the Iowa standards for school administrators adopted pursuant to section
   256.7, subsection 27, or to determine whether the administrator’s practice meets school district expectations.
   The evaluation shall include, at a minimum, an assessment of the administrator’s competence in meeting the
   Iowa standards for school administrators and the goals of the administrator’s individual professional development
   plan, including supporting documentation or artifacts aligned to the Iowa standards for school administrators and
the individual administrator's professional development plan. (note: these are found in 281—IAC 83.10. A local school board may establish additional administrator standards and related criteria.)

Additional information and guidance regarding administrator evaluation requirements is available at: http://educateiowa.gov/index.php?option=com_content&task=view&id=1447&Itemid=2448.

35. Documentation regarding implementation of the District Professional Development Plan
   _____ a. Individual teacher professional development plans (for those other than beginning teachers) are in place (IPDP.1) that meet the expectations in 281—IAC 83.6(1)
   281—IAC 12.7(1)(c)
   _____ 1. based on relevant Iowa teaching standards that support the student achievement goals of the attendance center and district (IPDP2.1)
   _____ 2. based on the needs of the teacher (IPDP2.2)
   _____ 3. goals go beyond those required under the attendance center plan (IPDP2.3)
   _____ 4. are developed by the teacher in collaboration with the teacher's evaluator (IPDP2.4)
   _____ 5. an annual meeting is held between the teacher's evaluator and the teacher to review the goals and refine the plan (IPDP2.5)

   Evidence:
   If copies of individual teacher professional development plans are not kept within employee personnel files, please provide information to the team leader on whom to contact for access.

   Guidance:
   A listing of all instructional staff indicating when each individual’s plan was completed would also be helpful. Sample individual PD plans are available for download at: http://www.educateiowa.gov/index.php?option=com_content&view=article&id=232&Itemid=2839.

36. _____ The system of maintaining student permanent records (SR1) provides evidence of attendance (SR10) and educational progress (SR11). 281—IAC 12.3(4)
   _____ a. Student permanent records are stored in a fire-resistant safe/vault or maintained and stored electronically with a secure backup file (SR3). 281—IAC 12.3(4)

   Evidence:
   Attendance and educational progress information should reflect the date the student entered the district and the date the student left as a result of graduation, dropping out, and/or moving. Record of educational progress (i.e., grades) should be evident from the date the student entered through the date they exited the district.

   Guidance:
   The district is required to adopt a policy regarding accessibility and confidentiality of student records in compliance with FERPA (34 CFR §99) (see item #1a). It is the school's responsibility to ensure this policy is publicized and enforced.

37. _____ The system of maintaining student cumulative records (SR2) provides a continuous and current record of significant information on student progress and growth (SR12). 281—IAC 12.3(4)
   _____ a. Student records include a core curriculum plan (SR13) Iowa Code 279.61

   Evidence:
   Continuous and current student records should be evident for each student currently enrolled in the district. Cumulative records, including core curriculum plans, can be maintained electronically as long as access to these records is available to the appropriate individuals (e.g., teachers with legitimate educational need).

   Guidance:
   "Continuous and current record" implies information in the files (e.g., grades) should be included from the time the student entered the district (and prior information as applicable). A check of student files at the highest level served by the district (e.g., high school) usually provides sufficient evidence of maintenance of cumulative files at other levels.
Iowa Code 279.61 states, “For the school year beginning July 1, 2008, and each succeeding school year, the board of directors of each school district shall cooperate with each student enrolled in grade eight to develop for the student a core curriculum plan to guide the student toward the goal of successfully completing, at a minimum, the core curriculum developed by the state board of education pursuant to section 256.7, subsection 26, by the time the student graduates from high school. The plan shall include career options and shall identify the coursework needed in grades nine through twelve to support the student’s postsecondary education and career options. … The student’s parent or guardian shall sign the core curriculum plan developed with the student and the signed plan shall be included in the student’s cumulative records.”

### Desk Audit: Items Available Without Additional Submission

#### Items Reviewed Off-Site by the Team Leader

38. _____ Evidence reviewed in Fall BEDS verifies the district employs a qualified school counselor (SCP3) 281—IAC 12.3(11)

39. _____ Evidence reviewed in Fall BEDS verifies the district employs a qualified teacher librarian (LP2) 281—IAC 12.3(12)

40. _____ Evidence reviewed in Fall BEDS verifies the district employs a licensed school nurse (SN1) 281—IAC 12.4(12)

41. _____ Evidence reviewed in Fall BEDS verifies all teachers are endorsed/certified for the appropriate grade level (TL1) 281—IAC 12.4(8)

42. _____ Evidence reviewed in Fall BEDS verifies all teachers are endorsed/certified for the appropriate content area (TL2) 281—IAC 12.4(8)

43. _____ Evidence reviewed in Fall BEDS verifies principals are properly licensed (PR1) 281—IAC 12.4(7)

44. _____ Evidence reviewed in Fall BEDS verifies superintendent holds the proper endorsement license/certificate (SPT2) 281—IAC 12.4(4)

45. _____ High school program, grades 9-12 (HSP1) 281—IAC 12.5

**Source of Evidence:** BEDS, Student Reporting in Iowa (SRI) and EdInsight

**Guidance:**

A “unit of instruction” is a course that is taught for at least 200 minutes per week for 36 weeks or for the equivalent of 120 hours of instruction. With “regular” scheduling, a year-long course is normally the equivalent of one unit of instruction. A semester-length course is normally the equivalent of ½ unit of instruction. With block scheduling, a “block-length” course taught for one semester is usually the equivalent of one unit. The same course taught in two different semesters does not count as two separate partial or full units of instruction.

**Courses offered through concurrent enrollment CANNOT be used to meet a district’s minimum program requirements (exception: Career and Technical Education).**

On May 1, 2008, Governor Culver signed a bill mandating the Iowa Core Curriculum, by 2012, for all students in grades 9-12. The Iowa Core provides local school districts and nonpublic schools a guide to delivering instruction based on consistent, challenging, and meaningful content to students. The Common Core State Standards in Literacy and Mathematics were integrated into the Iowa Core by Iowa State Board of Education action in 2010. All school districts and accredited nonpublic schools are required to fully implement the Iowa Core in grades 9-12 by the 2012 school year. Schools and school districts shall address the curricular needs of students in kindergarten through grade twelve in the areas of twenty-first century learning skills including civic literacy, health literacy, technology literacy, financial literacy, andemployability skills. In doing so, schools and school districts shall apply to all curricular areas...
the universal constructs of critical thinking, complex communication, creativity, collaboration, flexibility and adaptability, and productivity and accountability. 281—IAC 12.5(17) The following link provides access to the Iowa Core. [http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2485&Itemid=4602](http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2485&Itemid=4602)

_____ a. English-language arts, six units *(HSPELA2)* 281—IAC 12.5(5)(a)

_____ b. Social studies, five units *(HSPSS2)* 281—IAC 12.5(5)(b)

**Guidance:**
All students in grades 9-12 must, as a condition of graduation, complete a minimum of one-half unit of United States government, one unit of United States history, and receive instruction in the government of Iowa.

_____ c. Mathematics, six units 281—IAC 12.5(5)(c)

- 1. Four sequential units preparatory to postsecondary educational programs *(HSPM2)* 281—IAC 12.5(5)(c)
- 2. Two additional units *(HSPM3)* 281—IAC 12.5(5)(c)

_____ d. Science, five units *(HSPS2)* 281—IAC 12.5(5)(d)

- 1. Full unit of Chemistry *(HSPS3)* 281—IAC 12.5(5)(d)
- 2. Full unit of Physics *(HSPS4)* 281—IAC 12.5(5)(d)

**Guidance:**
Full units of chemistry and physics shall be taught but may be offered in alternate years.

_____ e. Health, one unit *(HSPH2)* 281—IAC 12.5(5)(e)

**Guidance:**
It is not uncommon to find a one-semester (1/2 unit) health course (e.g., Health I) offered each semester. This would not meet the “offer and teach” requirement.

**Note:**
General Health courses are not the same as Health Occupations Education courses; there is a difference in licensure requirements.

_____ f. Physical education, one unit *(HSPPE2)* 281—IAC 12.5(5)(f)

- 1. A minimum of 1/8 unit of PE is offered and taught each semester *(HSPPE3)* 281—IAC 12.5(5)(f)

**Guidance:**
All physically able students shall be required to participate in the program for a minimum of 1/8 unit each semester they are enrolled except as otherwise provided in 281—IAC 12.5(5)(f). 1/8 unit equates to 900 minutes (50 minutes per week over an 18 week semester). If the district is not providing physical education during each term (semester) and does not have a Department approved physical education waiver, the district is out of compliance. There is no requirement that physical education be taught each period of the day.

_____ g. Fine arts, three units *(HSPFA2)* 281—IAC 12.5(5)(g)

- 1. Fine arts instruction includes at least two of the following: dance, music, theater, and visual arts *(HSPFA3)* 281—IAC 12.5(5)(g)

_____ h. Foreign language, four units *(HSPFL2)* 281—IAC 12.5(5)(h)

**Guidance:**
The foreign language program shall be a four-unit sequence of uninterrupted study in at least one language. All high schools shall offer and teach the first two units of the sequence. The third and fourth units must be offered. However, the Department of Education may, on an annual basis, waive the third and fourth unit requirements upon the request of the board.

If the district is not teaching the third and/or fourth year of a foreign language and does not have a Department-approved foreign language waiver, the district is out of compliance *(HSPFL3).*
_____ i. Vocational education (Career and Technical education [CTE]), three units (VED2) in at least four of the six service areas (VED1) 281—IAC 12.5(5)(i)

- Agricultural education
- Business and office education
- Health occupations education
- Home economics education [Family and Consumer Sciences]
- Industrial education
- Marketing education

_____ 1. A maximum of one “core unit” of instruction is included within the district’s minimum unit count (VED3) 281—IAC 12.5(5)(i)

Evidence:
This information can be obtained from The Education Portal, Career and Technical Education. See the Program List and the Courses within a Program – Section 2.

Guidance:
Whether the courses offered and taught for each service include those identified by the district within SRI +CTE to meet Perkins requirements will be verified.

The district must have three units worth of courses (equivalent of three year-long courses) that are clearly related to the CTE areas offered (at least four of the six service areas). Offering two strands in the same service area, such as Drafting and Carpentry within Industrial Education, counts as meeting requirements for just one service area. The courses reported as meeting the program requirement must be offered and taught. If courses are offered within the district, at least one student must be enrolled in each; if courses are offered outside of the district (i.e., via a sharing agreement) at least one student from either district must be enrolled. There is no minimum number of courses that must be taught on-site.

A “core” course can be used to meet a maximum of one of the three minimum unit requirements. A core course is one that can be applied to multiple CTE programs (e.g. Agricultural Education and Business Education). In general, any certified vocational instructor may teach a core course (e.g., Workplace Readiness); however, if Multi-occupations (MOC) is used as a core course, it must be taught by an instructor who holds the MOC endorsement.

Note:
If the district delivers any part of its CTE program through sharing agreement(s) with another district, additional information may be requested during the on-site visit to verify the agreements are functional, including the following:

- Current student enrollment, disaggregated by gender sex, for shared program(s). Provide the enrollment for all districts involved even if the enrollment for one district is zero.
- Course registration guide.
- High school master schedule.

Courses must be advertised to students regardless of where the course is held (i.e., inside or outside the district). The issue here is access; students must be aware of course offerings provided through sharing agreements and must not be discouraged from attending.

Health Occupations/Sciences Education is not the same as general Health courses; there is a difference in licensure requirements.

46. Documentation that the board of education provides special education programs and services for its resident children that comply with rules of the state board of education implementing Iowa Code chapters 256, 256B, 273, and 280. 281—IAC 12.5(9)

Evidence:
Information provided by the Department of Education Bureau of School Improvement’s special education IEP monitoring system (I-STAR); review of Policies, Procedures and Practices regarding Suspension/Expulsion and Disproportionality, if required; evidence of correction for any due process or state compliant processes, if required; and CAP/CIP for determination status

_____ a. Letter from the I-STAR system indicating the district is in compliance
1. All individual student non-compliance issues have been corrected (Prong 1) and practice change has occurred (Prong 2) within one year of notification (if applicable) (SECAP1)

Guidance: The district will have a letter regarding timely correction. The information may also be found on the I-STAR district dashboard.

b. Completion of Review of Policies, Procedures and Practices regarding Suspension/Expulsion and Disproportionality and any associated CAP (if applicable)
   1. All Corrective Activities have been completed within the required timeframe.

c. Letter of correction from state complaint officer indicating any noncompliance found in a due process or state complaint investigation (if applicable).
   1. All noncompliance issues have been corrected within the required timeline.

d. Letter of completion of all Corrective Activities required as part of a district determination.
   1. All issues requiring a CAP or CIP (Continuous Improvement Plan) have been completed within the required timeline.

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If you have questions or complaints related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295, or the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-7204, Telephone: (312) 730-1560, Facsimile: (312) 730-1576, Email: OCR.Chicago@ed.gov.
OVERVIEW PRESENTATION GUIDELINES FOR SITE VISITS AND SEVEN CHARACTERISTICS OF IMPROVING DISTRICTS AND SCHOOLS

The overview enables the district/school to showcase its programs and services to the visiting team. The overview also sets the expectations for what team members will see and hear during the site visit.

The seven characteristics of improved schools specifically address the actions that districts and schools might be taking to continuously improve, as well as to answer the four constant conversation questions found in the Comprehensive School Improvement Plan (CSIP) section of C-Plan. The descriptors for the seven characteristics provide information that the district/school can use to describe the overall picture of its school improvement efforts.

The district/school is encouraged to prepare for the overview by giving consideration to its school improvement journey through the “what” and “how” of each of the following characteristics:

- Vision, Mission, and Goals
- Curriculum and Instruction
- Leadership
- Professional Development
- Collaborative Relationships
- Monitoring and Accountability
- Learning Environment

Districts/schools are also asked to:

- Plan the overview to include significant data and attributes of programs, initiatives, and activities of each characteristic that are unique to the district/school.
- Provide an update on progress the district has made since its last accreditation site visit regarding recommendations and non-compliances.
- Include attention to the district’s/school’s Statewide Voluntary Preschool Program for Four Year Old Children, if applicable.
- Provide a summary of what the district has learned through the Iowa Core process and “next steps” with implementation.

Suggestions:

- Prepare a handout with note taking space to provide to each site visit team member.
- Avoid including detailed information in the school/district overview that can be found in other documents provided to the site visit team.
- The overview presentation should not exceed 45 minutes.

Recommended Agenda:
I. Welcome and Introductions (5 minutes)
II. School/District Overview (45 minutes)
III. Follow-up Questions/Answers (10 minutes)
SEVEN CHARACTERISTICS OF IMPROVING DISTRICTS / SCHOOLS

Vision, Mission, and Goals

In an improving district/school, the vision, mission, and goals are clearly communicated in the school and community. Stakeholders understand and share a commitment to the district/school expectations, goals, priorities, assessment procedures, and accountability. The vision guides allocations of time and resources. Evidence includes, but is not limited to, the following:

- Clearly articulated mission is established collaboratively with stakeholder groups representing the diversity of the community.
- Vision, mission, and goals are communicated throughout the system and community.
- The vision and mission of the district/school guide teaching and learning.
- Every five years, the comprehensive needs assessment process, with input from stakeholders, is used to review and revise the beliefs, mission, and/or vision; major educational needs; and student learning goals.
- Academic and academic-related data are analyzed and used to determine prioritized goals.
- Goals guide assessment of student achievement, district/school effectiveness, and the allocation of time and resources.
- The vision, mission, and goals support values of respecting and valuing diversity.

Leadership

In an improving district/school, leaders communicate a shared sense of purpose and understanding of the district/school’s values. Leaders have a visible presence, provide resources and ensure two-way communication between the educational system and stakeholders. Leaders provide encouragement, recognition, and support for improving student learning and staff performance. Leadership is committed, persistent, proactive, and distributed throughout the system. Evidence includes, but is not limited to, the following:

- Policies and procedures are established to effectively support district/school operations.
- The school board and district/school administrators implement an evaluation system that provides for the professional growth of all personnel.
- Policies and practices are implemented to reduce and eliminate discrimination and harassment and to reflect, respect, and celebrate diversity.
- The role and responsibility of administrative leaders is supported, respected, and understood.
- A clearly defined system and expectations are established for the collection, analysis, and use of data regarding student achievement and progress with the C-Plan.
- The capacity of staff, students, and parents to contribute and lead is built and supported.
- Opportunities for participation are provided for input, feedback, and ownership for student and system success among staff, students, parents, and community.
- Equity in access to learning opportunities and compliance with local, state, and federal legislation is ensured.
- Leaders at all levels understand and manage the change process.
Collaborative Relationships

In an improving district/school, stakeholders understand and support the mission and goals of the district/school and have meaningful roles in the decision-making process. Collaboration results from a culture of participation, responsibility, and ownership among stakeholders from diverse community groups. Educators in the system develop and nurture a professional culture and collaborative relationships marked by mutual respect and trust inside and outside of the organization. The system works together with balance between district direction and school autonomy. Evidence includes, but is not limited to, the following:

- Instructional staff is provided opportunities for interaction to focus on professional issues.
- Instructional staff constructively analyzes and critiques practices and procedures including content, instruction, and assessment.
- Instructional staff follows established procedures to resolve professional conflicts, solve problems, share information about students, and communicate student information to parents.
- Processes and procedures that invite and respect stakeholder input, support, and interaction are implemented by the district/school.
- Parents are involved as partners in the educational process.
- Positive alliances among school staff, students, parents, and diverse community groups are created and nurtured.

Learning Environment

In an improving district/school, the school environment is conducive to teaching and learning. The environment is safe, orderly, purposeful, and free from threat of physical, social, and emotional harm. Teachers are familiar with students' cultures and know how to work effectively in a multi-cultural setting. Students are guided to think critically about learning and have opportunities to apply learning to real world situations. Classrooms are integrated with diverse learners (i.e., gender, race, special needs, at-risk, gifted, national origin). Evidence includes, but is not limited to, the following:

- Rules and procedures for behavior and consequences are clearly communicated and consistently administered.
- School facilities are physically accessible and school routines enhance student learning.
- Materials, resources, technology, programs, and activities reflecting diversity are available to all students.
- The district/school provides a clean, inviting, welcoming environment.
- A clearly understood crisis management plan is established, communicated, and implemented when necessary.
- Teaching and learning are protected from external disturbances and internal distractions.
- The district/school reflects the contributions and perspectives of diverse groups and preserves the cultural dignity of staff, students, and parents.
Curriculum and Instruction

In an improving school, curriculum challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity. There is an emphasis on principles of high quality instruction, clear expectations for what is taught, and high expectations for student achievement. Educators have a common understanding of quality teaching and learning. Instruction is designed to accommodate a wide range of learners within the classroom. Teachers have knowledge and skills need to effectively implement characteristics of effective instruction. The staff accepts responsibility for the students’ learning of the essential curriculum (e.g., Iowa Core). Instructional time is allocated to support student learning. Evidence includes, but is not limited to, the following:

- Educators implement effective instructional practices for each and every student.
- School and classroom tasks and activities are inherently engaging, relevant, and lead to applying knowledge to authentic tasks.
- Content, instruction, assessments, and policy are aligned.
- A shared vision of effective instruction is held by all instructional staff.
- Curriculum and instruction reflect contributions from diverse racial, ethnic, and personal backgrounds.
- Students are provided opportunity and time to learn.
- Teachers are provided with an instructional framework that employs research-based strategies for use with diverse learner characteristics.
- Instructional decisions utilize a process of collecting, analyzing, and summarizing data.

Professional Development

In an improving district/school, staff is qualified for assignments and engages in ongoing learning opportunities to improve effectiveness. Student achievement and other sources of data are used to set goals for professional development. The district provides professional learning opportunities that include theory, demonstration, practice, and coaching. Evidence includes, but is not limited to, the following:

- Professional development focus is determined through the analysis of student achievement and performance data.
- Professional development is focused and based on research-based strategies.
- Professional development sessions build on one another, are distributed throughout the school year, and are sustained over time.
- Time is provided for teachers to collaborate and apply new content and pedagogical knowledge.
- An established system provides support to monitor and evaluate implementation of professional development and its impact on student learning.
- Formative student data and teacher implementation data are used to adjust professional development and guide instructional decisions.
- All school staff members, instructional and non-instructional, are provided professional development to support job roles and functions.
- Professional development activities contribute to the capacity of all school staff to develop cultural competence and to reflect and respect diversity in classroom and work environments.
Monitoring and Accountability

In an improving district/school, the district/school establishes a comprehensive system that monitors and documents performance of student progress, curriculum, instruction, programs, and initiatives. Results from assessments drive the goal setting and decision-making processes. Leadership supports a system that regularly analyzes student performance and program effectiveness. Instructional decision-making utilizes a process of collecting, analyzing, and summarizing data. Evidence includes, but is not limited to, the following:

- A system for district-wide student assessments, including multiple measures that are valid and reliable, is implemented.
- Decision-making for the continuous improvement of instruction and student learning using student achievement and teacher implementation data is employed.
- The district’s/school’s cycle of program evaluation, as noted in the C-Plan, is implemented.
- Summative evaluation processes are used to determine whether professional development has resulted in improved student learning.

**Note:** Through a study of research, the Iowa Department of Education’s Bureau of Accreditation and Improvement Services identified seven characteristics of improving districts and schools. The characteristics of improving districts and schools are used to organize the comprehensive site visit process, as well as the organizer for the comprehensive site visit report. Sources: Characteristics of Improved School Districts: Themes From Research, Office of Superintendent of Public Instruction, Olympia, Washington (2004); Iowa Core (2008), developed through the Iowa Department of Education; What Works in Schools: Translating Research Into Action, Robert J. Marzano, Association For Supervision And Curriculum Development, Alexandria, Virginia (2003); and Accreditation Standards For Quality Schools, AdvancED Worldwide, Tempe Arizona (2006).

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BOARD GOAL:

FINANCIAL SOLVENCY
### Muscatine School Budget Summary
#### Fiscal Year 2014-2015

**Department of Management - Form S-PB-8**

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget 2015</th>
<th>Re-est. 2014</th>
<th>Actual 2013</th>
<th>Avg % 13-15</th>
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<tr>
<td>Tuition/Transportation Received</td>
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<td>777,879</td>
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<td>617,967</td>
<td>650,556</td>
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<tr>
<td>Transfers In</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>17,951</td>
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<td>Total Revenues &amp; Other Sources</td>
<td>67,370,416</td>
<td>63,788,585</td>
<td>64,085,684</td>
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<td>Beginning Fund Balance</td>
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<td>16,777,735</td>
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<td>80,044,253</td>
<td>77,390,747</td>
<td>80,783,419</td>
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**Instruction**

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget 2015</th>
<th>Re-est. 2014</th>
<th>Actual 2013</th>
<th>Avg % 13-15</th>
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<td>Instruction</td>
<td>39,529,697</td>
<td>37,619,578</td>
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<td>1,496,615</td>
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<td>1,221,589</td>
<td>1,226,851</td>
<td>1,082,914</td>
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<td>School/Building Administration</td>
<td>3,161,536</td>
<td>3,163,571</td>
<td>3,212,316</td>
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<td>Business &amp; Central Administration</td>
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<td>1,822,537</td>
<td>1,874,670</td>
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<td>Plant Operation and Maintenance</td>
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<td>5,286,826</td>
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<td>Student Transportation</td>
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<td>1,776,951</td>
<td>1,750,580</td>
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<td><strong>Total Support Services (lines 24-31)</strong></td>
<td>16,313,276</td>
<td>15,845,144</td>
<td>15,868,717</td>
<td>1.4%</td>
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<tr>
<td>*Noninstructional Programs</td>
<td>3,014,090</td>
<td>3,043,628</td>
<td>2,859,772</td>
<td>2.7%</td>
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<td>Facilities Acquisition and Construction</td>
<td>8,550,000</td>
<td>4,872,506</td>
<td>7,081,218</td>
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<td>Debt Service</td>
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<td>617,967</td>
<td>642,384</td>
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<td>AEA Support - Direct to AEA</td>
<td>2,376,856</td>
<td>2,100,120</td>
<td>2,010,185</td>
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<td><strong>Total Other Expenditures (lines 32-35)</strong></td>
<td>11,344,823</td>
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<td>Total Expenditures</td>
<td>70,401,886</td>
<td>64,098,943</td>
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<td>Transfers Out</td>
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<td>Total Expenditures &amp; Other Uses</td>
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<td><strong>Total Requirements</strong></td>
<td>80,044,253</td>
<td>77,390,747</td>
<td>80,783,419</td>
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</tbody>
</table>

**Proposed Tax Rate (per $1,000 taxable valuation)**       | 04/14/14      | 7:00 p.m.    |

The Board of Directors will conduct a public hearing on the proposed 2014/15 school budget at the above-noted location and time. At the hearing, any resident or taxpayer may present objections to, or arguments in favor of, any part of the proposed budget. This notice represents a summary of the supporting detail of revenues and expenditures on file with the district secretary. A copy of the details will be furnished upon request.
## Levy Rate Choices

<table>
<thead>
<tr>
<th></th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Proposed</th>
<th>FY-14 to FY-15</th>
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<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Changes +/-</td>
</tr>
<tr>
<td>1 &gt; Valuation; year collected and % Change</td>
<td>1,042,088,187</td>
<td>1,069,198,467</td>
<td>1,175,256,719</td>
<td>1,191,890,234</td>
<td>1,191,639,894</td>
<td>(250,340)</td>
</tr>
<tr>
<td>2 &gt; General Fund:</td>
<td>1.82%</td>
<td>2.61%</td>
<td>9.92%</td>
<td>1.42%</td>
<td>0.02%</td>
<td>99.98%</td>
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<tr>
<td>3 &gt; 5.40 Uniform levy:</td>
<td>5.40000</td>
<td>5.40000</td>
<td>5.40000</td>
<td>5.40000</td>
<td>5.40000</td>
<td>0.00000</td>
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<tr>
<td>4 &gt; Net Additional to Foundation level:</td>
<td>5.19941</td>
<td>5.77003</td>
<td>4.69967</td>
<td>4.86085</td>
<td>4.67212</td>
<td>(0.18873)</td>
</tr>
<tr>
<td>5 &gt; Property Taxes to Fund Combined District Cost</td>
<td>10.59941</td>
<td>11.17003</td>
<td>10.09976</td>
<td>10.26085</td>
<td>10.07212</td>
<td>(0.18873)</td>
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<tr>
<td>6 &gt; Cash S.B.R.C.:</td>
<td>0.78331</td>
<td>0.85027</td>
<td>0.83004</td>
<td>0.73700</td>
<td>0.33190</td>
<td>(0.40509)</td>
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<td>7 &gt; Cash Reserve (other):</td>
<td>1.09815</td>
<td>0.93528</td>
<td>2.26963</td>
<td>1.04775</td>
<td>0.99989</td>
<td>(0.04785)</td>
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<tr>
<td>8 &gt; ISL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9 &gt; Asbestos Enrichment:</td>
<td>0.00000</td>
<td>0.00000</td>
<td>0.00000</td>
<td>0.00000</td>
<td>0.00000</td>
<td>0.00000</td>
</tr>
<tr>
<td>10 &gt; GENERAL FUND: (lines 5,6,7, and 8)</td>
<td>12.48087</td>
<td>12.95558</td>
<td>13.19934</td>
<td>13.62647</td>
<td>12.99696</td>
<td>(0.62951)</td>
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<tr>
<td>11 &gt; MANAGEMENT FUND:</td>
<td>1.50912</td>
<td>1.27634</td>
<td>1.02411</td>
<td>0.41950</td>
<td>1.04897</td>
<td>0.62947</td>
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<td>12 &gt; Schoolhouse fund:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>13 &gt; Bonds &amp; interest (includes 2 in ´92)</td>
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<td>0.00000</td>
<td>0.00000</td>
<td>0.00000</td>
<td>0.00000</td>
<td>0.00000</td>
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<tr>
<td>14 &gt; Schoolhouse $1.34 Voted (in FY10):</td>
<td>0.58921</td>
<td>0.80000</td>
<td>0.80000</td>
<td>0.90000</td>
<td>0.90000</td>
<td>0.00000</td>
</tr>
<tr>
<td>15 &gt; School site became PPEL:</td>
<td>0.33000</td>
<td>0.33000</td>
<td>0.33000</td>
<td>0.33000</td>
<td>0.33000</td>
<td>0.00000</td>
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<tr>
<td>16 &gt; SCHOOLHOUSE FUND: (lines 13 to 15)</td>
<td>0.91921</td>
<td>1.13000</td>
<td>1.13000</td>
<td>1.23000</td>
<td>1.23000</td>
<td>0.00000</td>
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<tr>
<td>17 &gt; Total levy rate (line 11 plus line 16)</td>
<td>13.40921</td>
<td>15.08638</td>
<td>15.35345</td>
<td>15.32989</td>
<td>15.27594</td>
<td>(0.00004)</td>
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<tr>
<td>18 &gt; Net change in levy rates</td>
<td>0.02%</td>
<td>3.04%</td>
<td>-0.06%</td>
<td>-0.50%</td>
<td>0.00%</td>
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<td>19 &gt; DOLLARS GENERATED:</td>
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<td>20 &gt; General Fund:</td>
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<tr>
<td>21 &gt; 5.40 Uniform levy:</td>
<td>$5,626,844</td>
<td>$5,773,672</td>
<td>$6,346,386</td>
<td>$6,436,207</td>
<td>$6,434,855</td>
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<td>22 &gt; Net Additional to Foundation level:</td>
<td>$5,417,831</td>
<td>$6,169,304</td>
<td>$5,523,319</td>
<td>$5,793,604</td>
<td>$5,367,486</td>
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<tr>
<td>23 &gt; Property Taxes to Fund Combined District Cost</td>
<td>$11,044,675</td>
<td>$11,942,976</td>
<td>$11,869,705</td>
<td>$12,229,811</td>
<td>$12,002,341</td>
<td>(227,470)</td>
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<tr>
<td>24 &gt; Cash Reserve S.B.R.C.:</td>
<td>$186,211</td>
<td>$909,111</td>
<td>$975,509</td>
<td>$878,421</td>
<td>$395,510</td>
<td>(482,911)</td>
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<tr>
<td>25 &gt; Cash Reserve (other):</td>
<td>$1,144,286</td>
<td>$1,000,000</td>
<td>$2,667,399</td>
<td>$1,248,800</td>
<td>$1,191,514</td>
<td>(57,286)</td>
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<td>26 &gt; ISL (FY14)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$1,934,422</td>
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<td>27 &gt; Asbestos Enrichment:</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>0</td>
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<tr>
<td>28 &gt; GENERAL FUND:</td>
<td>$13,005,172</td>
<td>$13,852,087</td>
<td>$15,512,613</td>
<td>$16,291,454</td>
<td>$15,538,678</td>
<td>(752,776)</td>
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<td>29 &gt; MANAGEMENT FUND:</td>
<td>$1,572,520</td>
<td>$1,364,657</td>
<td>$1,203,595</td>
<td>$500,000</td>
<td>$1,250,000</td>
<td>750,000</td>
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<td>30 &gt; Schoolhouse fund:</td>
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<td>$1,095,868</td>
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<tr>
<td>32 &gt; Schoolhouse $1.34 Voted (In FY10):</td>
<td>$382,595</td>
<td>$393,617</td>
<td>$395,480</td>
<td>$401,818</td>
<td>$403,801</td>
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<td>33 &gt; School site became PPEL:</td>
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<td>34 &gt; SCHOOLHOUSE FUND:</td>
<td>$15,643,410</td>
<td>$16,564,584</td>
<td>$18,070,427</td>
<td>$18,289,141</td>
<td>$18,293,756</td>
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<tr>
<td>35 &gt; Total Dollars Generated:</td>
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<td>$291,174</td>
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<td>$218,714</td>
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<td>36 &gt; Net change in dollars generated:</td>
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<td>$3,642,908</td>
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<td>$1,587,024</td>
<td>(540,197)</td>
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<td>37 &gt; Cash Reserve:</td>
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<td>$771,524</td>
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<td>$780,920</td>
<td>$780,920</td>
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<td>Activity (21)</td>
<td>Management (22)</td>
<td>PERL (24)</td>
<td>Entrp(23)/Equal(25)</td>
<td>Lib(29)/SpecRev(27)</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------------</td>
<td>---------------</td>
<td>-----------------</td>
<td>-----------</td>
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<td>Tuition/Transportation Received</td>
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<td>Student Activities and Sales</td>
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<td>Instructional Support State Aid</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial &amp; Industrial Replacement</td>
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<td>0</td>
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<td>IDEA and Other Federal Sources</td>
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<td>Total Revenues</td>
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<td>1,272,719</td>
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<td>35</td>
<td>0</td>
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<tr>
<td>General Long-Term Debt Proceeds</td>
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<td>Transfers In/Special Items/Upward Adj</td>
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<tr>
<td>Proceeds of Fixed Asset Dispositions</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Revenues &amp; Other Sources</td>
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<td>674,396</td>
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<tr>
<td>Noninstructional Programs</td>
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<td>Facilities Acquisition and Construction</td>
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<tr>
<td>Debt Service (Principal, interest, fiscal charges)</td>
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<td>Transfers Out/Special Items/Down Adj</td>
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<td>Total Expenditures &amp; Other Uses</td>
<td>55,368,931</td>
<td>701,283</td>
<td>1,450,405</td>
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<td>2,283,123</td>
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### FY 2015 BUDGET YEAR WORKSHEET - Page 2

#### Dist Number: 4581

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<th>Resources:</th>
<th>Capital Projects (30-39)</th>
<th>Debt Service (40)</th>
<th>Proprietary</th>
<th>Re-estimated FY14</th>
<th>Actual FY13</th>
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<td>Tuition/Transportation Received</td>
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<td>State Foundation Aid</td>
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<td>0</td>
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<td>Instructional Support State Aid</td>
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<td>4,770</td>
<td>2,962,083</td>
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<td>General Long-Term Debt Proceeds</td>
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<td>650,556</td>
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<td>0</td>
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<td>17,951</td>
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<tr>
<td>Total Revenues &amp; Other Sources</td>
<td>4,158,038</td>
<td>4,770</td>
<td>2,962,083</td>
<td>2,962,083</td>
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<td>0</td>
<td>80,783,419</td>
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#### Requirements:

| Instruction | 30,000 | 36,254,296 |
| Student Support Services | 1,496,615 | 1,646,917 |
| Instructional Staff Support Services | 1,071,793 | 1,281,373 |
| General Administration | 1,226,851 | 1,082,914 |
| School/Building Administration | 3,163,571 | 3,212,316 |
| Business & Central Administration | 1,822,537 | 1,874,670 |
| Plant Operation and Maintenance | 5,266,826 | 5,019,947 |
| Student Transportation | 1,776,951 | 1,750,580 |
| This row is intentionally left blank | 0 | 0 |
| Noninstructional Programs | 3,043,628 | 2,859,772 |
| Facilities Acquisition and Construction | 4,872,506 | 7,081,218 |
| Debt Service (Principal, interest, fiscal charges) | 617,967 | 64,238 |
| AEA Support - Direct to AEA | 2,100,120 | 0 |
| Total Expenditures | 8,100,000 | 3,003,300 | 64,098,943 | 64,716,572 |
| Transfers Out/Special Items/Down Adj | 617,967 | 617,967 | 64,716,572 | 64,716,572 |
| Total Expenditures & Other Uses | 8,100,000 | 3,003,300 | 64,716,910 | 67,181,237 |
| Ending Fund Balance | 0 | 0 | 13,602,162 | 13,602,162 |
| Total Requirements | 8,100,000 | 3,003,300 | 64,716,910 | 67,181,237 |
| This row is intentionally left blank | 0 | 0 | 13,602,162 | 13,602,162 |

**Note:** The table continues with similar entries for each category.
Muscate CSD Financial Highlights for the month of February 2014

<table>
<thead>
<tr>
<th>Treasurer Balance by Fund:</th>
<th>Monthly Feb-14</th>
<th>Monthly YTD Feb-13</th>
<th>Reference Page</th>
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<tr>
<td>General</td>
<td>$6,273,882.46</td>
<td>$6,184,167.10</td>
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<td>Management</td>
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<td>$1,497,798.51</td>
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<td>Sales Tax</td>
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<td>Debt Service</td>
<td>$-</td>
<td>$-</td>
<td>162</td>
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<tr>
<td>PPEL</td>
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<tr>
<td>Nutrition</td>
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<td>Activity/Trust/Agency</td>
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<td>Total of All Funds</td>
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<tr>
<th>Maximum Budget Calculation:</th>
<th>Estimated Fiscal Year '14</th>
<th>Actual Fiscal Year '13</th>
<th>Reference Page</th>
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<td>Estimated Budget</td>
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<td>$54,659,527.00</td>
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<tr>
<td>Estimated Expenditures</td>
<td>$52,397,174.01</td>
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<tr>
<td>Estimated Unspent Budget Authority</td>
<td>$3,752,899.99</td>
<td>$3,263,580.84</td>
<td>173</td>
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</table>

| Expenditures to Budget      | $4,529,896.52 | $4,421,448.28 | $28,395,239.11 | 176 |
| Revenues to Budgeted Revenues | 8.07%        | 8.09%        | 55.25%        |
| Revenues to Expenditures    | $3,618,132.87 | $3,356,788.15 | $29,530,854.41 | 177 |
| (Cash Flow)                 | 6.72%        | 6.61%        | 57.88%        |

| Solvency                    | 1.73         | 1.84         | 0.21          |
| (Treasurer balance divided by Revenues for month) |               |               |               |
## MUSCATINE COMMUNITY SCHOOL DISTRICT
### FINANCIAL STATEMENTS
#### FOR THE MONTH BEGINNING FEBRUARY 1, 2014
##### AND ENDING FEBRUARY 28, 2014

### GENERAL FUND

<table>
<thead>
<tr>
<th></th>
<th>Beginning Year-To-Date</th>
<th>Month To-Date</th>
<th>Ending Year-To-Date</th>
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</thead>
<tbody>
<tr>
<td><strong>REVENUE:</strong></td>
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<td></td>
</tr>
<tr>
<td>Operating Fund</td>
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<tr>
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<td>$281,945.09</td>
<td>$45,328.10</td>
<td>$327,273.19</td>
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<tr>
<td>Less Contra Expenses</td>
<td>$314,552.16</td>
<td>$30,656.88</td>
<td>$345,209.04</td>
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<tr>
<td>Total Net Operating Revenue</td>
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<td>$3,618,132.87</td>
<td>$31,228,368.14</td>
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<tr>
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<tr>
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<tr>
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<td>$27,884,664.32</td>
<td>$3,622,690.28</td>
<td>$31,507,354.60</td>
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</table>

<p>| | | | |
|                      |                        |               |                     |
| <strong>EXPENDITURES:</strong>    |                        |               |                     |
| Operating Fund       | $25,692,947.58         | $4,605,881.50 | $30,298,829.08      |
| Less Contra Revenues | $281,945.09            | $45,328.10    | $327,273.19         |
| Less Contra Expenses | $314,552.16            | $30,656.88    | $345,209.04         |
| Total Net Operating Expenses | $25,096,450.33 | $4,529,896.52 | $29,626,346.85      |
| Management Fund      | $1,206,206.77          | $0.00         | $1,206,206.77       |
| Less Contra Revenues | $155.38                | $4,582.62     | $4,738.00           |
| Total Net Management Expenses | $1,206,051.39 | -$4,582.62   | $1,201,468.77       |
| Total General Fund Expenses | $26,302,501.72 | $4,525,313.90 | $30,827,815.62      |</p>
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<thead>
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<th>SCHOOLHOUSE FUND</th>
<th>Ending Year-To-Date</th>
<th>Month To-Date</th>
<th>Ending Year-To-Date</th>
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<td><strong>REVENUE:</strong></td>
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<td>$0.00</td>
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<td>$10,162.50</td>
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<tr>
<td>Less Contra Expenses</td>
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<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total Net Revenue</td>
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<td>$10,162.50</td>
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<tr>
<td>Less Contra Expenses</td>
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<td>$3,727,494.35</td>
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<th>Operating Fund</th>
<th>Management</th>
<th>Management</th>
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<tbody>
<tr>
<td>Month-To-Date</td>
<td>Year-To-Date</td>
<td>Month-To-Date</td>
<td>Year-To-Date</td>
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<td>$6,273,882.46</td>
<td>$974,590.78</td>
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### General Fund

<table>
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<th></th>
<th>Month-To-Date</th>
<th>Year-To-Date</th>
<th>Capital Projects Month-To-Date</th>
<th>Debt Service Month-To-Date</th>
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<tbody>
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<td>Balance on Hand BOP</td>
<td>$8,151,096.86</td>
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<td>$7,248,473.24</td>
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### PPEL Schoolhouse

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<th></th>
<th>Month-To-Date</th>
<th>Year-To-Date</th>
</tr>
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<tbody>
<tr>
<td>Balance on Hand BOP</td>
<td>$781,049.35</td>
<td>$6,109,575.06</td>
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<tr>
<td>Receipts During Period</td>
<td>$14,406.69</td>
<td>$2,955,460.38</td>
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<tr>
<td>Total Available</td>
<td>$795,456.04</td>
<td>$9,065,035.44</td>
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<tr>
<td>Paid Out During Period</td>
<td>$9,376.99</td>
<td>$3,727,494.35</td>
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<tr>
<td>Balance on Hand EOP</td>
<td>$786,079.05</td>
<td>$5,337,541.09</td>
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</tbody>
</table>

### SECRETARY'S-TREASURER'S RECONCILIATION

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Balance All Funds-First of Month</td>
<td>$12,678,509.32</td>
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<tr>
<td>Receipts-All Funds</td>
<td>$34,467,552.98</td>
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<td>Total Available-All Funds</td>
<td>$47,146,062.30</td>
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<tr>
<td>Withdrawn-All Funds</td>
<td>$34,560,047.97</td>
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<tr>
<td>Balance-All Funds-End of Month</td>
<td>$12,586,014.33</td>
</tr>
<tr>
<td>Plus Warrants Outstanding</td>
<td>$683,004.36</td>
</tr>
<tr>
<td>Less Deposits in Transit</td>
<td>$0.00</td>
</tr>
<tr>
<td>Less Bank Error - Checking</td>
<td>$0.00</td>
</tr>
<tr>
<td>Treasurer's Balance</td>
<td>$13,269,018.69</td>
</tr>
</tbody>
</table>

Date ________________________________ Secretary

Date ________________________________ Treasurer

<<162>>
FIRST NATIONAL BANK
General Fund Account #612-484-6
Cash in Bank February 1, 2014 $960,416.81
Interest NOW Account MTD $38.58
Received From District Secretary $227,254.09
Received From 703-648-6 $4,600,000.00
Total Available $5,787,709.48
Withdrawn $4,843,860.04
Cash in Bank February 28, 2014 $943,849.44

FIRST NATIONAL BANK
General Fund Money Market #703-648-6
Cash in Bank February 1, 2014 $8,071,976.31
Interest NOW Account MTD $1,202.20
Received From District Secretary $3,474,741.75
Received From 512-783-2 $0.00
Total Available $11,547,920.26
Transfered to 612-484-6 & 512-783-2 $4,600,000.00
Purchased Certificates of Deposit $0.00
Cash in Bank February 28, 2014 $6,947,920.26

FIRST NATIONAL BANK
Payroll Account #171-375-9
Payroll Ending Balance February 28, 2014 $39,725.31
Payroll Account #705-689-9
Payroll Ending Balance February 28, 2014 $2,363.49

PETTY CASH
$25.00

CENTRAL STATE BANK CD#
$0.00

TOTAL GENERAL FUND $7,933,883.50
# CENTRAL STATE BANK

Schoolhouse Fund Account #52-1

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Cash in Bank February 1, 2014</td>
<td>$118,259.48</td>
</tr>
<tr>
<td>Interest NOW Account MTD</td>
<td>$14.73</td>
</tr>
<tr>
<td>Received From 8037947</td>
<td>$400,000.00</td>
</tr>
<tr>
<td>Received From District Secretary</td>
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<tr>
<td>Received from 6-C0427-63-1</td>
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<tr>
<td>Total Available</td>
<td>$518,274.21</td>
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<tr>
<td>Withdrawn</td>
<td>$331,293.62</td>
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<tr>
<td>Cash in Bank February 28, 2014</td>
<td>$186,980.59</td>
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# CENTRAL STATE BANK

Schoolhouse Fund Account #8037947

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Cash in Bank February 1, 2014</td>
<td>$5,222,535.95</td>
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<tr>
<td>Interest NOW Account MTD</td>
<td>$824.02</td>
</tr>
<tr>
<td>Received From District Secretary</td>
<td>$332,607.52</td>
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<tr>
<td>Total Available</td>
<td>$5,555,967.49</td>
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<tr>
<td>Transfered to 52-1</td>
<td>$400,000.00</td>
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<tr>
<td>Cash in Bank February 28, 2014</td>
<td>$5,155,967.49</td>
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# ISJIT - BANKERS TRUST

Schoolhouse Fund Account #0785135781

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<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
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<td>$0.00</td>
</tr>
<tr>
<td>Interest NOW Account MTD</td>
<td>$0.00</td>
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<tr>
<td>Total Available</td>
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</tr>
<tr>
<td>Transfered to 52-1</td>
<td>$0.00</td>
</tr>
<tr>
<td>Cash in Bank February 28, 2014</td>
<td>$0.00</td>
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# INTERFUND PAYABLE - General Fund

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Available</td>
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</tbody>
</table>

**TOTAL SCHOOLHOUSE FUND**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL SCHOOLHOUSE FUND</td>
<td>$5,342,948.08</td>
</tr>
</tbody>
</table>
GENERAL FUND February 1, 2014
Interest NOW Accounts MTD $1,240.78
Received From District Secretary $3,701,995.84
Received From 512-783-2 $0.00
Received From 703-648-6 $4,600,000.00
Total Available $17,335,654.74
Withdrawn $4,843,860.04
Transferred to 612-484-6 & 512-783-2 $4,600,000.00
Purchased CD's $0.00
Cash in Bank February 28, 2014 $7,891,794.70
Plus Certificates of Deposit & Interfund Receivable $0.00
Payroll Ending Balance February 28, 2014 $42,088.80
General Fund Cash & Investments February 28, 2014 $7,933,883.50

SCHOOLHOUSE FUND February 1, 2014
Interest NOW Accounts MTD $332,607.52
Received From District Secretary $332,607.52
Received From 8037947 $400,000.00
Received from 6-C0427-63-1 $0.00
Total Available $6,074,241.70
Withdrawn $331,293.62
Transferred to 52-1 $400,000.00
Cash in Bank February 28, 2014 $5,342,948.08
INTERFUND PAYABLE - General Fund $0.00
Schoolhouse Fund Cash & Receivables February 28, 2014 $5,342,948.08
<table>
<thead>
<tr>
<th>Description</th>
<th>General</th>
<th>Schoolhouse</th>
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</thead>
<tbody>
<tr>
<td>Secretary's Balance February 28, 2014</td>
<td>$7,248,473.24</td>
<td>$5,337,541.09</td>
</tr>
<tr>
<td>Plus Warrants Outstanding</td>
<td>$677,597.37</td>
<td>$5,406.99</td>
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<tr>
<td>Less Deposits in Transit</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Less July Warrant Cleared June</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Plus Accrued Salaries/Fringes Payable</td>
<td>$7,812.89</td>
<td>$0.00</td>
</tr>
<tr>
<td>Less Property Taxes Receivable</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Less Accounts Receivable</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Plus Accounts Payable</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Plus Construction Retainage Payable</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Plus Federal Intergovernmental Payable</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Plus Deferred Revenue</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Less Prepaid Expenses</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Less Interest Receivable</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Less Consumable Inventory</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Less Bank Error - MM</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Less Bank Error - Checking</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Treasurer's Balance February 28, 2014</td>
<td>$7,933,883.50</td>
<td>$5,342,948.08</td>
</tr>
<tr>
<td>Secretary's Balance February 28, 2014</td>
<td></td>
<td>$12,586,014.33</td>
</tr>
<tr>
<td>Plus Warrants Outstanding</td>
<td>$683,004.36</td>
<td></td>
</tr>
<tr>
<td>Less Deposits in Transit</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Less July Warrant Cleared June</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Plus Accrued Salaries/Fringes Payable</td>
<td>$7,812.89</td>
<td></td>
</tr>
<tr>
<td>Less Property Taxes Receivable</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Less Accounts Receivable</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Plus Accounts Payable</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Plus Construction Retainage Payable</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Plus Federal Intergovernmental Payable</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Plus Deferred Revenue</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Less Prepaid Expenses</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Less Interest Receivable</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Less Consumable Inventory</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Less Bank Error - MM</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Less Bank Error - Checking</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Treasurer's Balance February 28, 2014</td>
<td></td>
<td>$13,276,831.58</td>
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</table>
## MUSCATINE COMMUNITY SCHOOL DISTRICT
### NUTRITION FUND FINANCIALS
#### FEBRUARY 2014

<table>
<thead>
<tr>
<th>Revenue:</th>
<th>Beginning Year-To-Date</th>
<th>Month To-Date</th>
<th>Ending Year-To-Date</th>
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</thead>
<tbody>
<tr>
<td>Federal Reimbursements</td>
<td>$834,725.46</td>
<td>$134,095.39</td>
<td>$968,820.85</td>
</tr>
<tr>
<td>Federal Fruit &amp; Vegetables</td>
<td>$32,390.63</td>
<td>$32,390.63</td>
<td>$32,390.63</td>
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<tr>
<td>Federal Summer Lunch</td>
<td>$39,438.52</td>
<td>$39,438.52</td>
<td>$39,438.52</td>
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<tr>
<td>Federal Reimbursements-ARRA</td>
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<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Commodities Received</td>
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<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td>State Reimbursements</td>
<td>$16,079.80</td>
<td>$2,721.71</td>
<td>$18,801.51</td>
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<tr>
<td>School Lunch Fees</td>
<td>$312,076.55</td>
<td>$54,795.60</td>
<td>$366,872.15</td>
</tr>
<tr>
<td>School Lunch Ala Carte</td>
<td>$127,984.60</td>
<td>$22,915.15</td>
<td>$150,899.75</td>
</tr>
<tr>
<td>School Breakfast Fees</td>
<td>$26,778.35</td>
<td>$4,317.45</td>
<td>$31,095.80</td>
</tr>
<tr>
<td>School Breakfast Ala Carte</td>
<td>$9,827.15</td>
<td>$1,829.70</td>
<td>$11,656.85</td>
</tr>
<tr>
<td>Catering</td>
<td>$45,231.52</td>
<td>$298.68</td>
<td>$45,530.20</td>
</tr>
<tr>
<td>Interest</td>
<td>$60.97</td>
<td>$6.55</td>
<td>$67.52</td>
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<tr>
<td>Rebates</td>
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<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td>Other Receipts</td>
<td>$915.56</td>
<td>$915.56</td>
<td>$915.56</td>
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<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$1,445,509.11</strong></td>
<td><strong>$220,980.23</strong></td>
<td><strong>$1,666,489.34</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Expenditures:</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Labor Costs</td>
<td>$747,390.15</td>
<td>$124,025.73</td>
<td>$871,415.88</td>
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<tr>
<td>Purchased Services</td>
<td>$7,088.08</td>
<td>$19,213.92</td>
<td>$26,302.00</td>
</tr>
<tr>
<td>Repairs/Rentals</td>
<td>$1,270.73</td>
<td>$52.67</td>
<td>$1,323.40</td>
</tr>
<tr>
<td>Travel/Registrations</td>
<td>$1,290.75</td>
<td>$193.46</td>
<td>$1,484.21</td>
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<tr>
<td>Food Supplies</td>
<td>$629,870.74</td>
<td>$125,064.92</td>
<td>$754,935.66</td>
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<tr>
<td>Commodities Used</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td>Other Supplies</td>
<td>$76,756.37</td>
<td>$14,038.28</td>
<td>$90,794.65</td>
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<tr>
<td>New Equipment</td>
<td>$105,925.00</td>
<td>$105,925.00</td>
<td>$105,925.00</td>
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<tr>
<td>Depreciation</td>
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<tr>
<td>Other Expenses</td>
<td>$3,963.40</td>
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<tr>
<td><strong>Total Expenses</strong></td>
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<td><strong>$283,958.23</strong></td>
<td><strong>$1,857,513.45</strong></td>
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<table>
<thead>
<tr>
<th>Grand Total</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Previous Year Balance</td>
<td>($128,046.11)</td>
<td>($191,024.11)</td>
<td>($219,070.22)</td>
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<tr>
<td>Plus Loan Payable</td>
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<td>$424,534.27</td>
<td>$424,534.27</td>
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<tr>
<td><strong>Book Balance</strong></td>
<td><strong>$296,488.16</strong></td>
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<table>
<thead>
<tr>
<th>Checking Balance</th>
<th>$193,406.94</th>
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<tbody>
<tr>
<td>Money Market Balance</td>
<td>$3,604.00</td>
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<tr>
<td>Payroll Checking #1713759</td>
<td>$939.17</td>
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<tr>
<td>Petty Cash</td>
<td>$1,395.00</td>
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<tr>
<td>Plus Governmental Receivables</td>
<td>$0.00</td>
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</tr>
<tr>
<td>Commodities Inventory</td>
<td>$60,529.72</td>
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</tr>
<tr>
<td>Fixed Assets:</td>
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<td></td>
</tr>
<tr>
<td>Equipment/Machinery/Furniture</td>
<td>$551,903.45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accumulated Depreciation</td>
<td>$439,884.77</td>
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</tr>
<tr>
<td><strong>Net Fixed Assets</strong></td>
<td><strong>$112,018.68</strong></td>
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</tr>
<tr>
<td>Bank Balance</td>
<td>$371,893.51</td>
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</tr>
<tr>
<td>Plus Accounts Receivable</td>
<td>$479.65</td>
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<tr>
<td>Less Meal Prepayments</td>
<td>$72,885.65</td>
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</tr>
<tr>
<td>Plus Deposits in Transit</td>
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<tr>
<td>Less Accounts Payable</td>
<td>$0.00</td>
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</tr>
<tr>
<td>Less Accrued Salaries/Fringes Payable</td>
<td>$939.17</td>
<td></td>
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</tr>
<tr>
<td>Less Warrants Outstanding</td>
<td>$67,618.18</td>
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<tr>
<td><strong>Reconciled Bank Balance</strong></td>
<td><strong>$233,510.16</strong></td>
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</table>
## ACTIVITY FUNDS

<table>
<thead>
<tr>
<th>Activity Fund Accounts</th>
<th>Balance Jan. 31st</th>
<th>Receipts Feb. 28th</th>
<th>Expenses Feb. 28th</th>
<th>Balance Feb. 28th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Tickets-Goodwin</td>
<td>$4,523.00</td>
<td>$4,523.00</td>
<td></td>
<td>$4,523.00</td>
</tr>
<tr>
<td>Admin Fund-McGrory</td>
<td>$1,980.03</td>
<td>$187.74</td>
<td>$398.30</td>
<td>$1,769.47</td>
</tr>
<tr>
<td>East Campus(Garfield)</td>
<td>$3,650.05</td>
<td></td>
<td>$3,650.05</td>
<td>$3,650.05</td>
</tr>
<tr>
<td>Petty Cash-Schmelzer</td>
<td>$1,600.00</td>
<td></td>
<td></td>
<td>$1,600.00</td>
</tr>
<tr>
<td>Student Services-Goodwin</td>
<td>$16,958.01</td>
<td>$238.50</td>
<td>$210.00</td>
<td>$16,986.51</td>
</tr>
<tr>
<td><strong>Total General Accounts</strong></td>
<td>$28,711.09</td>
<td>$426.24</td>
<td>$608.30</td>
<td>$28,529.03</td>
</tr>
<tr>
<td>Band-Heid</td>
<td>$11,113.18</td>
<td>($5,914.00)</td>
<td>$518.46</td>
<td>$4,680.72</td>
</tr>
<tr>
<td>Chorus-Ryan</td>
<td>$4,495.51</td>
<td>$10,775.54</td>
<td>$15,230.56</td>
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</tr>
<tr>
<td>All Colors Count/Diversity</td>
<td>$846.89</td>
<td></td>
<td>$846.89</td>
<td>$846.89</td>
</tr>
<tr>
<td>Interact Club - Dan Ramos</td>
<td>$3,401.83</td>
<td>$2,830.75</td>
<td></td>
<td>$6,232.58</td>
</tr>
<tr>
<td>Young Ambassadors</td>
<td>$1,231.15</td>
<td></td>
<td></td>
<td>$1,231.15</td>
</tr>
<tr>
<td>Drama-Mauck</td>
<td>$24,634.10</td>
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### Total High School

$401,902.43  | $38,330.64  | $78,543.64  | $361,689.43
### CENTRAL MIDDLE

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<tr>
<th>SCHOOL ACCOUNTS</th>
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<th>Receipts</th>
<th>Expenses</th>
<th>Balance</th>
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<tr>
<td>Jan. 31st</td>
<td>Feb. 28th</td>
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<tr>
<td>Athletics-Phipps</td>
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<td>Bookfairs-Hogenson</td>
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### WEST MIDDLE

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<td>Jan. 31st</td>
<td>Feb. 28th</td>
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<tr>
<td>Athletics-Morgan</td>
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<td>WMS Petty Cash-Lawrence</td>
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### CENTRAL OFFICE

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<th>Receipts</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 31st</td>
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<td>Interest Investments</td>
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# TRUST & AGENCY FUNDS

## CENTRAL OFFICE

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<th>Balance Jan. 31st</th>
<th>Receipts</th>
<th>Expenses</th>
<th>Balance Feb. 28th</th>
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<td>B &amp; P Rohling C.D.</td>
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<td>Illeen Rohling C.D.</td>
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## SPECIAL PURPOSE TRUST ACCOUNTS

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## AGENCY ACCOUNTS

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<td>Retiree Health Insurance-COBRA</td>
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## Grand Total

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### FNB Payroll Reconciliation

#### February 2014

**BOOK**

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<td>Ending Balance 2/28/14</td>
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**BANK**

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<th>Description</th>
<th>Amount</th>
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<td>Less Outstanding Warrants and EFT</td>
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<td>Plus July Warrants/EFT Cleared June</td>
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<td>Plus Deposits in Transit</td>
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<td><strong>Adjusted Ending Balance</strong></td>
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<td><strong>Plus(Less) Bank Errors</strong></td>
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<td>Ending Balance 2/28/14</td>
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## FNB PAYROLL TAX FUND RECONCILIATION
### FEBRUARY 2014

### BOOK

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### BANK

<table>
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<td>Plus Deposits in Transit</td>
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<tr>
<td>Less Outstanding Warrants and EFT</td>
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<td>Adjusted Ending Balance</td>
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<td>Plus Bank Errors</td>
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<td>Ending Balance 2/28/14</td>
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<td>Maximum budget calculations:</td>
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<td>Teacher Salary Supplement - Starting in 2010</td>
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<td>Increase for December Special Ed Count...</td>
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<td>S.B.R.C. Growth:</td>
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<td>Preschool Program..................</td>
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<td>Drop-out Program..................</td>
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<td>Instructional Support Program - Starting in FY14</td>
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<td>State Wide Voluntary Preschool start in FY09</td>
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<td>Miscellaneous Incomes..................</td>
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<td>Unspent balance from previous year.......</td>
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<td>&quot;New money&quot; over previous year........</td>
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<td>all sources.....................</td>
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<td>ARRA McKinney-Vento Homeless Beginning FY10 (1)</td>
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<td>ARRA Professional Development - Beginning FY10 (1)</td>
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<td>Title II - Eisenhower</td>
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### Prepared for the March 10, 2014 Board Meeting - Data as of February 2014

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<th>% of Budget</th>
<th>YTD %</th>
<th>Actual FY13</th>
<th>% of Budget</th>
<th>YTD %</th>
<th>Estimate FY14</th>
<th>% of Budget</th>
<th>YTD %</th>
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<td>56,732,300</td>
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<td>54,659,527</td>
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<td>56,150,074</td>
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<td><strong>Expenditures</strong></td>
<td>50,516,778</td>
<td>89.04%</td>
<td>89.04%</td>
<td>51,395,946</td>
<td>94.03%</td>
<td>94.03%</td>
<td>52,397,174</td>
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<td><strong>Unspent Authority</strong></td>
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<td>10.96%</td>
<td>$ 3,263,581</td>
<td>5.97%</td>
<td>5.97%</td>
<td>$ 3,752,900</td>
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<td>6.68%</td>
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Dollar amount and Percent of Maximum Budget spent by month:

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<th>Month</th>
<th>Actual</th>
<th>% of Budget</th>
<th>YTD</th>
<th>Actual</th>
<th>% of Budget</th>
<th>YTD</th>
<th>Estimate</th>
<th>% of Budget</th>
<th>YTD</th>
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<tr>
<td>July</td>
<td>$ 611,006</td>
<td>1.08%</td>
<td>1.21%</td>
<td>$ 562,409</td>
<td>1.03%</td>
<td>1.09%</td>
<td>$ 287,117</td>
<td>0.51%</td>
<td>0.55%</td>
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<td>August</td>
<td>$ 1,280,172</td>
<td>2.26%</td>
<td>3.74%</td>
<td>$ 1,518,512</td>
<td>2.78%</td>
<td>4.05%</td>
<td>$ 2,151,431</td>
<td>3.83%</td>
<td>4.65%</td>
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<td>September</td>
<td>$ 5,048,853</td>
<td>8.90%</td>
<td>13.74%</td>
<td>$ 4,576,295</td>
<td>8.37%</td>
<td>12.95%</td>
<td>$ 4,630,953</td>
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<tr>
<td>October</td>
<td>$ 4,160,806</td>
<td>7.33%</td>
<td>21.97%</td>
<td>$ 4,416,299</td>
<td>8.08%</td>
<td>21.55%</td>
<td>$ 4,537,243</td>
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<td>22.15%</td>
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<td>November</td>
<td>$ 3,920,738</td>
<td>6.91%</td>
<td>29.74%</td>
<td>$ 4,305,228</td>
<td>7.88%</td>
<td>29.92%</td>
<td>$ 4,399,266</td>
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<td>December</td>
<td>$ 4,562,813</td>
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<td>38.77%</td>
<td>$ 4,283,876</td>
<td>7.84%</td>
<td>38.26%</td>
<td>$ 4,289,939</td>
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<td>January</td>
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<td>7.56%</td>
<td>47.26%</td>
<td>$ 4,311,172</td>
<td>7.89%</td>
<td>46.65%</td>
<td>$ 4,800,500</td>
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<td>47.90%</td>
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<td>February</td>
<td>$ 4,445,445</td>
<td>7.84%</td>
<td>56.06%</td>
<td>$ 4,421,448</td>
<td>8.09%</td>
<td>55.25%</td>
<td>$ 4,529,897</td>
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<td>$ 4,104,829</td>
<td>7.24%</td>
<td>64.18%</td>
<td>$ 3,809,379</td>
<td>6.97%</td>
<td>62.66%</td>
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<td>April</td>
<td>$ 4,315,947</td>
<td>7.61%</td>
<td>72.73%</td>
<td>$ 4,650,995</td>
<td>8.51%</td>
<td>71.71%</td>
<td>0.00%</td>
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<td>May</td>
<td>$ 3,987,856</td>
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<td>80.62%</td>
<td>$ 4,276,347</td>
<td>7.82%</td>
<td>80.03%</td>
<td>0.00%</td>
<td>56.54%</td>
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<td>June</td>
<td>$ 9,790,442</td>
<td>17.26%</td>
<td>100.00%</td>
<td>$ 10,263,985</td>
<td>18.78%</td>
<td>100.00%</td>
<td>0.00%</td>
<td>56.54%</td>
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<tr>
<td></td>
<td>$ 50,516,778</td>
<td>89.04%</td>
<td></td>
<td>$ 51,395,946</td>
<td>94.03%</td>
<td></td>
<td>$ 29,626,347</td>
<td>52.76%</td>
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</table>
Prepared for the March 10, 2014 Board Meeting - Data as of February 2014.

<table>
<thead>
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<th>Actual FY12</th>
<th>% of Budget</th>
<th>YTD %</th>
<th>Actual FY13</th>
<th>% of Budget</th>
<th>YTD %</th>
<th>Estimated FY14</th>
<th>% of Budget</th>
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<td>51,019,256</td>
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<td>53,643,846</td>
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<td>Difference</td>
<td>$ (172,029)</td>
<td>-0.34%</td>
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<td>$ (235,023)</td>
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<td>$ 184,415</td>
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<td>July</td>
<td>$ 1,048,088</td>
<td>2.04%</td>
<td>2.04%</td>
<td>$ 19,340</td>
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<td>0.04%</td>
<td>$ 7,267</td>
<td>0.01%</td>
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<td>August</td>
<td>$ 12,915</td>
<td>0.03%</td>
<td>0.03%</td>
<td>$ 170,703</td>
<td>0.34%</td>
<td>0.37%</td>
<td>$ 131,530</td>
<td>0.23%</td>
<td>0.26%</td>
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<td>8.63%</td>
<td>$ 4,524,178</td>
<td>8.91%</td>
<td>9.24%</td>
<td>$ 4,711,872</td>
<td>8.75%</td>
<td>9.04%</td>
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<td>October</td>
<td>$ 9,005,819</td>
<td>17.56%</td>
<td>17.56%</td>
<td>$ 9,428,430</td>
<td>18.57%</td>
<td>27.72%</td>
<td>$10,111,012</td>
<td>18.78%</td>
<td>27.89%</td>
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<td>$ 4,648,878</td>
<td>9.07%</td>
<td>9.07%</td>
<td>$ 4,369,252</td>
<td>8.60%</td>
<td>36.28%</td>
<td>$ 4,405,803</td>
<td>8.18%</td>
<td>36.10%</td>
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<td>December</td>
<td>$ 3,448,978</td>
<td>6.73%</td>
<td>6.73%</td>
<td>$ 3,665,303</td>
<td>7.22%</td>
<td>43.47%</td>
<td>$ 3,852,629</td>
<td>7.16%</td>
<td>43.29%</td>
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<tr>
<td>January</td>
<td>$ 4,203,784</td>
<td>8.20%</td>
<td>8.20%</td>
<td>$ 3,996,859</td>
<td>7.87%</td>
<td>51.30%</td>
<td>$ 4,390,123</td>
<td>8.16%</td>
<td>51.47%</td>
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<tr>
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<td>$ 3,448,108</td>
<td>6.72%</td>
<td>6.72%</td>
<td>$ 3,356,788</td>
<td>6.61%</td>
<td>57.88%</td>
<td>$ 3,618,133</td>
<td>6.72%</td>
<td>58.21%</td>
</tr>
<tr>
<td>March</td>
<td>$ 3,373,191</td>
<td>6.58%</td>
<td>6.58%</td>
<td>$ 3,469,439</td>
<td>6.83%</td>
<td>64.68%</td>
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<td>$ 9,382,999</td>
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<td>18.30%</td>
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<td>19.25%</td>
<td>83.84%</td>
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<tr>
<td>May</td>
<td>$ 4,085,423</td>
<td>7.97%</td>
<td>7.97%</td>
<td>$ 3,961,443</td>
<td>7.80%</td>
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<tr>
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<td>$ 4,372,687</td>
<td>8.53%</td>
<td>8.53%</td>
<td>$ 4,283,395</td>
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<tr>
<td></td>
<td>$51,455,057</td>
<td>100.34%</td>
<td></td>
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<tr>
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<tr>
<td>$ 51,455,057</td>
<td>$ 50,516,778</td>
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<tr>
<td>$ 51,019,256</td>
<td>$ 51,395,946</td>
<td>$ (376,691)</td>
<td>-0.74%</td>
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<td>$ 53,643,846</td>
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<td>$ (1,942,996)</td>
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<tr>
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<td>$ 3,809,379</td>
<td>$ 1,135,615</td>
<td></td>
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<tr>
<td>$ 3,356,788</td>
<td>$ 4,421,448</td>
<td>$ 3,618,133</td>
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<tr>
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<tr>
<td>$ 3,996,859</td>
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<td>$ 3,809,379</td>
<td>$ 1,135,615</td>
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<td>$ 4,421,448</td>
<td>$ 3,618,133</td>
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<td>$ 3,809,379</td>
<td>$ 1,135,615</td>
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<td>$ 4,421,448</td>
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<td>$ 51,019,256</td>
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<td>$ 31,228,368</td>
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