AGENDA

I. Roll Call and Determination of Quorum

II. Recite Pledge of Allegiance

III. Welcome to Visitors and Media Representative and Introduction

IV. Citizens Speak

V. 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 (VI-A-1-a) p. 6
B. Employment Recommendations (VI-A-1-b) p. 11
C. Policies (VI-A-1-c) p. 17-45
D. Bills and Claims (VI-A-2-a) p. 58

VI. Board Goals

A. Action/Possible Action

1. Board Goal: Student Achievement

   a) The minutes of the June 12, 2017 Regular Session and June 20, 2017 Work Session – action ** (p. 6)

   b) Employment Recommendations – action** (p. 11)

   c) Consent Agenda Policies:

       600.1 Type of School Organization (p. 17)
       601.1 Curriculum Development with Admin Regs (p. 18)
       601.12 Global Education (p. 23)
       601.15 Electronic Resources (p. 24)
       601.16 Teaching Controversial Issues (p. 26)
       601.17 Co-Curricular Activities (p. 27)
       601.18R Teaching About Religion – Admin Regs (p. 28)
       601.19 Religion Based Exclusion from School Program (p. 29)
       601.20 Programs for Students At Risk (p. 30)
       601.22 Programs for Disadvantaged Students (preschool) (p. 31)
       601.24 Field Trips (p. 32)
       601.27 Guidance and Counseling (p. 33)
       601.29 School Bus Safety Instruction (p. 34)
d) Take action on the Resource Navigators Contract with Unity Point Health/Trinity Public Health for the 2017-18 school year in the amount of $137,278 - action (p. 46)

e) Take action on the Concurrent Enrollment Program between Eastern Iowa Community Colleges and Muscatine Community School District – action (p. 50)

2. Board Goal: Financial Stability

a) Bills and Claims – action** (p.58)

A. Discussion and Information

1. Board Goal: Student Achievement

a) Superintendent’s Report

   (1)  Update on Physical Education Facility
   (2)  Update on Teacher Vacancy
   (3)  Update on Union Contract Negotiations

b) First reading on policies:

   600.2 School Calendar (p. 61)
   600.3 School Year (p. 62)
   600.4 Scheduling Activities (p. 63)
   600.5 Conditions of Instruction (p. 64)
   600.6 Class Sizes (DELETE) (p. 65)
   601.2 Curriculum Adoption and Evaluation (p. 66)
   601.3 Basic Instructional Program (Kindergarten) (DELETE) (p. 69)
   601.4 Elementary Curriculum (DELETE) (p. 70)
   601.5 Middle School Curriculum (DELETE) (p. 71)
   601.6 High School Curriculum (DELETE) (p. 72)
   601.7 Talented and Gifted (p. 73)
   601.8 Summer School (p. 74)
   601.9 Health Education (p. 85)
   601.10 Physical Education (p. 76)
   601.13 Career Education (p. 77)
   601.18 Teaching About Religion (p. 80)
   601.21 Alternative Programs (DELETE) (p. 81)
   601.23 Special Education Programs and Services (p. 82)
   601.26 Student Health Services (p. 83)
   601.30 Virtual On-Line Courses (DELETE) (p. 84)
   601.32 School Ceremonies and Observances (NEW) (p. 85)
   601.33 Animals in the Classroom (NEW) (p. 86)
   601.34 Student Production of Materials and Services (NEW) (p. 87)
   602.1 Selection of Instructional Materials (DELETE) (p. 88)

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603.1 Student Testing Program (p. 89)
603.2 Progress Report to Students (DELETE) (p. 92)
603.3 Permanent Records (DELETE) (p. 93)
603.4 Accountability Test Integrity/Test Preparation (DELETE) (p. 96)

c) Second reading on policies:

100 Mission Statement (p. 97)
501.4 Grade Placement (p. 99)
503.3 Student Civil Rights Grievance Procedure – DELETE (p. 100)
503.7 Promotional Campaigns/Fundraising (p. 102)
503.8 Use of School Facilities During School Hours – DELETE (p. 103)
503.11 Student Complaints and Grievances – NEW (p. 104)
503.12 Student Lockers – NEW (p. 105)
504.2 Student Representative – DELETE (p. 106)
504.3 Student Organizations (p. 107)
504.5 Student Publications (p. 108)
504.7 Public Performance by Students (p. 110)
504.8 Contests for Students (p. 111)
505.1 Child Abuse and Neglect (moving to 400 Series – Employees) (p. 112)
505.2 Student Health and Immunization (p. 113)
505.5 Student Medication Administration (p. 114)
505.6 Student Insurance (p. 116)
505.7 Student Insurance – Athletes – DELETE (coming with 505.6) (p. 117)
505.7 Custody and Parental Rights – NEW (p. 118)
506.2 Release of Student Information – DELETE (combining with 506.1) (p. 118)
506.4 Commencement (p. 120)
506.7 Mid Year Graduation (p. 121)
506.8 Dual Credit for Seniors – DELETE (p. 122)
506.10 Control of Student Activity Funds (p. 123)
506.11 Student Work Permits – DELETE (p. 124)
506.13 Disaster Drills and Disaster Planning (p. 125)
506.19 Student Photographs – NEW (p. 126)
506.20 Class or Student Group Gifts – NEW (p. 127)
507.1 Special Health Services - NEW (p. 128)
900.14 Distribution of Materials – NEW (p. 129)

d) Legislative Priorities (p. 130)

2. Board Goal: Financial Stability

   a) June Financials (p. 136)

II. Announcement/Meetings/Events

   July 10, 2017    E-Registration Opens
   July 10, 2017    School Board Candidate Filing Begins
   August 3, 2017   School Board Candidate Filing Deadline; 5 p.m.; MCSD Admin Center
   August 14, 2017  Regular Meeting at 7 p.m. at City Hall

III. Adjourn

<<3>>
ACTION/
POSSIBLE ACTION
Board Goal:

Student Achievement
The Board of Education of the Muscatine Community School District, in the County of Muscatine, State of Iowa, met in regular session on Monday, June 12, 2017 at 7 p.m. at City Hall. Vice President Mary Wildermuth called the meeting to order. Directors John DaBeet, Nathan Mather, and Randy Naber were present. President Tammi Drawbaugh and Directors Tim Bower and Aaron Finn were absent. Also present were Superintendent Jerry Riibe and Assistant Superintendent Mike McGrory.

The board recited the Pledge of Allegiance.

Vice President Wildermuth welcomed visitors and media representatives.

No one spoke during Citizens Speak.

A motion was made by Director Naber and seconded by Director DaBeet to approve the consent agenda which includes:

- The minutes of the May 8, 2017 Regular Session.
- Employment Recommendations of:
  - New Hires – Certified Staff for 2017-18: Miranda Dobson – ELA 7th and Pre-AP (8th), CMS; Molly Dryg – 6th Grade ELA and Social Studies, CMS; Amber Joyce – Guidance Counselor, WMS; Margaret Milani – Guidance Counselor, MHS; Anna Stange – 1st Grade, McKinley, Sandrine Gabriel – Special Ed, Madison, and Taylor Massy – Language Arts, MHS.
  - Resignations – Certified Staff: Joshua Battern – Social Studies, MHS; Diane Brown – Media Specialist, CMS; Elizabeth Coffman – ELA, CMS; Joshua Falk – Math, MHS; Lee Falkena – Science, MHS; Olga Johnson – ESL, MHS; Lisa Kesten, Special Ed, Madison; Lisa Kroll – Spanish, MHS; Carol Kula – ESL/Chinese, MHS; Dustin Miller – Spanish, MHS; Wesley Phipps – ELA, MHS; Sarah Williams – Art, Jefferson; and Stephanie Zillig – IC, Jefferson.
  - Leaves of Absence – Certified Staff: Megan Doane – Fall 2017 Semester.
  - New Hires – Certified Administrators: Tanise Colvin – Assistant Principal, CMS; Stephanie Zillig – Principal, Madison; Gretchen Price – Principal, Colorado.
  - New Hires – Classified Professionals: Anna Reyman, H.R. Coordinator.
  - New Hires – Schedule C: Jesse Owen – Assistant Baseball, MHS; Margaret Milani – MS Volleyball, CMS; Bob Long – MS Basketball (girls), WMS.
  - Resignations – Schedule C: Joshua Battern – Model UN Advisor, MHS; Joshua Falk – Head Girls Track, MHS and Assistant Girls Cross Country, MHS; Andrew LeClere – Girls Basketball, WMS.
  - Model Teachers: Tammy Ales, Kelly Beale, Stacy Beatty, Jessica Blanchard, Cassandra Calderon, Michael Clancy, Catherine Clemens,

- Curriculum Professional Development Leaders: Jackie Kilburn – elementary; Staci Orr – high school, and Julie Stoneking – middle school.
- Instructional Coaches: Alison Anson, Leslie Bennett, Laney Berry, Teresa Chavarria, Jill Church, Ginger Dahms, Stacy Emrich, Rachel Fallon, Denise Hillman, Amy Justus, Stacy Olson, Liz Panther, Alex Paulus, Jamie Pugh, Linda Steele, Mackenzie Strouf, Kerri Tharp, and Lyndsay Welsch.

Policies:
- 203.4 Approval of Administrative Regulations
- 501.4R1 Grade Placement Admin Regs
- 502.4 Student Activity/Good Conduct with Admin Regs
- 503.5 Student Handbooks
- 503.7R1 Promotional Campaigns in the Schools Admin Regs
- 504.5R1 Student Publications – Admin Regs
- 505.5E1 Student Medication Forms
- 505.6 Student Insurance General
- 506.1 Student Records Access
- 506.1E1 Student Records Access – FERPA Annual Notice
- 506.12 School Closing Due to Weather or Emergency Conditions and Admin Regs
- 506.13R1 Disaster Drills and Disaster Planning – Admin Regs
- 506.14 Student Progress Reports and Conferences
- 506.16 International Exchange Students
- 506.17 Student Recognition and Incentives
- 506.3 Transcript of Credits
- 506.6 Graduation Requirements
- 506.9 Closed Campus
- 507.1R1 Student Health Services Admin Regs
- 900.15R1 Distribution of Materials Admin Regs

- Bills and Claims against the district dated June 12, 2017.

All ayes; motion carried.

A motion was made by Director Mather and seconded by Director Naber to approve policy 403.13 Notification of Arrest, Criminal Charges, or Child Abuse Complaints. All ayes; motion carried.

Technology Supervisor Scott Comstock provided information regarding the proposed wireless infrastructure upgrade. This upgrade is proposed for all school buildings except Jefferson
Elementary. (Jefferson was upgraded as part of the new construction.) The district has submitted an E-rate application to the federal government for approval. If this application is approved, the district will be reimbursed 80% of the wireless infrastructure project cost. This figure is based on the free and reduced population of the district’s student body.

A motion was made by Director Dabeet and seconded by Director Mather to approve the wireless infrastructure upgrade for $255,348.85 from Reliable Solutions, LLC of Muscatine, Iowa. All ayes; motion carried.

Superintendent Riibe noted that the state requires districts to purchase safety equipment for sports; however, in the past, the state has not provided an avenue for schools to use general fund monies as this cost is required to come from the activity fund. Within the last several weeks, the district has received information from the state noting that a resolution may be passed by local boards that would allow the district to transfer monies from the general fund to the activity fund to pay for such costs.

A motion was made by Director Naber and seconded by Director Dabeet to approve the resolution for the 2016-17 and 2017-18 school years to transfer from general fund to activity fund an amount necessary to purchase protective and safety equipment required for any extracurricular interscholastic athletic contest or competition. All ayes; motion carried.

Director of Teaching and Learning Becky Wichers and Grant Instructional Coach Leslie Bennett provided an update on the Leader in Me. Grant Elementary has received Franklin Covey’s Lighthouse status and are one of six schools in the state of Iowa to receive such distinction (and one of 316 internationally). They also reviewed next steps district-wide.

The board heard a first reading on the following policies:

100 Mission Statement
501.4 Grade Placement
503.3 Student Civil Rights Grievance Procedure – DELETE
503.7 Promotional Campaigns/Fundraising
503.8 Use of School Facilities During School Hours – DELETE
503.11 Student Complaints and Grievances – NEW
503.12 Student Lockers – NEW
504.2 Student Representative – DELETE
504.3 Student Organizations
504.5 Student Publications
504.7 Public Performance by Students
504.8 Contests for Students
505.1 Child Abuse and Neglect (moving to 400 Series – Employees)
505.2 Student Health and Immunization
505.5 Student Medication Administration
505.6 Student Insurance
505.7 Student Insurance – Athletes – DELETE (coming with 505.6)
505.7 Custody and Parental Rights – NEW
506.2 Release of Student Information – DELETE (combining with 506.1)
Assistant Superintendent Mike McGrory provided an update on the middle school furniture project and a timeline for completion.

The May financials were made available in the board book. Board members are to let Director of Finance Tom Anderson know if they have any questions or concerns.

Vice President Wildermuth provided the following announcements of upcoming meetings and events:

- **June 20, 2017**  Board Design Workshop at 5:30 p.m. at the MCSD Administration Center.
- **July 10, 2017**  Board Regular Meeting at 7 p.m. at City Hall in Council Chambers.

A motion was made by Director Naber and seconded by Director Mather to adjourn the meeting. All ayes; motion carried. Time: 7:30 p.m.

Mary Wildermuth, Vice President
Lisa Mosier Bunn, Secretary
The Board of Education of the Muscatine Community School District, in the County of Muscatine, State of Iowa, met in work session on Tuesday, June 20, 2017 at 5:30 p.m. at the Muscatine Community School District Administration Center, 2900 Mulberry Avenue. President Tammi Drawbaugh called the meeting to order. Directors Tim Bower, Aaron Finn, Nathan Mather, Randy Naber, and Mary Wildermuth were present. Director John Dabeet was absent. Also present were Superintendent Jerry Riibe, Assistant Superintendent Mike McGrory, past high school principal and athletic/activities director Chuck Van Hecke, and MHS physical education teacher Ann Edkin.

President Drawbaugh welcomed guests and media representatives.

Tyler Riley with FEH Architects presented options for the proposed physical education facility at MHS. There was no action taken.

The meeting adjourned at 7:45 p.m.

Tammi Drawbaugh, President
Jerry Riibe, Superintendent (acting secretary)
HIRES - CERTIFIED STAFF - 2017-18
Ciara Bean, Kindergarten, Madison Elementary School, $37,190.00 replaces Blayke Lawrence, $38,527.00
Sandrine Gabriel, Special Education, Mulberry Elementary School $65,438.00, replaces Lisa Kesten $45,213.00 - location correction
Susan Guffey, Spanish, MHS, $57,582.00, replaces Crystal Pottebaum, $38,527.00
Rebecca Huot, ELA, MHS, $57,248.00, replaces Danielle Reagle, $45,547.00
Laura McDonald, 5th Grade Math/Science, Mulberry Elementary School, $57,248.00, replaces Linda Steele, $55,576.00
Kathleen Nietzel, Home School Assistance Program Coordinator, Administrative Building, $51,899.00 replaces Gina Chesling, $48,222.00

RESIGNATIONS - CERTIFIED STAFF
Demetria Bulthaus, Kindergarten, Franklin Elementary School, $49,893.00

RESIGNATIONS - SCHEDULE C
Karey Hawkins, AP Coordinator, MHS
elena bobay, At Risk Coordinator, MHS
MacKenzie Bisby, Head Pom Pon, MHS

RESIGNATIONS - CLASSIFIED PROFESSIONALS
elena bobay, Extra Days
Benjamin Johns, Juvenile Court Liaison, MHS

HIRES - CLASSIFIED PROFESSIONALS
Benjamin Johns, Behavior Interventionist, MHS

MODEL TEACHER
Allison Coffman MHS
Mrs. Demetria Bulthaus  
2037 Deerfield Rd  
Muscatine, Iowa 52761

Muscatine School District  
2900 Mulberry Ave.  
Muscatine, Iowa 52761

June 21, 2017

Dear Muscatine School Board Members,

I am resigning my position as an early childhood teacher with the Muscatine School District for 2017-2018 school year. My husband got a job flying for FedEx he will be based in Memphis, TN. My family and I will be joining him as soon as we can sell our home.

I want to thank the district especially Jessi Freers, Jason Wester and the amazing staff at Franklin School for a wonderful year. It was a pleasure to work with such compassionate leaders and innovators that strived to reach every student.

Sincerely,

Demetria Bulthaus
**Fwd: AP Coordinator Resignation**

1 message

**Jill Bourquin** <jill.bourquin@mcsdonline.org>

To: Lisa Mosier Bunn <lisa.bunn@mcsdonline.org>

A Schedule C resignation for the July Board Book.

Thanks.

Jill

---------- Forwarded message ----------
From: Karey Hawkins <karey.hawkins@mcsdonline.org>
Date: Tue, Jun 13, 2017 at 1:07 PM
Subject: AP Coordinator Resignation
To: Jill Bourquin <jill.bourquin@mcsdonline.org>
Cc: Jared Smith <jared.smith@mcsdonline.org>

Dr. Smith,

Thank you for the opportunity to have served as the AP Coordinator at MHS for the past few years. For the 2017-18 school year I have taken on some additional duties within our department and building and as a result have decided to resign from the AP Coordinator position.

Sincerely,

Karey Hawkins

--
Jill Bourquin
Director of Human Resources
Muscatine Community School District
2900 Mulberry Avenue
Muscatine, IA 52761
Phone: (563) 263-7223
Fax: (563) 263-7729
June 14, 2017

Mrs. Jill Bourquin -- Human Resources Director
Mr. Mike McGrory – Associate Superintendent

Muscatine Community School District
2900 Mulberry Avenue
Muscatine, IA 52761

Mrs. Bourquin and Mr. McGrory

I am writing to inform you that I will be resigning from my Schedule C position – MHS At-Risk Coordinator as well as my Extra Day Contract, both resignations will be effective June 30, 2017.

Thanks so much,
Elena Bobay

[Signature]
Andy –

Thank you for the opportunity to be the Muscatine Dance Team Head Coach for the past two years. I have been very privileged to work with a group of determined, and hard-working young girls during my time coaching. I really appreciate the leadership opportunity I was given and it has been a great couple of seasons. Unfortunately a recent job opportunity is taking me to Des Moines beginning in August. Please accept my resignation as the Dance Team Coach for the 2017-2018 school year. I wish the program nothing but success in the future and will be available to assist in transition as necessary.

Best,

MacKenzie Bisby

[Signature]

9/15/17
To whom it may concern,

I will be resigning from the Juvenile Court School Liaison position in order to accept the Behavior Interventionist position at Muscatine High School.

Thank you,
Ben Johns
600.1 TYPES OF SCHOOL ORGANIZATION

The schools shall be organized into levels of instruction as follows:

1. Elementary schools may consist of pre-kindergarten, kindergarten, and grades 1 through 5.
2. Middle schools shall consist of grades 6 through 8.
3. Senior high school shall consist of grades 9 through 12.

CURRICULUM DEVELOPMENT

Curriculum development shall be an ongoing process in the school district. Each curriculum shall be reviewed, and revised where necessary, according to the timeline set out by the superintendent. These timelines will provide for review of each curriculum area every six to eight years.

The superintendent or the superintendent's designee shall be responsible for curriculum development and for determining the most effective way for conducting research of the school district's curriculum needs and a long-range curriculum development program.

In making recommendations to the Board, the superintendent shall propose a curriculum that will:

1. fulfill the philosophy of the school district;
2. reflect the educational and operational needs assessment of the school district;
3. articulate courses of study from kindergarten through grade twelve;
4. identify appropriate standards and benchmarks;
5. provide for the evaluation of the attainment of the benchmarks;
6. provide for objective monitoring of student progress;
7. provide for the needs of vocational and college bound students;
8. include, if feasible, the course offerings requested by the students.
9. include course offerings that will prepare students for success in the future job market;
10. meet all necessary requirements of the Department of Education including the infusion of communication, global education, technology, multicultural-nonsexist, higher order thinking skills, and career education.

It shall be the responsibility of the superintendent or the superintendent's designee to keep the Board apprised of necessary curriculum changes...
and revisions and to develop administrative regulations for curriculum development and recommendations to the Board.

_____________ 34 C.F.R. Pt. 98.
_____________ Iowa Code §§ 216.9; 256.7, 279.8; 280.3.
_____________ 281 I.A.C. 12.5; 12.8.
Responsibility for Selection of Materials

The Board of Directors is legally responsible for all matters relating to the operation of the Muscatine School District.

The responsibility for the selection of instructional materials is delegated to the professionally trained and certificated staff employed by the school system. For the purpose of this rule, the term "instructional materials" includes printed and audiovisual materials (not equipment), whether considered text materials or media center materials (media).

While selection of instructional materials involves many people (principals, teachers, students, parents, community persons and media specialists), the responsibility for coordinating the selection of most materials and making the recommendation for purchase rests with certificated personnel.

Responsibility for coordinating the selection of text materials for distribution to classes will rest with the appropriate department chairperson or with the curriculum development committee. For the purpose of this rule, the term "text materials" includes textbooks and other print and nonprint material provided in multiple copies for use of a total class or a major segment of such a class.

Certificated staff choosing instructional materials to supplement and expand their curriculum must exercise special care in selection. If these materials have not been authorized through the specified process for selection of instructional materials, the individual teacher must judge these materials by the selection criteria.

Teachers must keep the building principal informed of added materials in their classrooms. Principals will make a decided effort to communicate with teachers and will remind them of their joint responsibility to provide appropriate learning materials for students.

Criteria for Selection of Materials

The following criteria will be used as they apply:

Materials shall support and be consistent with the general educational goals of the district and the objectives of specific courses.

Materials shall meet high standards of quality in factual content and presentation.

Materials shall be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials are selected.

REVIEWED and APPROVED: 05/09/11
Materials shall have aesthetic, literary, or social value.

Materials chosen shall be by competent and qualified authors and producers.

Materials shall be chosen to foster respect for women, minority and ethnic groups, the elderly, and the disabled, and shall realistically represent our pluralistic society, and the roles and life styles open to both women and men in today's world. Materials shall be designed to help students gain an awareness and understanding of the many important contributions made to our civilization by women, minority and ethnic groups, the elderly, and the disabled.

Materials shall clarify the multiple historical and contemporary forces with their economics, political, and religious dimensions which have operated to the disadvantage or advantage of women, minority and ethnic groups, the elderly and the disabled. These materials shall present and analyze intergroup tension and conflict objectively, placing emphasis upon resolving social and economic problems.

Materials shall be designed to motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in a pluralistic society.

Materials shall be selected for their strengths rather than rejected for their weaknesses.

Biased or slanted materials may be provided to demonstrate or clearly state the purpose, i.e., demonstrating bias in an editorial

Physical format and appearance of materials shall be suitable for their intended use.

The selection of materials on controversial issues will be directed toward maintaining a balanced collection representing various views.

**Procedure for Selection of Materials**

**Media Center Materials (Media)**

In selecting materials for purchase for the media center, the media specialist will evaluate the existing collection and the curriculum needs and will consult reputable, professionally prepared selection aids and other appropriate sources. For the purpose of this rule, the term "media" includes all materials considered part of the library collection, plus all instructional materials housed in resource centers and classrooms (if any) that are not text materials. For the purpose of this rule, the term "media center" is the space, room or complex of rooms and spaces designated as a library, media center, instructional materials or similar term. It may include units not contiguous

REVIEWED and APPROVED: 05/09/11
to the center where facilities dictate. These units would include but not be limited to resource centers, production centers, and television studios.

Recommendations for purchase will be solicited from faculty and student body.

Gift materials shall also be judged by the criteria for selection of materials and accepted or rejected by those criteria.

Selection is an ongoing process which shall include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

Selections are forwarded to the office of the superintendent or the superintendent's designee through the principal in charge of the attendance center.

**Curriculum Material**

Curriculum material committees shall be responsible for recommending appropriate textbooks, lab equipment, software, and/or other instructional materials. Subject area, and/or instructional level, certified staff, representatives from the equity committee, parents and other community members shall be included on each committee.

The curriculum development committee shall develop criteria for curriculum materials consistent with the general criteria for materials selection.

The committee shall present its recommendation(s) to the superintendent or other designated administrator.

The superintendent or the superintendent’s designee and the curriculum development committee shall present the recommendation(s) to the Board.

REVIEWED and APPROVED: 05/09/11
601.12 GLOBAL EDUCATION

Because of our growing interdependence with other nations in the world, global education shall be incorporated into the education program for grades kindergarten through twelve so students have the opportunity to acquire a perspective on world issues, problems, and prospects for an awareness of the relationship between an individual's self-interest and the concerns of people elsewhere in the world. Global education, in the education program, is the lifelong growth in understanding, through study and participation, of the world community and the interdependency of its people and systems -- social, cultural, racial, economic, linguistic, technological, and ecological.

LEG, REF: Iowa Code §§ 256.11; 256.11A, 281 I.A.C. 12.5(11).

Approved: 04/24/89 Reviewed: 03/07/11 Revised: __________
601.15  ELECTRONIC RESOURCES

The power of electronic networks and resources is transforming the educational culture from one of isolation to one of connectivity. The Internet links computer networks around the world. While the Internet is a decentralized network, the one characteristic shared by all network sites is the use of common communication protocol to transmit data. The Muscatine Community School District has installed their own network becoming one of the network sites on the information Super Highway. As students/staff use this network it is essential for each user on the network to recognize his/her responsibility in having access to the vast services, sites, and people. The user is ultimately responsible for his/her actions in accessing network service.

In the environment of a global network, it is impossible to control all materials. The Muscatine Community School District believes that the valuable information and interaction available on the worldwide network far outweighs the possibility that users may procure materials that are not consistent with the educational goals of the District.

The use of the Internet is a privilege that may be revoked by the school administration at any time for abusive conduct. Such conduct would include, but is not limited to, the altering of system software, vandalism, the placing of unlawful information, computer viruses or harmful programs on or through the computer system in either public or private files or message. The Muscatine Community School District staff reserves the right to remove files, limit or deny access and refer for other disciplinary action as stated in the Student Handbook under “Computer Access and Use by Student” and as outlined through the formal orientation process.

The Muscatine Community School District reserves all rights to any material stored in files on district owned computer and will remove any material which the administration, computer specialists and/or technology supervisor believe may be unlawful, obscene, pornographic, abusive, or otherwise objectionable. Appeals to this process may be made to the Muscatine Community School District’s Reconsideration Committee. Users will not use the Internet to obtain, view, download or otherwise gain access to such materials.

Any use of the network to facilitate illegal activity, or for commercial or “for profit” purposes, produce advertisement or political lobbying are prohibited.

Copyrighted material must not be placed on the network without the author’s permission.
601.15(2)

The Muscatine Community School District offers Internet computer accounts for the purpose of (in order of priority): academic support, communications, general information

Network accounts are to be used only by the authorized owner of the account for the authorized purpose. The user is responsible for all expenses incurred through the use of Internet (i.e., downloading an article or sending a fax).

Users shall not intentionally seek information on, obtain copies of or modify files, other data, or passwords belong to other users, or misrepresent other users on the network.

The Muscatine Community School District does not warrant that the functions of the system will meet any specific requirements you may have, or that it will be error free or uninterrupted; nor shall it be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, or profits) sustained on incurred in connection with the use, operation, or inability to use the system.

In consideration for the privilege of using the Muscatine Community School District internet computer accounts contained on it, the user hereby releases Muscatine Community School District, its operators and administrators from any and all claims of any nature arising from any use, or inability to use an internet account. The user also agrees to abide by such rules and regulations of system usage as may be further added from time to time by the network administrators of the system. These rules will be posted for public perusal.

The user will avoid offensive or inflammatory speech and be courteous and polite.

The Technology Supervisor serves as the district’s System Administrator for the Muscatine Community School District. The Technology Committee meeting will be called by the Technology Supervisor or Director of Educational Services whenever questions arise that do not fall into normal policy and procedure. Policy changes will be approved by the committee. The Muscatine Community School District’s Reconsideration Committee will be the appeals committee for all administrator decisions.

Policies of system usage will be reviewed annually by the Technology Committee.
601.16  TEACHING CONTROVERSIAL ISSUES

A "controversial issue" is a topic about which groups of citizens of this community, state, or nation hold conflicting points of view.

It is the belief of the Board that controversial issues should be presented in a manner that will allow students to recognize the validity of differing points of view and formulate their own opinions based upon objective study and discussion of the facts related to the controversy.

It shall be the responsibility of the instructor to present full and fair opportunity for students to study, consider, and discuss all sides of controversial issues, including but not limited to political philosophies.

It shall be the responsibility of the instructor to protect the right of the students to study pertinent controversial issues within the limits of good taste, and to allow the students to express personal opinions without jeopardizing their relationship with the instructor of the school.

It shall be the responsibility of the instructor to refrain from advocating partisan causes, sectarian religious views, or selfish propaganda of any kind through any classroom; however, an instructor shall not be prohibited from expressing a personal opinion as long as students are encouraged to reach their own decisions independently.

It shall be the policy of this school system to encourage full discussion of controversial issues, in a spirit of academic freedom that shows students that while they have the right to disagree with the opinions of others, they also have the responsibility to respect the right of others to hold differing opinions.

LEG REF: Iowa Code §§ 279.8; 280.3; 280.6.
601.17 CO-CURRICULAR ACTIVITIES

The Board of Directors believes that a dynamic program of student activities is vital to the complete development of the student. Such activities offer opportunities to serve the institution, to assist in the development of fellowship and social goodwill, to promote self realization and all-around growth, and to encourage good citizenship qualities.

To assist in the administration of a student activities program, and to provide a framework of communication and review, the administration will develop a detailed structure of the activities program and compile it in an operating procedures manual.

The Board approves and endorses the IHSAA sportsmanship programs.

601.18R1 TEACHING ABOUT RELIGION - ADMINISTRATIVE REGULATION - RELIGIOUS HOLIDAYS

The historical and contemporary significance of religious holidays may be included in the education program provided that the instruction is presented in an unbiased and objective manner. The selection of holidays to be studied will take into account major celebrations of several world religions, not just those of a single religion. Holiday-related activities will be educationally sound and sensitive to religious differences and will be selected carefully to avoid the excessive or unproductive use of school time. Teachers will be especially careful in planning activities that are to take place immediately preceding or on a religious holiday.

Music, art, literature and drama having religious themes (including traditional carols, seasonal songs and classical music) will be permitted if presented in an objective manner without sectarian indoctrination. The emphasis on religious themes is only as extensive as necessary for a balanced and comprehensive study or presentation. Religious content included in student performances is selected on the basis of its independent educational merit and will seek to give exposure to a variety of religious customs, beliefs and forms of expression. Holiday programs, parties or performances will not become religious celebrations or be used as a forum for religious worship, such as the devotional reading of sacred writings or the recitations of prayers.

The use of religious symbols (e.g. a cross, menorah, crescent, Star of David, lotus blossom, nativity scene or other symbol that is part of a religious ceremony) are permitted as a teaching aid, but only when such symbols are used temporarily and objectively to give information about a heritage associated with a particular religion. The Christmas tree, Santa Claus, Easter eggs, Easter bunnies and Halloween decorations are secular, seasonal symbols and as such can be displayed in a seasonal context.

Expressions of belief or nonbelief initiated by individual students is permitted in composition, art forms, music, speech and debate. However, teachers may not require projects or activities which are indoctrinate or force students to contradict their personal religious beliefs or nonbeliefs.

REVIEWED and APPROVED: xx/xx/xx
Parents who wish to have their child excluded from a school program because of religious beliefs must inform the superintendent or designee. The Board authorizes the administration to allow the exclusion if it is not disruptive to the educational process and it does not infringe on a compelling state or educational interest. Further, the exclusion must not interfere with other school district operations.

In notifying the superintendent, the parents shall abide by the following:

- The notice shall be in writing;
- The objection shall be based on religious beliefs;
- The objection shall state which activities or studies violate their religious beliefs;
- The objection shall state why these activities or studies violate their religious beliefs;
- The objection shall state a proposed alternate activity or study.

The superintendent shall have sole discretion to make this determination. The factors the superintendent shall consider when a student requests to be excluded from a program or activity because of religious beliefs include, but are not limited to, staff available to supervise a student who wishes to be excluded, space to house the student while the student is excluded, available superintendent approved alternative course of study or activity while the student is excluded, number of students who wish to be excluded, whether allowing the exclusion place the school in a position that it is supporting a particular religion, and whether the program or activity is required for promotion to the next grade level or for graduation.

Students who are allowed to be excluded from a program or activity which violates their religious beliefs shall be required to do an alternate supervised activity or study. The superintendent shall determine alternate activity or study for the student.

**LEGAL REF:**
- U.S. Constitution amend. I.
- Iowa Code §§ 256.11(6), 279.8.
601.20 PROGRAMS FOR STUDENTS AT-RISK

The Board recognizes that some students will require additional assistance in order to graduate from the regular education program. The Board shall provide a program to encourage and provide an opportunity for students at risk to obtain their high school diploma.

It shall be the responsibility of the superintendent to develop programs for students at risk.

It shall be the responsibility of the superintendent to develop administrative regulations for identifying students, for program evaluation, and for the training of school district personnel.

LEG REF: Iowa Code §§ 257.38 – 257.41; 280.19; 280.19A. 281 I.A.C. 12.5(13); 33; 65.
The preschool program is based on the premise that the district's teachers, support staff, and physical facilities offer a quality and specificity of experiences that may not be available for all preschool children in the community. In that it presently is not possible for the district to provide such a program for all four-year-old children in the district, those children in greatest need will be sought and identified.

The objectives of the program are to:

1. Identify children with incipient problems of a social, emotional, and/or physical nature, regardless of whether they are related to maturational development.

2. Provide an educational experience that will ameliorate or eliminate these problems at an early age, thereby deterring adjustment and/or learning problems from developing in subsequent years.

3. Identify children who do not have facility in the English language and provide experiences that enhance and accelerate the development of such a facility.

4. Identify children who would not otherwise attend a preschool prior to entering public school and provide them with equal learning opportunities.

5. Provide experiences for the parents of these children through a volunteer aide program whereby they can become oriented to the task of the school and how their role as parents might relate to that task as it affects their children.

6. Provide learning experiences in early childhood education and childcare for high school students through cooperative arrangements with the high school.

7. Comply with the relevant provisions of the law.
601.24 FIELD TRIPS AND EXCURSIONS

The Board of Directors recognizes that a properly planned, well-conducted, and carefully supervised field trip is a vital part of the curriculum of any classroom. As such, student trips of significant educational value are to be encouraged.

Field trips shall have the prior approval of the building principal. Advance consent of the students' parents or guardians is required for any excursion involving the use of public or private transportation. When the district provides transportation, the cost must be deducted from the yearly transportation costs.

Field trips outside the United States must have the recommendations of the administration and the approval of the Board of Directors.

LEG REF: 390 C.F.R. Pt. 390.3(f).
Iowa Code § 279.8.
281 I.A.C. 43.9.

Approved: 03/14/88 Reviewed: 03/07/11 Revised: ____________
The Board will provide a student guidance and counseling program. The guidance counselor will be certified with the Iowa Department of Education and hold the qualifications required by the Board. The guidance and counseling program will serve grades kindergarten through twelve. The program will assist students with their personal, educational, and career development. The program is coordinated with the education program and will involve licensed employees.

LEG. REF: Iowa Code 280.14; 622.10. 281 I.A.C. 12.3 (11).
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.

LEG REF: Iowa Code §§ 279.8; 321. 281 I.A.C. 41.412; 43.40.
601.35 INTERNET - APPROPRIATE USE - NEW

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

Students will be able to access the Internet through their teachers. Individual student accounts and electronic mail addresses may be issued to students. If a student already has an electronic mail address, the student will not be permitted to use the address to send and receive mail at school.

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

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

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

Employees and students will be instructed on the appropriate use of the Internet. Students will sign a form acknowledging they have read and understand the Internet Acceptable Use policy.

APPROVED: ___________ REVIEWED: ___________ REVISED: ___________
and regulations, that they will comply with the policy and regulations, and that they understand the consequences for violation of the policy or regulations

INTERNET - APPROPRIATE USE

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

Note: This is a mandatory policy. For more detailed discussion of this issue, see IASB’s Policy Primer, Vol. 22 #2 – April 17, 2012 and 14 #4- July 6, 2001.

Legal References: Iowa Code § 279.8 (2013).
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.
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.

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.

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.

LEG REF: Iowa Code §§ 279.8; 280.3; 280.14; 301. 281 I.A.C. 12.3(12).

Approved: 09/18/89  Reviewed: 04/28/14  Revised: 04/10/00
RECONSIDERATION REQUEST FORM
REQUEST FOR RE-EVALUATION OF PRINTED OR AUDIOVISUAL MATERIAL
(Submit to Superintendent)

<table>
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<th>Item Description (fill in all applicable information)</th>
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<tbody>
<tr>
<td>Author</td>
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<tr>
<td>Title</td>
</tr>
<tr>
<td>Publisher or producer (if known)</td>
</tr>
<tr>
<td>Date of publication or production</td>
</tr>
<tr>
<td>Type of material (book, film, etc.)</td>
</tr>
</tbody>
</table>

Request initiated by
Full address
Telephone
School in which item is used
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
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.

Approved: 9/18/89  Reviewed: 4/28/14  Revised: 2/9/04
602.4 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.

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).

Approved: 02/09/09 Revised: 03/10/14 Reviewed:
STUDENT ASSESSMENT

It shall be the policy of the Board of Directors that assessment be a planned and integral part of instruction which guides and documents student growth in light of the district's educational outcomes. It is an ongoing process involving observation, interaction, and analysis. It consists of both formal and informal measures of individual and group progress.

It is the intent of the Board of Directors that student assessment practices and procedures be valid and bias-free.

LEG REF:  No Child Left Behind, Title II, Sec. 1061, P.L. 107-110.
20 U.S.C. § 1232h.
Iowa Code § 280.3.

Approved: 7/11/94  Reviewed: 4/23/12  Revised: _______________
Trinity Muscatine Public Health proposes the implementation of two full-time Resource Navigators serving K-8th grade. These would be full-time year-round positions. There would be one full-time Resource Navigator in each middle school with the ability to service the younger siblings of the students they serve in the middle school. During the summer months we would provide continuum of care to ensure successful transition from one school year to the next while keeping the youth/family connected to the services they need.

The Resource Navigators play an essential role in supporting student success by performing a variety of health and social services care coordinator responsibilities, and connecting students and families with various academic, medical, health education, mental health, and other support services. The overall goal of the proposed Resource Navigator is to maintain the youth’s enrollment in school while making progress toward successful graduation. It also includes providing resources to support the overall health and well-being of the youth.

Services provided by the Resource Navigator include, but are not limited to the following strategies:

- Collaborating and receiving referrals from designated school officials for youth who are identified as needing resource navigation.
- Assessing and referring students and/or family members to health services such as a medical or dental clinics, mental health services or other services designed to meet specific social/emotional, academic or health needs.
- Coordination to connect the youth to community based programs such as in-home family support programs, group support, public health programs, housing, household resources, employment, etc.
- Arranging for appointments and transportation for a student and/or family members to medical, dental and mental health appointments.
- Coordinating multidisciplinary meetings for the youth and/or family.
- Collaborating with school district personnel to establish strategies that will support the success of the youth’s graduation. *i.e.* absenteeism, poor peer relations, poor interactions with teachers, extenuating circumstances within the youth’s personal life, etc.
- Facilitating communication among school sites, community resources, and caregivers.
- Organizing and/or implementing Family Team Meetings and Youth Dream Team Meetings.
- Providing behavioral health intervention services. *i.e.* communication, coping, healthy relationships, etc. These services can be provided to the youth and/or their family.
- Provide youth with identifying their current risk factors and how they are impeding their ability to successfully graduate. Develop measurable goals established by the youth.
- Explore opportunities for extracurricular activities to provide youth with a sense of belonging.

Our understanding of Modified Allowable Growth is that there are five criteria that identify if a student is at risk for dropping out of school. If a student meets at least two of these set criteria than the identified school within the district must determine a plan for additional supports to maintain the student’s enrollment in school and make progress toward successfully graduating.

The criteria, as we understand it, are as follows.

Criterion 1: High rate of absenteeism, truancy, or frequent tardiness.
Criterion 2: Limited or no extracurricular participation or lack identification with school including, but not limited to, expressed feelings of not belonging.
Criterion 3: Poor grades including, but not limited to, failing in one or more school subjects or grade levels.
Criterion 4: Low achievement scores in reading or mathematics, which reflect achievement at two years or more below grade level.
Criterion 5: Children in grades kindergarten through 3 who meet the definition of at-risk children adopted by the department of education.

The Resource Navigators will assist the Muscatine Community School District toward developing a plan for additional supports to maintain the youth’s enrollment in school while making progress toward successfully graduating as outlined in the At Risk and Modified Allowable Growth requirements.

Trinity Muscatine Public Health will measure the success of the program by tracking the following indicators.

- Basic demographics such as age, gender, ethnicity, and grade level.
- The number of youth who report stable housing.
- The number of youth who report a form of homelessness.
- The number of youth who maintain enrollment in school.
- The number of youth who graduate from high school.
- Other educational attainment will be tracked as well.
- The number of referrals to community resources with a summary of where they were referred.
- The number of individual sessions provided to youth.

The Muscatine Community School District will assess the impact the Resource Navigators had on each youth served specific to their attendance, grades and disciplinary referrals.

Trinity Muscatine Public Health would respectfully request to provide these services working with youth within the Muscatine Community School District. It is anticipated that the Resource Navigators will average 40 hours per week from July 1, 2017 – June 30, 2018. One full time employee will be housed at each of the two schools; West Middle and Central Middle. Please see the attached proposed budget for each of the two schools that will support the continued services provided through the Resource Navigators by Trinity Muscatine Public Health in FY2018.
Trinity Muscatine Public Health
Resource Navigator @ Central Middle School
FY18 Budget Request

<table>
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<tr>
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<tbody>
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<tr>
<td>Professional Salaries*</td>
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<td>Other Salaries</td>
<td>$ 1,339.00</td>
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<tr>
<td>Staff Travel</td>
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</table>

* Full-Time Resource Navigator figured as a billable unit of $33 per hour. This will cover staff time, benefits, travel, supplies and any other costs incurred with the services. The $33 billable unit will be submitted for per month for hours rendered by Trinity Muscatine Public Health from July 1, 2017 - June 30, 2018 and as an ongoing basis as agreed upon by both entities.
## FY18 Budget Request

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<td><strong>400 Supplies</strong></td>
<td>$460.00</td>
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<td><strong>600 Other Expenses</strong></td>
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<td><strong>Total</strong></td>
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* Full-Time Resource Navigator figured as a billable unit of $33 per hour. This will cover staff time, benefits, travel, supplies and any other costs incurred with the services. The $33 billable unit will be submitted for per month for hours rendered by Trinity Muscatine Public Health from July 1, 2017 - June 30, 2018 and as an ongoing basis as agreed upon by both entities.
Memorandum of Agreement for College Credit Courses for High School Students

Statement of Agreement
The purpose of this agreement is to provide college credit courses to eligible high school students at high schools within the boundaries of the Eastern Iowa Community Colleges (Scott, Clinton, and Muscatine).

Concurrent Enrollment Program
The concurrent enrollment program promotes rigorous academic or career and technical pursuits by providing opportunities for high school students to enroll part-time in eligible community college courses.

Responsibilities of College
Eastern Iowa Community Colleges will:
- Insure instructors for concurrent courses offered meet accreditation standards set for faculty.
- Provide the course development model and curriculum.
- Provide a college faculty liaison to assist high school faculty who are teaching concurrent enrollment courses in the high school.
- Serve as the registrar to establish and maintain student college credit records and transcripts.
- Make required textbooks and supplies available for purchase through the college bookstore.
- Provide orientation information for the students and parents of those enrolled.
- Ensure adherence to National Accreditation for Concurrent Enrollment Partnerships (NACEP) standards for academic quality and rigor.
- Abide by the Principles of Best Practice for Concurrent Enrollment outlined in Appendix A of this agreement.
- Will provide billing for each term.
- The college will provide appropriate orientation and training (e.g. curriculum, learning outcomes, assessment, college and department policies and procedures) to teach in the college department.

Responsibilities of School District
The School District will:
- Limit enrollment of students attending the course to students enrolled in the class for college credit.
- Comply with EICC’s course withdrawal policy.
- Assure all students enrolled have completed an EICC application, a college assessment as appropriate and registration materials.
- Follow the EICC Student Handbook to establish expectations for student conduct and to provide policies and procedures for due process and disciplinary action.
- Provide liability insurance with respect to the conduct of this educational program.
• Abide by the Principles of Best Practice for Concurrent Enrollment outlined in Appendix A of this agreement.
• School District must complete background checks for new concurrent instructors per Senior Year Plus.
• School District will be responsible for providing textbooks for each student enrolled.

Financial Responsibilities
The School District accepts full financial responsibility for their students who are enrolled in concurrent enrollment courses seven days after the start of the course. For students that withdraw during the first 7 days there will be no charge. EICC’s 2017-18 tuition rate is $155 per credit hour. Fees are set forth as follows:

• Class taught in the high school by a qualified high school faculty member: 25% of tuition per student, per class plus any materials and fees.
• Class taught in the high school by a college faculty member: 25% of tuition per student plus instructor cost, materials and fees.
• Class taught at the community college by a college faculty member: 25% of tuition per student plus instructor cost, books, materials and fees.
• Class taught at the Blong Technology Center: 25% of tuition per student plus direct costs, books, materials and fees.
• Career Academy courses taught on the college campus or center location: full program tuition per student plus books and supplies.

College Connection Individual Registration (CCIR) Program

The program is intended to promote rigorous academic pursuits and provide a wider variety of options to high school students. CCIR allows individual students to enroll in on-campus courses if the course is not offered at their high school. It also allows students to enroll in online courses and programs offered by EICC via the Iowa Community College Online Consortium (ICCOC), which grants college credit to students. All CCIR students must satisfy the following requirements:

• Has satisfied all of the course prerequisites.
• Has a college application on file.
• Has an appropriate assessment score on file (ALEKS, ACT) and meets program admission standards.

Students may not register for an online or on-campus course after the class has begun (no late registration). Summer session online courses or on-campus courses are not included in this agreement.

Financial Responsibilities
The School District accepts full financial responsibility for their students who are enrolled in CCIR courses seven days after the start of the course. The school district will be billed 60% of EICC’s current online tuition and fees per registration plus materials and electronic content. EICC’s 2017-18 online tuition rate is $177 per credit hour plus fees. All CCIR books will be purchased by the school or student. It is the responsibility of the school to make the determination as to how the books are purchased.
<table>
<thead>
<tr>
<th>School District</th>
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<tr>
<td>Bellevue Community School District</td>
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<td>Maquoketa Community School District</td>
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Muscataine Community School District

North Scott Community School District

Northeast Community School District

Pleasant Valley Community School District

West Liberty Community School District

Wilton Community School District

Date

Date

Date

Date

Date
Appendix A – Principles of Best Practice for Concurrent Enrollment

Principles of Best Practice
Both the College and the School District agree to follow the principles of best practice for concurrent enrollment programming.

Students
- Eligibility is determined by participating high school and college officials. Students must meet course prerequisites or demonstrate the ability to achieve success, and must take required academic assessments.
- Students are admitted and registered with approval of the local high school and the college. All students enrolled in a concurrent enrollment course are registered for college credit.
- Concurrently enrolled students receive appropriate college orientation materials that cover college policies and procedures, including how to establish a permanent transcript, course withdrawal procedures, and have access to a college student handbook.
- Students receive information clearly describing student responsibilities and institutional procedures for academic credit transfer.
- Students have access to college student support services (tutoring, advising, library, writing and math labs, computer labs, etc.) and student activities (athletic events, performing arts, etc.).
- Parents/guardians receive appropriate information regarding college policies and procedures, including how to establish a permanent transcript, course withdrawal procedures, and procedures for academic credit transfer.

Faculty teaching college credit courses for high school students
- Faculty teaching in the high school meet the same standards and requirements as other college faculty teaching within an academic department and are approved by appropriate college personnel.
- These teachers receive appropriate orientation and training (e.g. curriculum, learning outcomes, assessment, college and department policies and procedures) to teach in the college department.
- Concurrent enrollment faculty collaborate with other college faculty within the academic department and are required to participate in faculty development activities that can include related to curriculum, pedagogy, assessment, college policies, technology, and discipline-specific issues.
- Faculty receive on-going communication, have access to instructional resources, are invited to participate in department initiatives and receive department support.

Curriculum
- Concurrent enrollment courses reflect the highest quality and are intended to challenge eligible students. These courses provide college rigor and learning experiences.
- Courses achieve the same learning outcomes as traditional college courses by using an approved course syllabus, the same instructional materials, resources, and equipment. Textbooks are of the same quality and approved by the college.
- Course delivery is evaluated through strategies such as classroom observations and student evaluations.
- Courses are aligned to Career Pathways where possible.
Assessment

- Assessment policies, procedures, and instruments are consistent with college practice.
- Valid assessment measures are used to assure academic course rigor for which college credit will be awarded.

Evaluation/Research

- The college reviews each course/program on an annual basis for continuous improvement.
- Colleges are encouraged to conduct research regarding the performance of high school students in comparison to traditional college students and to report their findings.
- Colleges are encouraged to follow up on students and their continued success at the college after high school graduation and report their findings.
- Data sharing with participating high schools is consistent with the policies of the college.

Books

- All concurrent and CCIR courses should utilize the appropriate subject matter book as assigned by the college department coordinator in that subject. All CCIR books will be purchased by the school or student. It is the responsibility of the school to make the determination as to how the books are purchased.

Technical Requirements

- Please make sure student computers meet all the requirements for their online classes. Please go to http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/ to verify your computer meets the minimum requirements for your online class.

Unauthorized Collaboration

- "Unauthorized Collaboration" means working with others without the specific permission of the instructor on assignments that will be submitted for a grade. This rule applies to online classes utilizing take-home tests, papers, labs, or homework assignments. Students may not collaborate without faculty authorization. This is a form of plagiarism.
The following EICC programs are excluded from eligibility for CCIR Program: CNC Machining, Emergency Medical Technician, Engineering Technology, Logistics, Mechanical Design, Truck Driving, and Welding.

Terms
This agreement is effective for the 2017-18 academic year. The course schedule will normally follow the same calendar as the participating high school.

The agreement will be reviewed, at a minimum, on a yearly basis and formally renewed at that time.

Either party may terminate this contract with 30 days written notice.

Signatures

[Signature]

Eastern Iowa Community Colleges

10-19-17

Date
Board Goal:

Financial Stability
To the Board of Education I hereby certify that the following is a true Abstract of Claims for the period of time ending July 10, 2017 ...........Director of Finance and Budgeting.

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<td>MANAGEMENT FUND</td>
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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 July 10, 2017
DISCUSSION AND INFORMATION
Board Goal:

Student Achievement
The school calendar will accommodate the education program of the school district. The school calendar is for a minimum of 1080 hours and includes, but is not limited to, the days for student instruction, staff development, in-service days and teacher conferences.

The academic school year for students is for a minimum of one-hundred and eighty days or 1080 hours in the school calendar. The academic school year for students shall begin no sooner than August 23. Special education students may attend school on a school calendar different from that of the regular education program consistent with their Individualized Education Program.

The board, in its discretion, may excuse graduating seniors from up to five days or 30 hours of instruction after the school district requirements for graduation have been met. The board may also excuse graduating seniors from making up days missed due to inclement weather if the student has met the school district's graduation requirements.

Board approval of the school calendar shall be made prior to the time of issuance of personnel contracts for the ensuing year.

The Board of Directors shall have the right to amend the school calendar when the Board considers it to be in the best interests of the school district.

LE_REF: Iowa Code §§ 20.9; 279.10; 280.3; 281 I.A.C. 12.1(7).

Approved: 03/14/88  Reviewed: 02/14/11  Revised: ______________
600.3 SCHOOL DAY HOURS

The school day consists of the schedule of class instruction and activities as established by the Board upon the recommendation of the superintendent. The school day year is based on the requirements established for the operation of accredited schools.

The school day year shall consist of a minimum of seven and one half hours, 1,080 hours including the lunch period, for grades K through 12.

When the school is forced to close, due to weather or other emergencies, that part of the day during which school was in session will constitute a school day. All minor time schedule revisions, and all changes in time allotments, will be made by the proper administrative authority with the approval of the superintendent of schools.


Approved: 03/14/88  Reviewed: 02/14/11  Revised: 03/26/01
600.4 SCHEDULING ACTIVITIES

In keeping with good community relations, student school activities will not be scheduled on Wednesday beyond 6:00 p.m. whenever possible.

Activities scheduled on Sundays must be approved by the building principal and/or the Activities Director and is to be avoided if at all possible.

LEG REF: Iowa Code § 279.8.

Approved: 02/81  Reviewed: 03/07/11  Revised: 03/26/01
**600.5 CONDITIONS OF INSTRUCTION**

The Board of Education recognizes that adequate and proper classroom conditions are essential to good teaching and learning. It shall be the duty of all persons responsible for school services to share in establishing and maintaining conditions under which instruction and learning may advance.

Teachers are to be provided with sufficient equipment, supplies, and materials to maintain a good teaching program.

All buildings shall be kept in satisfactory condition in order to maintain the health and comfort of the pupils.

The school administration is mindful of the fact that quality education is difficult to obtain when teachers are burdened with overloads. An overload might consist of such things as over-sized classes, too many preparations, too many class interruptions, insufficient teaching aids, excessive community demands, and the like. **It is the responsibility of the superintendent to make a recommendation to the board on class size based upon the financial condition of the school district, the qualifications of and number of licensed employees, and other factors deemed relevant to the board.**

It is within the sole discretion of the board to determine the size of classes and to determine whether class grouping will take place. Insofar as possible, the Muscatine Community School District is dedicated to following these basic guidelines:

1. The pupil-teacher ratios in elementary grades should not exceed 1-30. Secondary teacher-pupil ratios should not exceed 1-35 per class or a total of 165 student contacts (excluding study halls). A concerted effort will be made to keep these numbers lower than this whenever possible.

2. The above pupil load goals do not apply in activity type classes, typing, physical education, and special education.

3. Problems concerning adequacy of facilities or teaching stations to accommodate students enrolled may be called to the attention of the Board of Education through the proper chain of command.

**LEG REF:** Iowa Code § 279.8; 280.3.

Approved: 9/18/89 Reviewed: 4/22/13 Revised: _____________
CLASS SIZE – DELETE – addressed in 600.5

Elementary class size standards and boundary lines for attendance purposes shall be reviewed annually in March by the Board of Directors upon recommendation of the Superintendent.

Boundary lines for attendance purposes may be changed due to class size standard, enrollment patterns, educational programs, district resources and other factors.

The superintendent may select a committee representative of the community schools to study boundaries prior to making a recommendation to the Board.

An effort will be made to keep class size at the lowest level possible.

LEG REF: Iowa Code § 279.8; 280.3.
The Board must approve curriculum of the school district. Curriculum recommended by the superintendent, the superintendent's designee, or by a committee established for the purpose of making a recommendation to the Board on curriculum shall be considered by the Board.

The Board may authorize the use of curriculum guides when it adopts curriculum. Such guides will be used when, in the opinion of the superintendent, they will be of assistance to the instructional program and will provide a consistent approach in the instructional program.

Regular evaluation of the total curriculum is necessary to ensure that the written and delivered curriculum is having the desired effect for students. Curriculum evaluation refers to an ongoing process of collecting, analyzing, synthesizing, and interpreting information to aid in understanding what students know and can do. It refers to the full range of information gathered in the school district to evaluate (make judgments about) student learning and program effectiveness in each content area.

Curriculum evaluation must be based on information gathered from a comprehensive assessment system that is designed for accountability and committed to the concept that all students will achieve at high levels, is standards-based, and informs decisions which impact significant and sustainable improvements in teaching and student learning.

Annually, and whenever a new program is proposed, the Board will review the curriculum offered in the school district to determine its strengths and weaknesses. The Board may authorize the superintendent or the superintendent's designee to appoint an ad hoc advisory committee to assist in curriculum evaluation.

The superintendent is responsible for curriculum evaluation and for determining the most effective way of ensuring that assessment activities are integrated into instructional practices as part of school improvement with a particular focus on improving teaching and learning. A curriculum framework will describe the procedures that will be followed to establish an evaluation process that can efficiently and effectively evaluate the total curriculum. This framework will, at a minimum, describe the procedures for the following curriculum evaluation activities:
• Identify specific purposes for assessing student learning;
• Develop a comprehensive assessment plan;
• Select/develop assessment tools and scoring procedures that are valid and reliable;
• Identify procedures for collecting assessment data;
• Identify procedures for analyzing and interpreting information and drawing conclusions based on the data (including analysis of the performance of various sub-groups of students);
• Identify procedures for establishing at least three levels of performance (specific to the content standard and the assessment tool when appropriate) to assist in determining whether students have achieved at a satisfactory level (at least two levels describe performance that is proficient or advanced and at least one level describes students who are not yet performing at the proficient level);
• Identify procedures for using assessment information to determine long-range and annual improvement goals;
• Identify procedures for using assessment information in making decisions focused on improving teaching and learning (data based decision making);
• Provide support to staff in using data to make instructional decisions;
• Define procedures for regular and clear communication about assessment results to the various internal and external publics (mandatory for communication about students receiving special education services);
• Define data reporting procedures;
• Verify that assessment tools are fair for all students and are consistent with all state and federal mandates;
• Verify that assessment tools measure the curriculum that is written and delivered;
• Identify procedures for deciding when multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning;
• Identify roles and responsibilities of key groups;
• Involve staff, parents, students, and community members in curriculum evaluation;
• Ensure participation of eligible students receiving special education services in district-wide assessments.

The Board shall review the students' performance on standardized tests, courses, and other indicators of student achievement deemed relevant by the Board as a guideline for the effectiveness of the curriculum. It shall be the responsibility of the superintendent or the superintendent's designee to
provide the Board with the test scores and grades along with the superintendent's comments about the school district's curriculum annually.


Approved: 9/18/89 Reviewed: 4/22/13 Revised: 2/8/93
The school district subscribes to the philosophy of the kindergarten that recognizes developmental stages and provides curriculum for the full range of each child's abilities. These abilities include cognitive skills, ways of finding and using information, perceptual ability, motor skills, and social skills.

The district further subscribes to the concept of continuous progress for each child based on the diagnosed needs of individuals and groups. Inherent in the intent to provide continuous as well as maximum development for each kindergarten child is the organization of classroom program personnel, and facilities to ensure small group and individual instruction whenever needed.

The program of instruction for the elementary schools shall include:

1) language arts
2) social studies
3) mathematics
4) science
5) physical education
6) health
7) music
8) visual arts
9) traffic safety
10) library science
11) guidance
12) technology
13) human growth & development

Curriculum guides shall be developed for all appropriate areas and shall be reviewed/revised according to a schedule developed by the superintendent or the superintendent's designee. These guides shall be designed to provide a consistent approach to instructional problems and to furnish information about supplementary materials and related activities. They will be designed to reflect the district's instructional and curriculum models.

In all instances, the elementary curriculum shall meet the educational requirements as established by state statute, the Department of Education and the district.

LEGAL REF: Iowa Administrative Code 3.5(1), (4), (6)
MIDDLE SCHOOL CURRICULUM

The middle schools shall provide instruction in the following fields:

1) language arts
2) mathematics
3) science
4) social studies
5) foreign language
6) general business
7) music
8) visual art
9) physical education
10) health
11) industrial technology
12) family and consumer science
13) technology
14) human growth & development
15) career education

Curriculum guides shall be developed for all appropriate areas and shall be reviewed/revised according to a schedule developed by the superintendent or the superintendent's designee. These guides shall be designed to provide a consistent approach to instructional problems and to furnish information about supplementary materials and related activities. They will be designed to reflect the district's instructional and curriculum models.

In all instances, the middle school curriculum shall meet the educational requirements as established by state statute, the Department of Education and the district.

Approved: 3/14/88  Reviewed: 7/08/13  Revised: 4/14/08
SENIOR HIGH SCHOOL CURRICULUM

The comprehensive senior high school shall offer work in each of the subject fields listed for middle schools, with the addition of driver education. In each field there shall be a greater variety of courses and more specialized instruction. The specific courses shall include instruction in the subjects for college preparatory, comprehensive, and vocational career training.

Curriculum guides shall be developed for all appropriate areas and shall be reviewed/revised according to a schedule developed by the superintendent or the superintendent’s designee. These guides shall be designed to provide a consistent approach to instructional problems and to furnish information about supplementary materials and related activities. They will be designed to reflect the district's instructional and curriculum models.

In all instances, the senior high school curriculum shall meet the educational requirements as established by state statute, the Department of Education and the district.
TALENTED AND GIFTED EDUCATION

The board recognizes some students require programming beyond the regular education program. The board will identify students with special abilities and provide education programming.

Special instructional programs and supportive services, unique materials, learning settings, and other educational services which differentiate, supplement, support, and extend the standard education program in meeting the talents and gifts of students is advocated. Students’ abilities in the following six areas will be recognized:

1. creative or productive thinking
2. general intellectual functioning
3. leadership effectiveness
4. proficiency in the physical and performing arts
5. psychomotor facility
6. specific academic aptitude


Approved: 3/14/88 Reviewed: 10/27/14 Revised: ___________
SUMMER SCHOOL INSTRUCTION

Summer school program shall be designed to meet the following purposes or objectives:

1. Enrichment and extension of the program provided during the regular academic year; and

2. Remedial work for those pupils who need and can profit from further study in the basic subjects.

3. Remedial work for those who must reach assessment levels prior to promotion.

LEG REF: Iowa Code §§ 279.8; 279.11; 279.68; 280.3; 282.6; 281 I.A.C. 41.106.

HEALTH EDUCATION

Students in grade levels one through twelve shall receive, as part of their health education, instruction about personal health, food and nutrition, environmental health, safety and survival skills, consumer health, family life, human growth and development, substance abuse and non-use, including the effects of alcohol, tobacco, drugs and poisons on the human body; human sexuality; self-esteem; stress management; interpersonal relationships; emotional and social health; health resources; prevention and control of disease; and communicable diseases, including acquired immune deficiency syndrome. The purpose of the health education program is to help each student protect, improve and maintain physical, emotional and social well-being.

While the areas stated above shall be included in health education, the instruction shall be adapted at each grade level to aid understanding by the students. Beginning no later than in grade seven, characteristics of communicable disease shall include information about sexually transmitted diseases.

Parents who object to health education instruction in human growth and development may file a written request that the pupil be excused from the instruction without reprisal. The written request shall include a proposed alternate activity or study acceptable to the superintendent. The superintendent, or the superintendent’s designee, shall have the final authority to determine the alternate activity or study.

LEG: Iowa Code §§ 256.11; 279.8; 280.3 – 280.14, 281 I.A.C. 12.5.
PHYSICAL EDUCATION

Students in grades one through twelve shall be required to participate in physical education courses unless they are excused by the principal or school nurse of their attendance center.

Students may be excused from physical education courses if the student presents a written statement from a doctor stating that such activities could be injurious to the health of the student or the student has been exempted because of a conflict with the student's religious beliefs.

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

- the student is enrolled in academic courses not otherwise available, or
- the student has obtained a physical education waiver for a semester because the student is actively involved in an athletic program.

Twelfth grade students may also be excused from physical education courses if the student is enrolled in a cooperative, work study or other educational program authorized by the school which requires the student's absence from school.

Students who will not participate in physical education must have a written request or statement from their parents.

LEG REF: Iowa Code § 256.11, 281 I.A.C. 12.5.

Approved: 9/18/89 Reviewed: 4/23/12 Revised: 3/26/07
A twelfth grade student may be excused from this requirement by the principal if the student is enrolled under one of the following circumstances:

1. The student is enrolled in a cooperative, work-study, or other educational program authorized by the school that requires the student’s absence from the school premises during the school day.

2. The student is enrolled in academic courses not otherwise available.

3. The student is enrolled in an organized or supervised athletic program that requires at least as much time participation per week as one-eighth unit of physical education.

Students in grades 9-11 may be excused by the principal of the high school, in consultation with the student’s counselor, for up to one semester, trimester, or the equivalent of a semester or trimester if the parent or guardian of the student requests in writing that the student be excused from the physical education requirement. The student seeking to be excused from the requirement, must, at some time period during which the excuse is being sought, be a participant in an organized athletic program which requires at least as much time of participation per week as one-eighth unit of physical education. The principal shall inform the superintendent that the student is excused.

Students in grades one through twelve may be exempt for medical or religious reasons. Students who will not participate in physical education must have a written request or statement from their parents or guardians. The written request shall include a proposed alternate activity or study acceptable to the superintendent or designee. The superintendent or designee shall have the final authority to determine the alternate activity or study.

670 Iowa Administrative Code 3.5(10)

281 Iowa Administrative Code 12.5(3)(f), .5(4)(f), .5(6)

(new standards)
**601.13 CAREER EDUCATION**

The school district is responsible for providing a total school curriculum that is related to real-life goals of students so they are motivated to choose, from among many alternatives, the direction they will take after high school. The Board of Directors, through its educational philosophy and the adoption of instructional goals, provides educational opportunities that will enable every student to develop to his/her full potential by:

1. ensuring that instruction is relevant to real-life concerns of students
2. providing all with opportunities to explore the knowledge, skills, technical requirements, working conditions, and political and social environments and responsibilities of the career fields that are open to them
3. providing guidance services adequate to ensure that every student gains expert help in assessing his/her personal interests, aptitudes, and abilities in making career choices and in planning an appropriate educational program
4. providing a kindergarten through grade 12 curriculum that incorporates the total concept of career education, and will allow all students to prepare for the occupational fields of their choice by acquiring knowledge and skills that will help them to (a) obtain entry-level employment in jobs not requiring advance training, and (b) continue education and training in post-high school institutions or in business and industry

Career education will be written into the education program for grades kindergarten through twelve. This education will include, but not be limited to, awareness of self in relation to others and the needs of society, exploration of employment opportunities, experiences in personal decision-making, and experiences of integrating work values and work skills into their lives.

It is the responsibility of the superintendent to assist licensed employees in finding ways to provide career education in the education program. Special attention should be given to courses of vocational education nature. The board, in its review of the curriculum, will review the means in which career education is combined with other instructional programs.
601.18 TEACHING ABOUT RELIGION

The school district is required to keep the practice of religion out of the school curriculum. The board recognizes the key role religion has played in the history of the world and authorizes the study of religious history and traditions as part of the curriculum. Preferential or derogatory treatment of a single religion will not take place.

It is the responsibility of the superintendent to ensure the study of religion in the schools in keeping with the following guidelines:

- the proposed activity must have a secular purpose;
- the primary objective of the activity must not be one that advances or inhibits religion; and
- the activity must not foster excessive governmental entanglement with religion.

NOTE: This policy and the accompanying regulation reflect the law on teaching religion in the public schools.

Legal Reference: U.S. Const. amend. I.
Iowa Code §§ 279.8; 280.6 (2013).

APPROVED: 03/14/88 REVIEWED: 03/07/11 REVISED: 03/26/01
Requests to the Board to develop and implement alternative school programs should include the following information:

1. Need. A narrative statement shall give the reasons for the request.

2. Objectives. Immediate and long-range objectives shall be stated, according to the purposes of the request and the course content.

3. Expected Goals. At the end of a specific trial period, the alternative program shall be evaluated and its further use should be projected.

4. Personnel Involved in Planning. A listing shall include members of the professional staff and the community.

5. Budget. A proposed budget that identifies all costs related with implementing the program shall be presented.

6. Implementation Procedures. Steps for implementing the program shall be listed, including plans for developing the program once it is started.

7. Plans for Evaluation. Based on the stated objectives and goals, program evaluation plans shall be provided, including a listing and type(s) of possible assessment instruments. The continuation of any program beyond its stated trial period could occur only after a positive evaluation, which considers all aspects of the program.

The Board shall carefully consider plans and recommendations for alternative programs while keeping in mind that the primary responsibilities must be the regular school program and the administration of the district's finances.
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.

Children from birth through age 2 and children age 3 through age 5 are provided comprehensive special education services within the public education system. The school district will work in conjunction with the area education agency to provide services, at the earliest appropriate time, to children with disabilities from birth through age 2. This is done to ensure a smooth transition of children entitled to early childhood special education services.

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.

LEG REF

Springdale School District #50 v. Grace, 693 F.2d 41 (8th Cir. 1982).
20 U.S.C. §§1400 et seq.
34 C.F.R. Pt. 300 et seq.
Iowa Code §§ 256.11(7); 256B; 273.1, 273.2, 273.5, 273.9(2)-(3); 280.8, 281 I.A.C. 41.109.
STUDENT HEALTH SERVICES

Health services shall be coordinated with the health education and physical education curriculum and the guidance and counseling services. The goal of the health services provided by the school district is to help each student protect, improve, and maintain physical, emotional, and social well-being. Student health services ensure continuity and create linkages between school, home, and community service providers. The school district’s comprehensive school improvement plan, needs, and resources determine the linkages.

Nurses, other medical personnel, or other health services personnel employed by or requested to conduct services for the Board shall hold and maintain a current Iowa license.

In addition to the health services provided in the curriculum, the school district will provide the following district-wide health services:

- Report on communicable diseases
- Report and maintain student immunization records
- Child abuse as observed by certified personnel
- Hazardous chemical disclosure
- Health screening programs

The superintendent shall provide a written report on the role of health services in the education program to the Board periodically or upon request.

LEG REF: No Child Left Behind, Title II, Sec. 1061, P.L. 107-110.
42 U.S.C. §§ 12101 et seq.
34 C.F.R. pt. 99, 104, 200, 300 et seq.
28 C.F.R. 35
20 U.S.C. 1232g § 1400 et seq.
Iowa Code §§ 22.7, 139A.3; 139.8; 139.21; 143.1, 152, 256.7(24); 256.11; 280.23.
281 I.A.C. 12.3(4), (7), (11); 12.4(12); 12.8; 41.405.
282 I.A.C. 15.3(14); 22.
641 I.A.C. 7.
655 I.A.C. 6, 6.3(1), 6.3(6), 6.6(1), 7.

501.30 VIRTUAL ON-LINE COURSES

Online coursework is a viable alternative for students to meet their personalized learning needs. Students may earn graduation credits by completing online courses offered through MCSD or through outside agencies for which the school must receive an official record of the final grade before credit toward graduation will be recognized. Accelerated Learning Center (ALC) coursework completed as for high school curriculum is also acceptable for high school credit.

Provided courses are within budgetary parameters, the costs for a virtual course, such as textbooks or school supplies, shall be borne by the district. It is the responsibility of the superintendent to develop administrative regulations to implement this policy.

Approved: ____7/10/06____  Reviewed: ____05-09-11____  Revised: ________________
The school district will continue school ceremonies and observances which have become a tradition and a custom of the education program. These include, but are not limited to, reciting the Pledge of Allegiance and observance of holidays, such as Christmas, Halloween and Easter, by programs and performances. Such ceremonies or observances will have a secular purpose and will not advocate or sponsor a particular religion.

Students who do not wish to participate in these activities may be silent during the ceremony or observance or receive permission from the principal to be excused from the ceremony for religious reasons in compliance with board policy.

LEG REF: U.S. Const. amend. I,


Iowa Code § 279.8.
601.33 ANIMALS IN THE CLASSROOM

Live animals will not be allowed in school district facilities except under special circumstances and only for an educational purpose. Permission from the principal will be required of anyone wishing to bring an animal into school district facilities. Appropriate supervision of animals is required when animals are brought into the school district facilities.

The person bringing the animal must furnish transportation for the animal brought to school. Animals will not be allowed to travel to and from the student's attendance center on the school bus without prior approval from the principal.

It is the responsibility of the principal to determine appropriate supervision of animals in the classroom.

LEG REF: Iowa Code § 279.8.
STUDENT PRODUCTION OF MATERIALS AND SERVICES

Materials and services produced by students at the expense of the school district are the property of the school district. Materials and services produced by students at the student's expense, except for incidental expense to the school district, are the property of the student.

It is the responsibility of the superintendent to determine incidental expense.

LEG REF: Iowa Code § 279.8.
The Board of Directors of the Muscatine School District hereby declares it the policy of the district to provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view and to allow review of allegedly inappropriate instructional materials.

The board has sole discretion to approve instructional materials for the school district. This authority is delegated to licensed employees to determine which instructional materials, other than textbooks, will be utilized by and purchased by the school district.

In reviewing current instructional materials for continued use and in selecting additional instructional materials, licensed employees will consider the current and future needs of the school district as well as the changes and the trends in education and society. It is the responsibility of the superintendent to report to the board the action taken by licensed employees.

In the case of textbooks, the board will make the final decision after receiving a recommendation from the superintendent. The criteria stated above for selection of other instructional materials will apply to the selection of textbooks. The superintendent may develop another means for the selection of textbooks. Textbooks are reviewed as needed and at least every years.

Education materials given to the school district must meet the criteria established above. The gift must be received in compliance with board policy.

LEG REF: Iowa Code §§ 279.8; 280.3; 280.14; 301, 281 I.A.C. 12.3(12).
603.1 STUDENT TESTING PROGRAM

A comprehensive testing program shall be established and maintained to evaluate the total program of the school district and to provide better guidance or counseling services to students and their families.

No student is required, as part of any applicable program, to submit to a survey, analysis or evaluation that reveals information concerning:

1. political affiliations;
2. mental and psychological problems potentially embarrassing to the student or his/her family;
3. sex behavior and attitudes;
4. illegal, anti-social, self-incriminating and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations or beliefs of the student or student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Approved: 03/14/88  Reviewed: 10/12/09  Revised: ________

Muscatine Community School District

603.01(2)
LEG REF: No Child Left Behind, Title II, Sec. 1061, P.L. 107-110.
20 U.S.C. § 1232h.
Iowa Code § 280.3.

Approved: 03/14/88
Reviewed: 10/12/09
Revised: ________
Prior consent to any such psychiatric or psychological examination, testing or treatment means the prior written consent of the student's parent or guardian or, if the student is emancipated, of the student.

As used herein, the terms psychiatric or psychological examination, testing or treatment are intended to have their ordinary and customary meaning which refers to a recognized medical or therapeutic discipline practiced by licensed professionals. These terms do not include ordinary classroom activities or teaching techniques.

The superintendent of schools, with the assistance of his/her professional staff, shall develop standards and procedures to evaluate the educational program and student progress within each area of instruction.

LEGAL REF: Iowa Administrative Code 3.5(13)
Hatch Act Amendments
Muscatine Community School District

| 503.2 | PROGRESS REPORTS TO STUDENTS – DELETE – it is in 506.14 |

Reporting Practices

The Board of Directors supports the following objectives of student progress reporting:

1. To inform parents of the progress made by their children;
2. To give parents a better understanding of the work of the school;
3. To record for students their growth and achievement;
4. To help students evaluate their own growth and achievement;
5. To help students, parents, and the school staff work together.

The superintendent of schools, with assistance from the administrative and teaching staffs, shall develop procedures for evaluating and reporting student progress to parents.

Parent-teacher conferences shall be scheduled at least once each academic year in all schools of the district. Such conference shall supplement the student progress reports.

The professional staff shall review reporting procedures annually. The Board of Directors shall have the responsibility of granting final approval to the procedures and their revisions as recommended.

Approved: 3/14/88 Reviewed: 7/9/12 Revised: ______________
The Muscatine Community School District shall maintain such confidential, personally identifiable student records as required by law and as is consistent with the district's responsibilities for the provision of educational programs and services.

The superintendent or his/her designee shall be administratively responsible for assuring the confidentiality of personally identifiable student records on a district-wide basis and for the establishment of procedures for the policy and with state/federal laws and regulation. The building principal or designee shall be responsible at the building level.

Record Access and Disclosure

Except as provided by this policy and/or by state/federal law and regulation, access shall not be provided in any manner to personally identifiable student record information without written consent signed by the parent or eligible student. An eligible student is one who has attained 18 years of age or is attending an institution of postsecondary education.

The following may have restricted access to student records without prior consent of the parent or eligible student under the conditions specified and in accordance with state/federal regulation.

1. The Board of Education as an official body when acting in its official capacity with regard to matters pertaining to an individual student.

2. Staff of the district and the Mississippi Bend Area Education Agency division of special education having a legitimate educational interest and need to know by virtue of being appropriately involved in carrying out assigned responsibilities for the administration or provision of educational programming or services and/or for the generation and maintenance of student records.

3. Officials of another school or school system in which the student enrolls or intends to enroll upon receipt of a written request from an appropriate representative of the school or school system.
Directory Information

The district may release the following types of directory information to the public without parent or eligible student consent: name, address, telephone listing, date of birth, participation in officially recognized activities and sports, major field of study, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received and the most recent previous school or institution attended.

No directory information may be released without parent or eligible student consent if either the information or the manner of circumstances in which it is released would serve to identify a student as handicapped or receiving special education services.

Any parent or eligible student objecting to the public release of directory information may file a written objection with the principal of the school. That information objected to shall not be publicly released.

Parent/Student Rights

Parents and eligible students shall be afforded and annually notified of their rights related to student records, including, among others prescribed by state/federal law, the right to:

1. Inspect and review records without undue delay and in no case more than 45 days after the request is made.

2. Copies of the records at the cost of reproduction or at no cost if the fee charged would prevent exercise of the right to inspect and review student records.

3. A listing of the titles and office addresses of district officials responsible for student records.

4. A listing of the types and locations of student records maintained by the district.

5. Request amendment of records and/or a hearing to seek amendment of records they feel are inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student and, if subsequent to a hearing the request is denied, to place in the records a statement commenting on
When a student reaches 18 years of age, or is attending an institution of postsecondary education, the rights accorded to and the consent required of the parent of the student shall thereafter be accorded only to and required of the eligible student with the following exception. Student records may be disclosed to the parents of a dependent student as defined by Section 152 of the Internal Revenue Code of 1954 without written consent of the student regardless of the age of the student.

It shall be assumed that the parent or eligible student has the right to access to records and the authority to grant consent for disclosure of records except when the district has evidence that there is a legal binding instrument, state law or court order which provides to the contrary.

Requests by a parent or eligible student to inspect or review student records, for copies of this policy or for assistance in exercising any parent/student right may be directed to the school in which the student is enrolled, or to the office of the district superintendent.

LEGAL REF:  Family Educational Rights and Privacy Act (20 U.S.C.-1232g), The Education of All Handicapped Children Act (P.L. 94-142)

Related administrative rules and regulations: Family Rights and Privacy Act Regulations (34,CFR Part 99), Education of All Handicapped Children Act Regulations (34,CFR Part 300), Iowa Rules of Special Education
The Muscatine Community School District is committed to ensuring the integrity of the information obtained from the use of educational assessments. This policy is intended to apply to two assessments in particular; the assessment used to meet the reporting requirement under the No Child Left Behind Act and the assessment used to meet the reporting requirements for the Annual Progress Report to the Iowa Department of Education.

The purpose of this policy is to identify procedures that can ensure assessment results are truly representative of the achievement of students in our district. It is also our intent to create awareness of the potential negative impact that inappropriate assessment practices might produce, to outline processes to be followed, and to identify the potential consequences of violating the policy. If test scores become questionable because of inappropriate practices in either preparing students or in administering tests, the meaning of the scores will be distorted and the value for their original purpose will be diminished or lost.

Approved: 02/13/06  Reviewed: 02/14/11  Revised: 
100 MISSION STATEMENT

The mission of the Muscatine Community School District is to ensure excellence in education for every student.
Muscatine Schools will develop a community of successful learners and leaders.

VISION

The Muscatine Community School District will provide a safe, nurturing environment where academic excellence is expected and diversity is recognized as strength. We will meet individual needs while developing independent learners who are also successful team players.

We will embrace innovative practices that are research-based and promote high levels of student learning. Technology-rich classrooms will enhance active learning and excitement. Interior and exterior walls will become seamless as learners and the community collaborate.

Our students will achieve positive social skills, which promote respect and responsibility to self, family and community, resulting in positive self-esteem.

School-community partnerships will prepare and challenge each individual to become a goal-oriented, lifelong learner in an ever-changing global society.

Every Student a Success Story

RIGOROUS ACADEMICS FOCUS ON CAREER DEVELOPMENT OF
PATHWAYS ENGAGED FUTURE COMMUNITY LEADERS

BELIEFS

We believe that all students can learn.

We believe that diversity is strength.

We believe that learning is a never-ending process.

We believe that public education is the cornerstone of our democratic society.

APPROVED: 10/14/91 Reviewed: 03/28/16 Revised: 7/14/97
We believe that every student is important.

We believe that public education is a total community effort.

We believe that all staff and students deserve a safe, positive, learning environment of mutual respect.

**CORE VALUES**

- Mutual Respect
- Clear and timely communication
- Students First
- Dedicated to learning and achievement for all

**TARGETS**

- Students will graduate prepared for post-secondary options.
- Students will learn in a positive and supportive environment.
- Muscatine Schools will utilize resources effectively and equitably.
501.4 GRADE PLACEMENT

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment.

Retention/Promotion other than reading retention in grades kindergarten through three:

The district shall adhere to the following:

● Retention/Promotion in kindergarten – eighth grade: The retention of a student will be determined based upon the judgment of the licensed employee and the principal. When it becomes evident a student in grades kindergarten through eight may be retained in a grade level for an additional year, the parents will be informed. It is within the sole discretion of the district to retain students in their current grade level and to deny promotion to a student.

● Retention/Promotion in ninth – twelfth grade: Students in grades nine through twelve will be informed of the required course work necessary to be promoted each year. When it becomes evident a student in these grades will be unable to meet the minimum credit requirements for the year, the student and parents will be informed. It is within the sole discretion of the district to retain students in their current grade level and to deny promotion to a student.

● Acceleration in kindergarten – twelfth grade: Students in grades kindergarten through twelve with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the school district may be allowed when they do not conflict with the school district's graduation requirements.

LEG REF: Iowa Code §§ 256.11, 279.8; 279.68; 280.3. 281 I.A.C. 12.5(16).
503.03 STUDENT CIVIL RIGHTS GRIEVANCE PROCEDURE - DELETE

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) working days.

Approved: 04/22/91  Reviewed: 03/10/14  Revised: 02/09/09
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
503.7 PROMOTIONAL CAMPAIGNS IN THE SCHOOLS/FUNDRAISING

Students shall not be required to help with promotional campaigns (i.e., financial, educational, charitable) unless the campaigns are within the general policies of the Board of Directors.

No one shall be permitted to solicit any student for any purposes, or distribute circulars, handbills, cards, or advertisements of any kind or make announcements of any nature, or take up any contributions in any school building or on the premises, for any purpose whatsoever, except by approval of the superintendent, as being in accord with the general policies of the Board of Directors.

Participation by students in charity activities is considered to be a desirable part of their total education. However, as a matter of basic policy, the Board of Directors will authorize the administration to determine the nature and extent of such activity.

Students may raise funds for school-sponsored events with the permission of the principal. Fund raising by students for events other than school-sponsored events is not allowed. Collection boxes for school fund raising must have prior approval from the principal before being placed on school property.

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

General Statement

Student-initiated or non-curriculum related groups must request the use of school facilities with the building principal and obtain a contract through the Board Office. The principal or his/her designee will approve or deny the request.

Student-initiated or non-curriculum related groups will not use the school name, school mascot name, district name, or any name that might imply school or district sponsorship. The use of school equipment will be subject to Board policy.

Non-Instructional Time During Normal School Hours

Appropriate student groups may request use of school facilities during non-instructional times during normal school hours for any lawful and orderly activity not directly related to school curriculum. In making its facilities available to them, the district is not promoting, enforcing, or otherwise sponsoring such groups. In order to use school facilities, the following criteria must be satisfied:

a. The meeting is voluntary and student initiated.

b. There is no sponsorship of the meeting by the schools, its agents, or employees.

c. Employees of the school district are present, if at all, only in a non-participatory capacity.

d. The meeting does not materially or substantially interfere with the orderly conduct of educational activities within the school.

e. Non-school persons may not attend such student group activities.

f. As a means of determining whether a student's attendance at an approved meeting is voluntary, a school principal or his/her designee will require parental consent for attendance at meetings of non-curriculum related groups.

g. Non-instructional time shall mean any time before the first period and after the last period in the day when students attend class.

h. The activity must not be for the purpose of private profit or fund raising.

Approved: __10/26/87___  Reviewed: __10/11/10___  Revised: __4/10/95___
503.11 STUDENT COMPLAINTS AND GRIEVANCES - NEW

Student complaints and grievances regarding board policy or administrative regulations and other matters should be addressed to the student’s teacher or another licensed employee, other than the administration, for resolution of the complaint. It is the goal of the board to resolve student complaints at the lowest organizational level.

If the complaint cannot be resolved by a licensed employee, the student may discuss the matter with the principal within 5 days of the employee’s decision. If the matter cannot be resolved by the principal, the student may discuss it with the superintendent within 5 days after speaking with the principal.

If the matter is not satisfactorily resolved by the superintendent, the student may ask to have the matter placed on the board agenda of a regularly scheduled board meeting in compliance with board policy.

503.12 STUDENT LOCKERS - NEW

Student lockers are the property of the school district. Students will use the lockers assigned to them by the school district for storing their school materials and personal belongings necessary for attendance at school. It is the responsibility of students to keep their assigned lockers clean and undamaged.

To ensure students are properly maintaining their assigned lockers, the principal of the building may periodically inspect all or a random selection of lockers. Either students or another individual will be present during the inspection of lockers. Student lockers may also be searched, at any time and without advance notice, in compliance with board policy 502.7 regulating search and seizure.

504.3 STUDENT ORGANIZATIONS

The principal shall determine qualifications and regulations for student groups and make recommendations to the superintendent. Applications for organizing shall be relayed to the superintendent through the building principal.

Failure to comply with regulations shall result in disbanding the organization by action of the Board.

Secondary school student-initiated, noncurriculum-related groups and student curriculum-related groups, upon receiving permission from the principal, may use school facilities for group meetings during non-instructional time.

Non-instructional time will mean any time before the first period of the day and after the last period of the day in which any student attends class. Meetings will not interfere with the orderly conduct of the education program or other school district operations. It is within the discretion of the principal to determine whether the meetings will interfere with the orderly conduct of the education program or other school district operations. Activities relating to and part of the education program will have priority over the activities of another organization.

Curriculum-Related Organizations

It will also be the responsibility of the principal to determine whether a student group is curriculum-related. One or more of the following questions will be answered affirmatively if the group is curriculum-related:

- Is the subject matter of the group actually taught in a regularly offered course?
- Will the subject matter of the group soon be taught in a regularly offered course?
- Does the subject matter of the group concern the body of courses as a whole?
- Is participation in the group required for a particular course?
- Does participation in the group result in academic credit?

Secondary school curriculum-related student organizations may use the school district facilities for meetings and other purposes before and after the instructional school day. Employees are assigned to monitor approved meetings and may interact with curriculum-related organizations.

Noncurriculum-Related Organizations

Student-initiated, noncurriculum-related organizations are provided access to meeting space and school district facilities.

Only students may attend and participate in meetings of noncurriculum-related groups. Such attendance is strictly voluntary and student-initiated. As a means of determining whether a
student’s attendance is voluntary, the principal may require parental consent for the student to attend the meetings.

Employees will be assigned to monitor approved meetings. Employees will not participate in the meeting or assist in planning, criticizing, or encouraging attendance. Only students may be involved in and attend the noncurriculum group’s meetings.

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

504.5 STUDENT PUBLICATIONS

Student publications must be approved by the building principal or his/her designated staff member before being published and distributed.

The principal shall have the authority to designate the time, place, and manner of distribution of all student publications, including both school-sponsored and non-school-sponsored materials.

Students may produce official school publications as part of the curriculum under the supervision of a faculty advisor and the principal. Official school publications include material produced in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

Any expression made by students, including student expression in official school publications, is not an expression of official school policy. The school district, the board, and the employees or officials are not liable in any civil or criminal action for any student expression made or published by students unless the employees or officials have interfered with or altered the content of the student speech or expression. The liability, if any, is only to the extent of the interference or alteration of the speech or expression.

Official school publications are free from prior restraint by employees or officials except as provided by law. A faculty advisor will supervise student writers to maintain professional standards of English and journalism and to comply with the law including, but not limited to, the restrictions against unlawful speech. The production of official school publications is guided by the law and by the ethical standards adopted by professional associations or societies of journalism.

Persons, other than students, who believe they have been aggrieved by student expression in a student-produced official school publication will follow the grievance procedure outlined in board policy 214.1. Students who believe their freedom of expression in a student-produced official school publication has been restricted will follow the grievance procedure outlined in board policy 502.6.

The superintendent is responsible for developing a student publications code. This code will include, but not be limited to, reasonable rules including time, place, and manner of restrictions. The superintendent will also be responsible for distributing this policy and the student publications code to the students and their parents.

504.7 PUBLIC PERFORMANCE BY STUDENTS

The Board of Directors recognizes that students gain useful and appropriate educational values from participating in civic and community affairs. The Board encourages the use of students for public performances when such performances contribute to the educational processes and objectives of the school, and when it does not interfere with the student program.

Students represent their school when they participate in school-sponsored activities and will be expected to behave appropriately. Further, the presentations must be appropriate to assure that the students learn and meet the goals of the activity and that the audience is not exposed to material that may be inappropriate for their level of maturity.

The superintendent shall determine whether the event will benefit the education program and the participating students.

1. All such performances shall be approved by the administrator supervising the activity.
2. The extended use of one particular group of students should be discouraged.
3. Extensive travel by any group is discouraged.
4. Below the senior high level, student groups will be permitted to perform on a limited basis.

Students will be allowed to perform in these events only with proper permission and supervision and when the events do not disrupt the education program or other school district operations. The events must be approved by the superintendent, unless it involves unusual travel and expense, in which case the board must approve of the performance.

504.8 CONTESTS FOR STUDENTS

The following rules shall govern student participation in local, state and national contests.

1. Participation shall be limited to those contests and activities that are educationally sound, worthy, and timely. It should be stimulating for the student and school, a desirable activity for both, and should supplement and not interfere with the regular program. Participation shall be voluntary. No contestant shall be excluded because of race, creed, color, gender, marital status, sexual orientation, national origin, religion, age, veteran status or disability, or payment of an entry fee.

2. Appropriate school funds, if available, may be used to assume the costs of transportation where students represent the school in competition, but in other events the students shall pay their own transportation costs.

281 I.A.C. 12.6.
505.1 408.1 CHILD ABUSE AND NEGLECT (moving this policy to the 400 series dealing with employees)

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

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

Within six months of their initial employment, mandatory reporters will take a two-hour training course involving the identification and reporting of child abuse, or submit evidence they’ve taken the course within the previous five years. The course will be re-taken at least every five years.

Legal Reference: Iowa Code §§ 232.67; 232.77; 232A; 235A; 280.17.
441 I.A.C. 9.2; 155; 175.

Approved: 2/12/90  Reviewed: 10/27/14  Revised: 4/28/03
505.2 STUDENT HEALTH AND IMMUNIZATION CERTIFICATES

Students must present a record of their immunization prior to admission into school. The Board retains the authority to deny continued enrollment if the student has not complied with the minimum immunization requirements as stated by the State Department of Health and to require at any time a certificate of good health for any student. Parents and/or guardians will complete a medical information card during registration every year.

Students desiring to participate in athletic activities or enrolling in kindergarten or first grade in the school district will have a physical examination by a licensed physician and provide proof of such an examination to the school district. A physical examination and proof of such an examination may be required by the administration for students in other grades enrolling for the first time in the school district.

A certificate of health stating the results of a physical examination and signed by the physician is on file at the attendance center. Each student will submit an up-to-date certificate of health upon the request of the superintendent. Failure to provide this information may be grounds for disciplinary action.

Students enrolling for the first time in the school district will also submit a certificate of immunization against diphtheria, pertussis, tetanus, poliomyelitis, rubeola, rubella, and other immunizations required by law. The student may be admitted conditionally to the attendance center if the student has not yet completed the immunization process but is in the process of doing so. Failure to meet the immunization requirement will be grounds for suspension, expulsion or denial of admission. Upon recommendation of the Iowa Department of Education and Iowa Department of Public Health, students entering the district for the first time may be required to pass a TB test prior to admission. The district may conduct TB tests of current students.

Exemptions from the immunization requirement in this policy will be allowed only for medical or religious reasons recognized under the law. The student must provide a valid Iowa State Department of Health Certificate of Immunization Exemption to be exempt from this policy.

505.5 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 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 or students with a risk of anaphylaxis who use epinephrine auto-injectors may self-administer their medication upon the written approval of the student's parents and prescribing physician licensed health care professional regardless of competency. An authorization signed by the parent or guardian must be on file.

Persons administering medication shall include authorized practitioners, such as, licensed registered nurses, parents, and physicians, and persons to whom authorized practitioners have delegated the administration of medication (who have successfully completed a medication administration course) reviewed by the Board of Examiners. 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 shall be maintained by the school.

A written medication administration record shall be on file including:

- date
- student's name
- prescriber or person authorizing administration
- medication and dosage
- administration time and 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. Deviations from these procedures must be approved by the Coordinator of Nurses and the Director of Special Programs.
Medication information shall be confidential information and shall be available to agency personnel with parent authorization as provided by law.

Disposal of unused, discontinued/recalled, or expired medication shall be in compliance with federal and state law. Prior to disposal school personnel shall make a reasonable attempt to return medication by providing written notification that expired, discontinued, or unused medications needs to be picked up. If medication is not picked up by the date specified, disposal shall be in accordance with the disposal procedures for the specific category of medication.

LEGAL REF:
Iowa Code §§124.101(1); 147.107; 152.1; 155A.4(2); 280.16; 280.23.
281 IAC § 41.404(3).
657 IAC § 8.32(124); §8.32(155A).
655 IAC § 6.2(152).
505.6 STUDENT INSURANCE, General

An all-pupil insurance program may be offered to the parents of pupils in the district. The Board of Directors, upon recommendation of the superintendent, shall select the insurance company to issue such policies for all schools in the district.

The purchase of pupil insurance shall be voluntary with the entire cost being paid by the student or his/her parents.

All athletes must carry adequate insurance. If a student chooses not to use the plan that is offered at registration, evidence of satisfactory coverage shall be provided. (moved from 505.7 Student Insurance - Athletes)

ATHLETIC INSURANCE – DELETE (combining with 505.6)

All athletes must carry adequate insurance. If a student chooses not to use the plan that is offered at registration, evidence of satisfactory coverage shall be provided.

LEG REF: Iowa Code § 279.8.
505.7 CUSTODY AND PARENTAL RIGHTS - NEW

Disagreements between family members are not the responsibility of the school district. The school district will not take the "side" of one family member over another in a disagreement about custody or parental rights. Court orders that have been issued are followed by the school district. It is the responsibility of the person requesting an action by the school district to inform and provide the school district the court order allowing such action.

This policy does not prohibit an employee from listening to a student's problems and concerns.

It is the responsibility of the superintendent to ensure employees remain neutral in a disagreement about custody and parental rights.

Legal Reference: Iowa Code §§ 232.67, .70, .73, .75; 235A; 279.8; 710.6 (2013).
441 I.A.C. 9.2; 155; 175.
506.2  RELEASE OF STUDENT INFORMATION

DELETE – COMBINED WITH 506.1

Approved: 2/12/90  Reviewed: 02/13/12  Revised: ___________

Comment [1]: Consider combining this with 506.1. The sample policy included for 506.1 includes information related to the release of student information too.

Is this suppose to address directory information? That is a mandatory policy.
506.04 COMMENCEMENT AND BACCALAUREATE

Students who have successfully completed the requirements for graduation from high school shall be granted diplomas and allowed to participate in the commencement proceedings. If a student desires to be excused from graduation, he/she may make application to the high school principal stating his/her reasons. Failure of a student to participate in commencement will not be a reason for withholding the student’s final progress report or diploma certifying the student’s completion of high school.

Participation in baccalaureate exercises is voluntary.
506.7 MID YEAR GRADUATION

Students having met the graduation requirements early may, with parental support, be permitted to terminate their high school classes. Said individuals shall have the opportunity to participate in formal graduation exercises at the conclusion of the school year; and participate in the class functions held during any remaining portion of the school year.

Generally, students will be required to complete the necessary coursework and graduate from high school at the end of grade twelve. Students may graduate prior to this time if they meet the minimum graduation requirements stated in board policy.

A student who graduates early will no longer be considered a student and will become an alumnus of the school district. However, the student who graduates early may participate in commencement exercises.

LEG REF: Iowa Code §§ 279.8; 280.3.
281 I.A.C. 12.2; 12.5.
DUAL CREDIT FOR SENIORS – DELETE (no longer applicable)

Students having completed their eleventh grade year at Muscatine Senior High, with the recommendation of the administration, may be eligible to request the Board of Education for the privilege of waiving their senior year at the local high school. Candidates for this type of program should have compiled an outstanding record in all college prep courses attempted (9, 10, and 11) and rank in the upper 10% of their class. Further criteria which will be reviewed later includes: exceptionally high performance on all standard tests taken during grades 9-11, evidence of good social adjustment, and a satisfactory maturity level. The above named criteria will be reviewed with the school counselor, administrator, and parents of the candidate.

The admissions office of the college or university in which the student hopes to enroll should be contacted prior to local consideration. Evidence of acceptance from the admitting college or university should be filed by the applicant at the high school principal's office.

Upon approval for "dual credit", the student will be required to submit to the local high school his first and second semester progress reports (grades) prior to issuance of the regular Muscatine Senior High diploma. Students maintaining a superior college record (B or better grades) during their freshman year will be carried on the high school senior class roll for senior honors.
506.10 CONTROL OF STUDENT ACTIVITY FUNDS

The Superintendent, through the Director of Finance and Budget, shall have custody of all funds of classes, organizations, and activities. A complete record of all receipts and expenditures shall be maintained and an audit of this record shall be made annually by a person selected by the Board of Education.

Collection of any funds for school activities must have the approval of the superintendent and the recommendation of the building principal. All such funds shall be under the financial control of the Board.

Records for any class shall not be maintained after their graduation and any monies belonging to said class shall be transferred to another account.

School sponsored organizations are required to keep accurate records of their financial transactions and to compare balances with the monthly report submitted by the Central Office to eliminate any errors or questions.

Revenue raised by students or from student activities is deposited and accounted for in the student activities fund. This revenue is the property of and is under the financial control of the board. Students may use this revenue for purposes approved by the building principal.

Whether such revenue is collected from student contributions, club dues, and special activities or result from admissions to special events or from other fund-raising activities, all funds will be under the jurisdiction of the board and under the specific control of the superintendent or designee. They will be deposited in a designated depository and will be disbursed and accounted for in accordance with instructions issued by the superintendent.

It is the responsibility of the Director of Finance to keep student activity accounts up-to-date and complete.

Any unencumbered class or activity account balances will automatically revert to the activity fund when a class graduates or an activity is discontinued.

LEG REF: Iowa Code §§ 11.23; 279.8.
STUDENT WORK PERMITS

LEGAL REF: Iowa Code, Chapter 92

RECOMMENDATION TO DELETE PER IASB

Comment [1]: Governor Branstad signed HF397 relating to Child Labor Work Permits into law May 7, 2015. Effective today (June 1), school administrators will no longer be issuing Iowa Child Labor Work Permits.

You can delete this policy or update to reflect where families can locate the information.

Additional information may be found at the DE’s website: https://www.educateiowa.gov/resources/laws-and-regulations/legal-lessons/work-permits-students-june-2015-school-leader-update

Approved: 01/12/90  Reviewed: 02/14/11  Revised: ___________
506.13 DISASTER DRILLS AND DISASTER PLANNING

The first consideration of the schools is to insure the safety of the students and staff in all conditions, and especially so in emergency situations.

A well educated student body will greatly assist in preparing for any natural or man made disaster. Students will be informed of the appropriate action to take in an emergency. Emergency drills for fire, weather, and other disasters are conducted each school year. Fire and tornado drills are each conducted regularly during the academic school year with a minimum of two before December 31 and two after January 1.

Each attendance center will develop and maintain a written plan containing emergency and disaster procedures. The plan will be communicated to and reviewed with employees. Employees will participate in emergency drills. Licensed employees are responsible for instructing the proper techniques to be followed in the drill.

Schools will conduct, and students will be required to regularly participate in, fire drills, tornado drills and emergency evacuations.

In an actual emergency situation when time allows, children will be sent home. In the event that sufficient time is not available to send children home, the students will remain at the schools and will be housed in the best manner possible under the emergency conditions to insure the students' safety.

All decisions regarding this policy will be announced to local and regional media for broadcast to district patrons.

LEGAL REF: Iowa Code § 100.31
281 I.A.C. 41.25(3).
506.19 Student Photographs - NEW

The board will permit student "portrait" photographs to be taken on school premises by a commercial photographer as a service to the students and their families.

Parents will be notified prior to the taking of pictures by a commercial photographer for student "portraits." In no case will students be required to have their picture taken or be pressured to purchase pictures.

Students or commercial photographers may take pictures of students upon consent for such things as the yearbook or student newspaper.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative rules regarding student photographs.

506.20 Class or Student Group Gifts - NEW

The board welcomes gifts to the school district from a class or student group. While class gifts to the school district do not require the approval of the superintendent, the board encourages students to consult with the superintendent or other licensed employees prior to selecting a gift for the school district.

505.8 507.1 Student Health Services - NEW*

*This policy is NEW; however the proposed Admin Regs for 507.1 are actually the old board policy 505.8 - Student Health Services.

The board recognizes that some special education students need special health services during the school day. These students will receive special health services in conjunction with their individualized education program.

The superintendent, in conjunction with licensed health personnel, will establish administrative regulations for the implementation of this policy.

Springdale School District #50 v. Grace, 693 F.2d 41 (8th Cir. 1982).
Iowa Code §§ 256.11(7); 256B; 273.2, .5, .9(2)-(3); 280.8 (2013).
281 I.A.C. 41.405
900.14 DISTRIBUTION OF MATERIALS - NEW

The board recognizes that students, employees, parents or citizens may want to distribute materials within the school district that are non-curricular. Non-curricular materials to be distributed must be approved by the building principal and meet certain standards prior to their distribution.

It is the responsibility of the superintendent, in conjunction with the building principals to draft administrative regulations regarding this policy.

Legal Reference: U.S. Const. amend. I.
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987).
Iowa Code §§ 279.8; 280.22 (2013).
STUDENT ACHIEVEMENT AND ACCOUNTABILITY

1. RESEARCH-BASED INITIATIVES
Supports implementation of initiatives in Iowa’s K-12 education system that:
- Are research-based;
- Are focused on student achievement, and;
- Do not “re-purpose” existing education funds.

2. STANDARDS AND ACCOUNTABILITY
Supports continued progress in the development of rigorous content standards and benchmarks that reflect the real-world knowledge and skills students need to graduate from high school prepared for college or to enter the workforce, including the following state actions:
- Provide and fund technical assistance to help school districts fully implement the Iowa Core Content Standards which define what students should know and be able to do in math, science, English language arts, social studies, and 21st Century skills in areas such as financial and technological literacy.
- Adopt high-quality summative and formative assessments, aligned to the skills students should know and be able to do to succeed globally and locally.
- Support research-based professional development that provides educators with training, support and time to work together so that they can successfully teach a rigorous curriculum to all students. Ensure that curriculum decisions about how to teach remain in the hands of local schools and teachers.
- Include and fund all the components of successful standards systems: assessments aligned to high expectations, improved and aligned instruction and quality professional development.

IASB supports development of model content standards, recommended assessments and professional development supports in additional content areas but opposes expanding accountability, reporting and accreditation requirements in these areas.

3. PRESCHOOL
Supports an increase in funding from the current weighting of 0.5 to 1.0 full-time equivalent to ensure all 4-year-olds have access to a high quality public school preschool program. Districts should be given maximum flexibility to assign costs to the program.

4. EARLY LITERACY
Supports the continued development of and funding for research on best practices for improving proficiency in early literacy strategies.

Supports continued funding for professional development and classroom intervention strategies focused on implementing best practices for early literacy in grades PK-3.

Supports the continuation of programs currently funded by the early intervention block grant program with flexibility to use those funds for other K-3 literacy programs if approved by the school board.
5. ENGLISH LEARNERS
Supports sufficient and on-time funding for English-learners (EL) until the students reach proficiency.

6. DROPOUT/AT RISK
Supports the inclusion of dropout prevention and funding for at-risk students in the foundation formula and the inclusion of socio-economic status as a factor in determining a student's at-risk status. Opposes changes to compulsory age of attendance requirements unless sufficient funds and research-based programs are provided.

7. MENTAL HEALTH
Supports increased statewide access to and funding for mental health services for children.

8. SPECIAL EDUCATION – STATE
Supports predictable and timely state funding to serve students receiving special education services at a level that reflects the actual cost including educational programming and health care costs.

9. SPECIAL EDUCATION – FEDERAL
Supports the federal commitment to fund 40 percent of the cost of educating students receiving special education services, and requests that the federal government fulfill that commitment by increasing funding a minimum of 8 percent per year until the 40 percent figure is achieved.

10. AREA EDUCATION AGENCIES
Supports sufficient financial support of the area education agencies to provide essential services in a cost-effective manner to school districts including:

- special education;
- technology;
- professional development;
- curriculum assessment; and
- student assessment data analysis.

11. SCHOOL CALENDARS
Supports the authority of locally elected school boards to determine the school calendar to best meet student needs, including start dates, year round schools, and other innovations.
12. TEACHER LEADERSHIP AND DEVELOPMENT
Supports research-based programs and funding to develop strong instructional leadership including:

- teacher leadership and development
- beginning teacher mentoring programs
- quality professional development programs.

13. MARKET-COMPETITIVE WAGES
Supports providing school districts with incentives and the flexibility to pay market competitive wages for shortage area positions, especially in the areas required to meet graduation and Iowa content standards.

14. BENEFITS
Supports allowing school districts to voluntarily enroll their employees in the state’s health, dental and life/long-term disability insurance pools.

15. ALTERNATIVE LICENSURE
Supports the adoption of alternative teacher licensure upon completion of research-based teaching pedagogy training in addition to content knowledge in a curricular area.

16. STAFF REDUCTIONS
Supports giving school districts and AEAs the option to waive the termination requirements in Iowa Code Section 279.13 to reduce staff in response to reductions in funding or to comply with an arbitrator’s award.

17. ARBITRATIONS
Supports a requirement that arbitrators, prior to the imposition of an award, must first consider local conditions, ability to pay, and local settlement history. After the arbitrator determines the school district, AEA or community college has the ability to pay, the arbitrator should then consider comparability based upon similar size and geographic region.

18. LABOR/EMPLOYMENT LAWS
Supports labor and employment laws that balance the rights of the employees with the rights of management, with an emphasis on student achievement and student safety.
19. SCHOOL FUNDING POLICY
Supports a school foundation formula that:

- Provides sufficient and timely funding to meet education goals;
- Equalizes per pupil funding;
- Provides a funding mechanism for transportation costs that reduces the pressure on the general fund and addresses inequities between school districts;
- Includes factors based on changes in demographics including socio-economic status, remedial programming, and enrollment challenges;
- Incorporates categorical funding in the formula within three years; and
- Includes a mix of property taxes and state aid

20. SUPPLEMENTAL STATE AID
Supports setting supplemental state aid:

- For FY 2018, by January 31, 2017;
- For FY 2019 and future budget years, at least 14 months prior to the certification of the school’s district budgets; and
- at a rate that sufficiently supports local districts’ efforts to plan, create and sustain world-class schools

Supports a formula driven method for establishing the supplemental state aid growth rate if it is not set within the statutory requirements.

21. PROPERTY TAXES
Supports holding school districts harmless in property tax restructuring. Supports efforts to minimize property tax disparities created by the additional levy rate without compromising additional resources to school districts. Supports improved transparency and limits on the use of Tax Increment Financing (TIF) including requirements:

- To include all affected taxing bodies before creation of a TIF district;
- to limit the duration of all TIF districts

22. SPECIAL LEVY FUNDS
Supports flexibility in the use of special levy funds.

23. TAX BASE
Supports an independent, bi-annual cost-benefit analysis of all income, sales or property tax exemptions, credits or deductions. Creation of a new tax credit must undergo an independent cost benefit analysis. The legislature should have sole authority to make revisions to definitions that impact taxes, restrict future tax bases or provide additional tax breaks that decrease revenue to the state and either directly or indirectly impact tax revenue for schools.

24. FRANCHISE FEES
Opposes the imposition of franchise fees on school corporations unless the board of directors agrees to such a fee.
2017 IASB Legislative Resolutions

25. CONSTITUTIONAL TAX LIMITATIONS
Opposes a constitutional amendment or statewide voter referendum that would limit taxes, spending or local control impacting education.

26. UNFUNDED MANDATES
Opposes any new mandate that does not provide sufficient and sustainable funding for successful implementation.

SCHOOL INFRASTRUCTURE

27. SAVE (SECURE AN ADVANCED VISION FOR EDUCATION)
Supports repeal of the December 31, 2029 sunset on the statewide penny sales tax for school infrastructure.

Supports preserving the integrity of the statewide penny sales tax for school infrastructure including the tax equity provisions in the following manner:

- No diversions or expansions of allowable uses prior to the current 2029 sunset date;
- Continued growth in the per pupil amount beyond the 2029 sunset date.

28. BOND ISSUES
Supports allowing school bond issues to be passed by a simple majority vote.

Supports the authority to levy a combination of property taxes and income surtaxes to pay the indebtedness.

Supports legislation to clarify that revenue bonds do not count toward a 5 percent statutory debt limit.

GOVERNANCE

29. CHARTER AND ONLINE SCHOOL AUTHORIZING AND ACCOUNTABILITY
Supports the existing Iowa law establishing local school boards as the sole authority to establish charter and on-line schools. All plans and waivers must be approved by the State Board of Education and subject to all state and federal accountability and reporting standards.

30. SHARING AND REORGANIZATION
Supports continuation of sufficient incentives and assistance to encourage sharing or reorganization between school districts including the establishment of regional schools.
Board Goal:

Financial Stability
### Muscatine CSD Treasurer's Report for the month of June, 2017

#### Comparisons:

<table>
<thead>
<tr>
<th>Fund</th>
<th>YTD Jun-17</th>
<th>YTD Jun-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treasurer Balance by Fund:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General</td>
<td>$21,682,090.35</td>
<td>$11,946,303.32</td>
</tr>
<tr>
<td>Activity</td>
<td>$431,203.31</td>
<td>$427,635.75</td>
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<tr>
<td>Management</td>
<td>$960,771.24</td>
<td>$978,565.08</td>
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<tr>
<td>Special Purpose Trust</td>
<td>$53,518.17</td>
<td>$53,494.50</td>
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<tr>
<td>Sales Tax</td>
<td>$7,270,324.85</td>
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<tr>
<td>PPEL</td>
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<td>$1,722,896.71</td>
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<tr>
<td>Debt Service</td>
<td>$-</td>
<td>$-</td>
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<tr>
<td>Nutrition</td>
<td>$1,005,856.03</td>
<td>$538,722.66</td>
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<tr>
<td>Scholarship Trust Fund</td>
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<tr>
<td>Agency Funds</td>
<td>$2,034.53</td>
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<tr>
<td>Total of All Funds</td>
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<td>$19,482,186.01</td>
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<tr>
<td>Revenue</td>
<td>July</td>
<td>August</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Property Taxes</td>
<td>$1,349,070</td>
<td>$6,542,617</td>
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<tr>
<td>Income Surtaxes</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>State Categorical Funds</td>
<td>$133,648</td>
<td>$-</td>
</tr>
<tr>
<td>Federal Funds</td>
<td>$-</td>
<td>$41,339</td>
</tr>
<tr>
<td>Tuition In, Reg, SE, Other</td>
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<td>$-</td>
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<tr>
<td><strong>Total Monthly Revenues</strong></td>
<td>$208,060</td>
<td>$53,445</td>
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<tr>
<td><strong>Total YTD Revenues</strong></td>
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<td>$261,505</td>
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<tr>
<td>Expenditures</td>
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<tr>
<td>Salaries</td>
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<td>$555,717</td>
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<tr>
<td>Benefits</td>
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<tr>
<td>Energy (Fuel + Utilities)</td>
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<td>$45,991</td>
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<tr>
<td>Tuition Out, Reg, SE, Other</td>
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<td>$-</td>
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<tr>
<td>Other</td>
<td>$185,423</td>
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<td>AEA Flowthrough</td>
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<tr>
<td><strong>Total Monthly Expenditures</strong></td>
<td>$648,583</td>
<td>$1,522,738</td>
</tr>
<tr>
<td>Monthly Gain/(Loss)</td>
<td>$(440,522)</td>
<td>$(1,469,293)</td>
</tr>
<tr>
<td>YTD Gain/(Loss)</td>
<td>$(440,522)</td>
<td>$(1,909,816)</td>
</tr>
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</table>

**Total Monthly Expenditures** and **Total YTD Expenditures** reflect preliminary data.
### Monthly Actual Revenues, Expenditures and Budget Comparison Muscatine Community School District FY 2017-Prelim as of 7-7-2017

#### Actual Compared to Budget

<table>
<thead>
<tr>
<th>Revenue</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Aid (A&amp;L 9.11)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ (127,713)</td>
</tr>
<tr>
<td>Property Taxes (A&amp;L 15.12)</td>
<td>$ -</td>
<td>$ (15,610)</td>
<td>$ 318,360</td>
<td>$ 337,904</td>
<td>$ (301,494)</td>
<td>$ 165,133</td>
<td>$ 50,602</td>
<td>$ (46,534)</td>
<td>$ (104,367)</td>
<td>$ 501,314</td>
<td>$ (178,261)</td>
<td>$ (186,321)</td>
<td>$ 540,726</td>
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<tr>
<td>Income Surtaxes (A&amp;L 10.17)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 8,673</td>
<td>$ -</td>
<td>$ 11,796</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 20,469</td>
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<tr>
<td>State Categorical Funds</td>
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<td>$ (19,925)</td>
<td>$ 20,000</td>
<td>$ 29,715</td>
<td>$ (38,050)</td>
<td>$ 19,442</td>
<td>$ 15,257</td>
<td>$ (19,234)</td>
<td>$ 31,889</td>
<td>$ (20,759)</td>
<td>$ (55,091)</td>
<td>$ (17,265)</td>
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<tr>
<td>Federal Funds</td>
<td>$ -</td>
<td>$ (41,339)</td>
<td>$ 30,338</td>
<td>$ (33,237)</td>
<td>$ 231,724</td>
<td>$ (239,729)</td>
<td>$ 97,256</td>
<td>$ (151,590)</td>
<td>$ (69,781)</td>
<td>$ 209,574</td>
<td>$ (25,615)</td>
<td>$ (629,515)</td>
<td>$ (623,935)</td>
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<tr>
<td>Tuition</td>
<td>$ 332</td>
<td>$ -</td>
<td>$ (3,629)</td>
<td>$ (772)</td>
<td>$ (38,006)</td>
<td>$ (98,225)</td>
<td>$ 191,761</td>
<td>$ 6,125</td>
<td>$ (93,760)</td>
<td>$ 1,410</td>
<td>$ (54,807)</td>
<td>$ (87,570)</td>
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<tr>
<td>Other</td>
<td>$ 68,251</td>
<td>$ 58,947</td>
<td>$ (3,134)</td>
<td>$ (71,126)</td>
<td>$ (29,694)</td>
<td>$ (9,018)</td>
<td>$ (19,816)</td>
<td>$ 7,103</td>
<td>$ 113,274</td>
<td>$ (26,510)</td>
<td>$ 5,155</td>
<td>$ (17,571)</td>
<td>$ 75,861</td>
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<td>Total Monthly Revenues</td>
<td>$ 183,507</td>
<td>$ (93,435)</td>
<td>$ 324,007</td>
<td>$ 253,522</td>
<td>$ (70,520)</td>
<td>$ (150,996)</td>
<td>$ 27,973</td>
<td>$ 6,507</td>
<td>$ (95,268)</td>
<td>$ 601,221</td>
<td>$ (239,356)</td>
<td>$ (964,589)</td>
<td>$ (217,427)</td>
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<tr>
<td>Total YTD Revenues</td>
<td>$ 183,507</td>
<td>$ 90,073</td>
<td>$ 416,080</td>
<td>$ 667,601</td>
<td>$ 597,081</td>
<td>$ 446,085</td>
<td>$ 474,058</td>
<td>$ 480,565</td>
<td>$ 385,297</td>
<td>$ 986,518</td>
<td>$ 747,162</td>
<td>$ 217,427</td>
<td></td>
</tr>
</tbody>
</table>

#### Expenditures

| Salaries                       | $ (52,111)| $ (228,472)| $ 483,073 | $ (500,138)| $ (30,812)| $ 88,220  | $ (207,197)| $ 56,281  | $ 442,323| $ (343,205)| $ (88,183)| $ (270,755)| $ (651,251)|
| Benefits                       | $ (41,161)| $ (69,249)| $ 69,364  | $ (158,921)| $ (34,043)| $ (81,457)| $ (76,999) | $ 250,439| $ 11,675  | $ (125,752)| $ (67,694)| $ (250,894)| $ (574,693)|
| Energy                         | $ (18,645)| $ 11,273  | $ 24,398  | $ (12,749) | $ (31,069)| $ (19,691)| $ (33,927) | $ (103,486)| $ 9,039   | $ (9,745)  | $ (61,102)| $ (294,501)|
| Tuition Out, Reg, SE, Other    | $ -       | $ 3,520   | $ 12,864  | $ 21,887  | $ (102,451)| $ (112,789)| $ (112,607)| $ 159,239| $ 9,242   | $ (222,425)| $ (124,109)| $ 131,875 | $ (405,257)|
| Other                          | $ 72,412  | $ 249,867 | $ 68,651  | $ (58,866)| $ 188,457| $ (4,877) | $ 93,872  | (267,161)| $ (110,308)| $ 10,623  | $ 365,415 | $ (148,481)| $ 326,300 |
| AEA Flowthrough                | $ -       | $ -       | $ 84,116  | $ 398,081| $ (357,728)| $ (499,790)| $ (822,322)| $ (657,452)| $ (408,006)| $ (1,079,727)| (1,004,046)| $ (1,599,402)|
| Total Monthly Expenditures     | $ (20,865)| $ (63,254)| $ 482,195 | $ (764,211)| $ 8,403  | $ (141,972)| $ (322,622)| $ 164,870| $ 249,445| $ (671,721)| $ 75,683  | $ (595,358)| $ (1,599,402)|
| Total YTD Expenditures         | $ (20,865)| $ (84,116)| $ 398,081| $ (357,728)|$ (499,790)| $ (822,322)| $ (657,452)| $ (408,006)| $ (1,079,727)| (1,004,046)| $ (1,599,402)|

| Monthly Gain/(Loss)            | $ 204,367 | $ (30,180)| $ (158,188)| $ 1,017,732| $ (78,922)| $ (9,024) | $ 350,595  | $ (158,363)| $ (344,713)| $ 1,272,942| $ (315,039)| $ (369,232)| $ 1,381,975|
| YTD Gain/(Loss)                | $ 204,367 | $ 174,187| $ 15,999   | $ 1,033,731| $ 954,809| $ 945,785 | $ 1,206,380| $ 1,138,017| $ 793,304  | $ 2,066,246| $ 1,751,206| $ 1,381,975| -          |
### Monthly Actual Revenues, Expenditures and Budget Comparison

#### Muscatine Community School District FY 2017-Prelim as of 7-7-2017

<table>
<thead>
<tr>
<th>Revenue</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property Taxes (A&amp;L 15.12)</td>
<td>$ -</td>
<td>$ 15,610</td>
<td>$ 1,030,711</td>
<td>$ 6,204,713</td>
<td>$ 793,642</td>
<td>$ 412,003</td>
<td>$ 114,533</td>
<td>$ 118,915</td>
<td>$ 463,573</td>
<td>$ 6,366,972</td>
<td>$ 444,954</td>
<td>$ 322,709</td>
<td>$ 16,288,336</td>
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<td>State Categorical Funds</td>
<td>$ 18,725</td>
<td>$ 95,432</td>
<td>$ 19,925</td>
<td>$ 115,130</td>
<td>$ 32,217</td>
<td>$ 42,578</td>
<td>$ 116,088</td>
<td>$ 8,663</td>
<td>$ 20,706</td>
<td>$ 109,700</td>
<td>$ 22,358</td>
<td>$ 77,355</td>
<td>$ 679,057</td>
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<tr>
<td>Federal Funds</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 12,759</td>
<td>$ 66,615</td>
<td>$ 118,207</td>
<td>$ 266,463</td>
<td>$ 283,091</td>
<td>$ 205,820</td>
<td>$ 193,905</td>
<td>$ 156,995</td>
<td>$ 163,773</td>
<td>$ 684,642</td>
<td>$ 2,152,272</td>
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<td>Tuition In, Reg, SE, Other</td>
<td>$ 8</td>
<td>$ -</td>
<td>$ 1,629</td>
<td>$ -</td>
<td>$ 32,944</td>
<td>$ 38,006</td>
<td>$ 98,225</td>
<td>$ 77,170</td>
<td>$ 9,380</td>
<td>$ 117,661</td>
<td>$ 28,985</td>
<td>$ 189,104</td>
<td>$ 593,112</td>
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#### Total Monthly Revenues

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<tr>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>Total</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$ 376,654</td>
<td>$ 784,464</td>
<td>$ 2,639,193</td>
<td>$ 3,168,242</td>
<td>$ 2,939,258</td>
<td>$ 3,162,613</td>
<td>$ 2,820,575</td>
<td>$ 2,928,133</td>
<td>$ 2,752,151</td>
<td>$ 2,982,910</td>
<td>$ 3,018,312</td>
<td>$ 7,495,064</td>
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<tr>
<td>Benefits</td>
<td>$ 179,778</td>
<td>$ 296,390</td>
<td>$ 989,498</td>
<td>$ 1,075,246</td>
<td>$ 1,037,474</td>
<td>$ 1,080,458</td>
<td>$ 1,013,116</td>
<td>$ 735,270</td>
<td>$ 1,011,818</td>
<td>$ 1,048,261</td>
<td>$ 1,046,475</td>
<td>$ 2,699,138</td>
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<tr>
<td>Energy</td>
<td>$ 64,635</td>
<td>$ 70,589</td>
<td>$ 104,390</td>
<td>$ 86,066</td>
<td>$ 86,488</td>
<td>$ 107,936</td>
<td>$ 133,509</td>
<td>$ 136,248</td>
<td>$ 129,363</td>
<td>$ 104,203</td>
<td>$ 139,824</td>
<td>$ 1,163,250</td>
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<tr>
<td>Tuition Out, Reg, SE, Other</td>
<td>$ 3,520</td>
<td>$ 12,864</td>
<td>$ 21,887</td>
<td>$ 104,382</td>
<td>$ 120,789</td>
<td>$ 128,174</td>
<td>$ 499,801</td>
<td>$ 22,004</td>
<td>$ 226,114</td>
<td>$ 123,708</td>
<td>$ 417,529</td>
<td>$ 1,473,741</td>
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<tr>
<td>Other</td>
<td>$ 113,010</td>
<td>$ 444,022</td>
<td>$ 467,582</td>
<td>$ 304,028</td>
<td>$ 300,614</td>
<td>$ 288,174</td>
<td>$ 255,101</td>
<td>$ 653,197</td>
<td>$ 263,337</td>
<td>$ 123,451</td>
<td>$ 715,137</td>
<td>$ 4,223,783</td>
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<td>AEA Flowthrough</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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</table>

#### Total Monthly Expenditures

| $ 669,442 | $ 1,585,992 | $ 4,398,592 | $ 4,892,661 | $ 4,686,660 | $ 4,957,398 | $ 4,543,769 | $ 5,168,778 | $ 4,404,217 | $ 4,901,851 | $ 4,635,016 | $ 11,685,558 | $ 56,529,933 |


| $ (644,889) | $ (1,439,113) | $ 310,679 | $ 5,287,770 | $ (60,193) | $ (338,177) | $ (273,543) | $ (1,030,572) | $ (55,532) | $ 5,524,562 | $ (315,596) | $ (6,700,338) | $ 265,058 |

| $ (644,889) | $ (2,084,002) | $ (1,773,323) | $ 3,514,448 | $ 3,454,254 | $ 3,116,077 | $ 2,842,534 | $ 1,811,962 | $ 1,756,430 | $ 7,280,992 | $ 6,965,396 | $ 265,058 |
### Monthly Actual Revenues, Expenditures and Budget Comparison

**Muscantime Community School District FY 2017-Prelim as of 7-7-2017**

#### Spending Authority Analysis

Enter the following information from your Unspent Authorized Budget worksheet:

- Amounts in Blue are known from the Aid and Levy Worksheet.
- Amounts in Yellow need to be estimated.
- White cells are calculated.

Please pay special attention to Miscellaneous income as that can change each month.

#### Actual Revenues, Expenditures and Budget Comparison

<table>
<thead>
<tr>
<th>Line</th>
<th>Source</th>
<th>Description</th>
<th>FY 2017 Amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AidLevy 4.3/5.1</td>
<td>Regular Program District Cost</td>
<td>$34,075,470</td>
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<tr>
<td>2</td>
<td>AidLevy 4.8/5.2</td>
<td>Regular Program Budget Adjustment</td>
<td>$614,865</td>
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<tr>
<td>3</td>
<td>AidLevy 4.11/5.3</td>
<td>Supplementary Weighting District Cost</td>
<td>$684,113</td>
</tr>
<tr>
<td>4</td>
<td>AidLevy 4.14/5.4</td>
<td>Special Ed District Cost</td>
<td>$4,848,999</td>
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<tr>
<td>5</td>
<td>AidLevy 4.22/5.5</td>
<td>Teacher Salary Suppl District Cost</td>
<td>$2,893,694</td>
</tr>
<tr>
<td>6</td>
<td>AidLevy 4.30/5.6</td>
<td>Professional Development Suppl District Cost</td>
<td>$315,761</td>
</tr>
<tr>
<td>7</td>
<td>AidLevy 4.38/5.7</td>
<td>Early Intervention Supplement District Cost</td>
<td>$389,293</td>
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<tr>
<td>8</td>
<td>AidLevy 4.46/5.8</td>
<td>Teacher Leadership Supplement District Cost</td>
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<tr>
<td>9</td>
<td>AidLevy 4.49/5.9</td>
<td>AEA Special Ed Support</td>
<td>$1,716,787</td>
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<tr>
<td>10</td>
<td>AidLevy 4.54/5.10</td>
<td>AEA Special Ed Support Adjustment</td>
<td>$-</td>
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<td>11</td>
<td>AidLevy 4.60/5.11</td>
<td>AEA Media Services</td>
<td>$284,392</td>
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<tr>
<td>12</td>
<td>AidLevy 4.63/5.12</td>
<td>AEA Educational Services</td>
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<td>13</td>
<td>AidLevy 4.66/5.13</td>
<td>AEA Sharing District Cost</td>
<td>$-</td>
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<td>14</td>
<td>AidLevy 4.74/5.14</td>
<td>AEA Teacher Salary Suppl District Cost</td>
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<tr>
<td>15</td>
<td>AidLevy 4.82/5.15</td>
<td>AEA Professional Dev Suppl District Cost</td>
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<td>SBRC</td>
<td>SBRC Modified Supplemental Amt Other #1 OE</td>
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<td>18</td>
<td>SBRC/DE</td>
<td>Special Ed Deficit Modified Supplemental Amt</td>
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<td>19</td>
<td>SBRC/DE</td>
<td>Special Ed Positive Balance Reduction</td>
<td>$-</td>
</tr>
<tr>
<td>20</td>
<td>SBRC/DE</td>
<td>AEA Special Ed Positive Balance</td>
<td>$-</td>
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<td>21</td>
<td>SBRC</td>
<td>Allowance for Construction Projects</td>
<td>$-</td>
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<tr>
<td>22</td>
<td>SBRC</td>
<td>Unspent Allowance for Construction</td>
<td>$-</td>
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<td>23</td>
<td>AidLevy 5.18</td>
<td>Enrollment Audit Adjustment</td>
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<td>AidLevy 5.16</td>
<td>AEA Prorata Reduction</td>
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<td>Maximum District Cost</td>
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<td>26</td>
<td>AidLevy 7.35</td>
<td>Total Preschool Foundation Aid</td>
<td>$899,599</td>
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<td>27</td>
<td>AidLevy 10.27</td>
<td>Instructional Support Authority</td>
<td>$2,317,662</td>
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<td>28</td>
<td>AidLevy 11.3</td>
<td>Ed Improvement Authority</td>
<td>$1,367,084</td>
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<tr>
<td>29</td>
<td>See Note 1</td>
<td>Other Miscellaneous Income</td>
<td>$3,966,550</td>
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<td>30</td>
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<td>Unspent Auth Budget - Previous Year</td>
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<td>31</td>
<td>Calculated</td>
<td>Maximum Authorized Budget</td>
<td>$65,665,480</td>
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<td>32</td>
<td>Expenditures</td>
<td>$54,930,532</td>
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<td>33</td>
<td>Calculated</td>
<td>Unspent Authorized Budget (UBA)</td>
<td>$10,734,948</td>
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#### Spending Authority Analysis

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<thead>
<tr>
<th>Total FY 17 Expenditures</th>
<th>Total FY 17 Budgeted GF</th>
<th>Over / (Under) Budget</th>
</tr>
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<tbody>
<tr>
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<td>$50,000,000</td>
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<table>
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<th>FY 17 Estimated GF</th>
<th>Change in Unspent Authorized</th>
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</thead>
<tbody>
<tr>
<td>$8,000,000</td>
<td>$6,000,000</td>
<td>$(2,000,000)</td>
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<table>
<thead>
<tr>
<th>FY 17 Unspent Authorized Budget</th>
<th>Change in Unspent Authorized</th>
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<tbody>
<tr>
<td>$8,704,144</td>
<td>$10,734,948</td>
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<tr>
<td>ACTIVITY FUNDS</td>
<td>Balance</td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
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<tr>
<td>HIGH SCHOOL</td>
<td>5/31/2017</td>
</tr>
<tr>
<td>Activity Tickets-Athletics</td>
<td>$4,337.57</td>
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<tr>
<td>Admin Fund-Smith</td>
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<td>East Campus</td>
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<tr>
<td>Petty Cash-Schmelzer</td>
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<td>Student Services-Smith</td>
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<td><strong>Total General Accounts</strong></td>
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<td>6220 Band-Heid</td>
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<tr>
<td>6111 Orchestra - Thoma</td>
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<tr>
<td>6210 Chorus-Ryan</td>
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<tr>
<td>7023 Diversity - TBD</td>
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<tr>
<td>7024 Interact Club - Ramos</td>
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<tr>
<td>7018 Young Ambassadors - TBD</td>
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<tr>
<td>6110 Drama-Mauck</td>
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<td>6120 Forensics-Schmelzer</td>
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<td>7017 Yearbook/Annual Auroran-Brown</td>
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<td>7011 Newspaper/Weekly Auroran-Brown</td>
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<td>6003 Auxiliary Scholarship-Smith</td>
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<td>7033 Class of '12-Orr/Mueller</td>
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<tr>
<td>7003 Future Business Leaders - TBD</td>
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<tr>
<td>7005 French Club-Paulsen</td>
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<tr>
<td>7007 German Club-Reade</td>
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<tr>
<td>7013 Spanish Club-Kroll</td>
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<tr>
<td>7022 MHS Science Club - Joslyn</td>
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<td>7023 MHS Environmental Club - Baille</td>
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<td>7026 MHS Chemistry Club</td>
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<td>MHS Robotics Kitzman</td>
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<td>MHS National Honor Society - France</td>
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<td>7072 MHS Art Club</td>
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<td>7010 Model UN-Hansen/Battern</td>
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<tr>
<td>7016 Student Council-Thomas/Walker</td>
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<tr>
<td><strong>Total Clubs/Organizations</strong></td>
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<tr>
<td>6600 - Athletics-General Athletics</td>
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<tr>
<td>7002 Cheerleaders-Sink</td>
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<tr>
<td>6004 Donation Fund-General Athletics</td>
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<tr>
<td>7012 Pom Pom-Bisby</td>
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<tr>
<td>6016 Sports Calendar-General Athletics</td>
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<tr>
<td>6018 Tournaments-General Athletics</td>
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<tr>
<td><strong>Total Athletic Accounts</strong></td>
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</tr>
<tr>
<td><strong>Total High School</strong></td>
<td>$352,079.53</td>
</tr>
</tbody>
</table>

**CENTRAL MIDDLE SCHOOL ACCOUNTS**

<table>
<thead>
<tr>
<th>Balance</th>
<th>Receipts</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 31</td>
<td>June 30</td>
<td>May 31</td>
<td></td>
</tr>
</tbody>
</table>

<<141>>
<table>
<thead>
<tr>
<th>Account Description</th>
<th>Balance</th>
<th>Receipts</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Athletics-CMS General Athletics</strong></td>
<td>($1,203.15)</td>
<td>$2,000.00</td>
<td>$223.70</td>
<td>$573.15</td>
</tr>
<tr>
<td><strong>Fund Raisers-CMS Principal</strong></td>
<td>$2,124.34</td>
<td>($847.03)</td>
<td>$0.00</td>
<td>$1,277.31</td>
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<tr>
<td><strong>6th Grade Fund Raisers-CMS Principal</strong></td>
<td>$7,510.84</td>
<td>$0.00</td>
<td>$1,123.95</td>
<td>$6,386.98</td>
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<tr>
<td><strong>7th Grade Fund Raisers-CMS Principal</strong></td>
<td>$517.17</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$517.17</td>
</tr>
<tr>
<td><strong>8th Grade Fund Raisers-CMS Principal</strong></td>
<td>$9,003.52</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$9,003.52</td>
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<tr>
<td><strong>Band Fund Raisers-CMS Principal</strong></td>
<td>$9,451.91</td>
<td>$0.00</td>
<td>$29.34</td>
<td>$9,422.57</td>
</tr>
<tr>
<td><strong>Fund Raisers-CMS Principal</strong></td>
<td>$7,547.14</td>
<td>$1,043.74</td>
<td>$2,541.10</td>
<td>$6,049.78</td>
</tr>
<tr>
<td><strong>Student Council-CMS Principal</strong></td>
<td>$1,954.85</td>
<td>$0.00</td>
<td>$68.75</td>
<td>$1,886.10</td>
</tr>
<tr>
<td><strong>General Activity-CMS Principal</strong></td>
<td>$10,409.10</td>
<td>$0.00</td>
<td>$167.12</td>
<td>$10,241.98</td>
</tr>
<tr>
<td><strong>Little Store-CMS Principal</strong></td>
<td>$1,767.90</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$1,767.90</td>
</tr>
<tr>
<td><strong>Music/Drama-Renee Mauck</strong></td>
<td>$2,133.21</td>
<td>$0.00</td>
<td>$102.63</td>
<td>$2,030.58</td>
</tr>
<tr>
<td><strong>Yearbook-CMS Principal</strong></td>
<td>$2,601.61</td>
<td>$0.00</td>
<td>$1,583.12</td>
<td>$1,018.49</td>
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<tr>
<td><strong>Juice-CMS Principal</strong></td>
<td>$2,942.52</td>
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<td>$0.00</td>
<td>$2,942.52</td>
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<tr>
<td><strong>Bookfairs-CMS Principal</strong></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>CMS Petty Cash</strong></td>
<td>$200.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$200.00</td>
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</tbody>
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**Total CMS**

<table>
<thead>
<tr>
<th>Balance</th>
<th>Receipts</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>$49,413.82</td>
<td>$1,152.97</td>
<td>$3,298.61</td>
<td>$47,268.18</td>
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**WEST MIDDLE SCHOOL ACCOUNTS**

<table>
<thead>
<tr>
<th>Account Description</th>
<th>Balance</th>
<th>Receipts</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Athletics- WMS General Athletics</strong></td>
<td>$7,547.14</td>
<td>$1,043.74</td>
<td>$2,541.10</td>
<td>$6,049.78</td>
</tr>
<tr>
<td><strong>Fund Raiser-WMS Principal</strong></td>
<td>$3,993.20</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$3,993.20</td>
</tr>
<tr>
<td><strong>General Activity-WMS Principal</strong></td>
<td>$5,509.09</td>
<td>$0.00</td>
<td>$1,646.97</td>
<td>$3,862.12</td>
</tr>
<tr>
<td><strong>Little Store-WMS Principal</strong></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Music/Drama-Tristin Tolle</strong></td>
<td>$3,502.12</td>
<td>$0.00</td>
<td>$65.25</td>
<td>$3,436.87</td>
</tr>
<tr>
<td><strong>Student Council-WMS Principal</strong></td>
<td>$425.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$425.00</td>
</tr>
<tr>
<td><strong>Yearbook -</strong></td>
<td>$5,238.66</td>
<td>$16.00</td>
<td>$3,641.28</td>
<td>$1,613.38</td>
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<tr>
<td><strong>Band - Hicks</strong></td>
<td>$2,045.59</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$2,045.59</td>
</tr>
<tr>
<td><strong>WMS Petty Cash</strong></td>
<td>$200.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$200.00</td>
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</tbody>
</table>

**Total WMS**

<table>
<thead>
<tr>
<th>Balance</th>
<th>Receipts</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>$28,460.80</td>
<td>$1,059.74</td>
<td>$7,894.60</td>
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**CENTRAL OFFICE ACCOUNTS**

<table>
<thead>
<tr>
<th>Account Description</th>
<th>Balance</th>
<th>Receipts</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interest Investments</strong></td>
<td>$2,858.14</td>
<td>$45.15</td>
<td>$0.00</td>
<td>$2,903.29</td>
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</table>

**Total Central Office Accounts**

<table>
<thead>
<tr>
<th>Balance</th>
<th>Receipts</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,858.14</td>
<td>$45.15</td>
<td>$0.00</td>
<td>$2,903.29</td>
</tr>
</tbody>
</table>

**Total Activity Fund**

<table>
<thead>
<tr>
<th>Balance</th>
<th>Receipts</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>$432,812.29</td>
<td>$44,428.48</td>
<td>$55,138.20</td>
<td>$422,102.57</td>
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</tbody>
</table>

**TRUST & AGENCY FUNDS**

<table>
<thead>
<tr>
<th>Account Description</th>
<th>Balance</th>
<th>Receipts</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B &amp; P Rohling Scholarship</strong></td>
<td>$5,869.55</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$5,869.55</td>
</tr>
<tr>
<td><strong>B &amp; P Rohling Treasury Notes</strong></td>
<td>$93,004.25</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$93,004.25</td>
</tr>
<tr>
<td><strong>B &amp; P Rohling C.D. (27152)</strong></td>
<td>$17,203.47</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$17,203.47</td>
</tr>
<tr>
<td><strong>Illeen Rohling Scholarship</strong></td>
<td>$12,389.14</td>
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<td>$0.00</td>
<td>$12,389.14</td>
</tr>
<tr>
<td><strong>Illeen Rohling Treasury Note</strong></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Illeen Rohling C.D. (27153)</strong></td>
<td>$28,533.66</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$28,533.66</td>
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<tr>
<td><strong>Jeff Culture Fair Scholarship</strong></td>
<td>$1,300.85</td>
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</table>

**Total Trust Fund**

<table>
<thead>
<tr>
<th>Balance</th>
<th>Receipts</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>$158,300.92</td>
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<td>$0.00</td>
<td>$158,300.92</td>
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</table>
### CENTRAL OFFICE Balance Receipts Expenses Balance

#### SPECIAL PURPOSE TRUST ACCOUNTS

<table>
<thead>
<tr>
<th>Fund</th>
<th>May 31</th>
<th>June 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Tech</td>
<td>$45,218.86</td>
<td>$0.00</td>
</tr>
<tr>
<td>Madison Friends of Playground Checking</td>
<td>$738.07</td>
<td>$0.00</td>
</tr>
<tr>
<td>Madison Friends of Playground C.D.</td>
<td>$7,561.24</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total Special Purpose Trust Fund</strong></td>
<td><strong>$53,518.17</strong></td>
<td><strong>$0.00</strong></td>
</tr>
</tbody>
</table>

### CENTRAL OFFICE Balance Receipts Expenses Balance

#### AGENCY ACCOUNTS

<table>
<thead>
<tr>
<th>Fund</th>
<th>May 31</th>
<th>June 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retiree Health Insurance-COBRA</td>
<td>$(387.52)</td>
<td>$46,518.49</td>
</tr>
<tr>
<td><strong>Total Agency Fund</strong></td>
<td><strong>$(387.52)</strong></td>
<td><strong>$46,518.49</strong></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>$644,243.86</strong></td>
<td><strong>$90,946.97</strong></td>
</tr>
</tbody>
</table>
### Revenue

<table>
<thead>
<tr>
<th>Month</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>2015-2016</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures</td>
<td>$38,153.58</td>
<td>$35,679.82</td>
<td>$150,645.54</td>
<td>$273,976.00</td>
<td>$253,911.22</td>
<td>$267,344.84</td>
<td>$136,318.70</td>
<td>$223,170.22</td>
<td>$223,559.37</td>
<td>$177,745.28</td>
<td>$211,967.82</td>
<td>$267,796.02</td>
<td>$267,826.41</td>
<td>$196,875.61</td>
</tr>
<tr>
<td>Net Monthly</td>
<td>$37,370.13</td>
<td>$2,037.59</td>
<td>$41,552.71</td>
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<td>$36,538.94</td>
<td>$4,181.35</td>
<td>$102,627.57</td>
<td>$53,043.08</td>
<td>$50,099.93</td>
<td>$136,721.47</td>
<td>$40,780.94</td>
<td>$94,016.16</td>
<td>$339,775.86</td>
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</tr>
<tr>
<td>Net Yearly</td>
<td>$(37,370.13)</td>
<td>$(39,407.72)</td>
<td>$(80,960.43)</td>
<td>$18,251.44</td>
<td>$54,790.38</td>
<td>$50,609.03</td>
<td>$206,279.68</td>
<td>$256,289.61</td>
<td>$399,011.08</td>
<td>$433,792.02</td>
<td>$339,775.86</td>
<td>$339,775.86</td>
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</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Month</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>2015-2016</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Ala</td>
<td>0.90</td>
<td>0.87</td>
<td>0.86</td>
<td>0.85</td>
<td>0.84</td>
<td>0.83</td>
<td>0.82</td>
<td>0.81</td>
<td>0.80</td>
<td>0.79</td>
<td>0.78</td>
<td>0.77</td>
<td>0.76</td>
<td>0.75</td>
</tr>
<tr>
<td>Adult Ala</td>
<td>0.90</td>
<td>0.87</td>
<td>0.86</td>
<td>0.85</td>
<td>0.84</td>
<td>0.83</td>
<td>0.82</td>
<td>0.81</td>
<td>0.80</td>
<td>0.79</td>
<td>0.78</td>
<td>0.77</td>
<td>0.76</td>
<td>0.75</td>
</tr>
<tr>
<td>Student Meals</td>
<td>0.90</td>
<td>0.87</td>
<td>0.86</td>
<td>0.85</td>
<td>0.84</td>
<td>0.83</td>
<td>0.82</td>
<td>0.81</td>
<td>0.80</td>
<td>0.79</td>
<td>0.78</td>
<td>0.77</td>
<td>0.76</td>
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</tr>
<tr>
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<td>0.90</td>
<td>0.87</td>
<td>0.86</td>
<td>0.85</td>
<td>0.84</td>
<td>0.83</td>
<td>0.82</td>
<td>0.81</td>
<td>0.80</td>
<td>0.79</td>
<td>0.78</td>
<td>0.77</td>
<td>0.76</td>
<td>0.75</td>
</tr>
</tbody>
</table>

### Difference in Meals Served

<table>
<thead>
<tr>
<th>Month</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>2015-2016</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Ala</td>
<td>0.90</td>
<td>0.87</td>
<td>0.86</td>
<td>0.85</td>
<td>0.84</td>
<td>0.83</td>
<td>0.82</td>
<td>0.81</td>
<td>0.80</td>
<td>0.79</td>
<td>0.78</td>
<td>0.77</td>
<td>0.76</td>
<td>0.75</td>
</tr>
<tr>
<td>Adult Ala</td>
<td>0.90</td>
<td>0.87</td>
<td>0.86</td>
<td>0.85</td>
<td>0.84</td>
<td>0.83</td>
<td>0.82</td>
<td>0.81</td>
<td>0.80</td>
<td>0.79</td>
<td>0.78</td>
<td>0.77</td>
<td>0.76</td>
<td>0.75</td>
</tr>
<tr>
<td>Student Meals</td>
<td>0.90</td>
<td>0.87</td>
<td>0.86</td>
<td>0.85</td>
<td>0.84</td>
<td>0.83</td>
<td>0.82</td>
<td>0.81</td>
<td>0.80</td>
<td>0.79</td>
<td>0.78</td>
<td>0.77</td>
<td>0.76</td>
<td>0.75</td>
</tr>
<tr>
<td>Adult Meals</td>
<td>0.90</td>
<td>0.87</td>
<td>0.86</td>
<td>0.85</td>
<td>0.84</td>
<td>0.83</td>
<td>0.82</td>
<td>0.81</td>
<td>0.80</td>
<td>0.79</td>
<td>0.78</td>
<td>0.77</td>
<td>0.76</td>
<td>0.75</td>
</tr>
</tbody>
</table>

### Difference in Revenue

<table>
<thead>
<tr>
<th>Month</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
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<th>May</th>
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<th>2015-2016</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Ala</td>
<td>0.90</td>
<td>0.87</td>
<td>0.86</td>
<td>0.85</td>
<td>0.84</td>
<td>0.83</td>
<td>0.82</td>
<td>0.81</td>
<td>0.80</td>
<td>0.79</td>
<td>0.78</td>
<td>0.77</td>
<td>0.76</td>
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</tr>
<tr>
<td>Adult Ala</td>
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<td>0.87</td>
<td>0.86</td>
<td>0.85</td>
<td>0.84</td>
<td>0.83</td>
<td>0.82</td>
<td>0.81</td>
<td>0.80</td>
<td>0.79</td>
<td>0.78</td>
<td>0.77</td>
<td>0.76</td>
<td>0.75</td>
</tr>
<tr>
<td>Student Meals</td>
<td>0.90</td>
<td>0.87</td>
<td>0.86</td>
<td>0.85</td>
<td>0.84</td>
<td>0.83</td>
<td>0.82</td>
<td>0.81</td>
<td>0.80</td>
<td>0.79</td>
<td>0.78</td>
<td>0.77</td>
<td>0.76</td>
<td>0.75</td>
</tr>
<tr>
<td>Adult Meals</td>
<td>0.90</td>
<td>0.87</td>
<td>0.86</td>
<td>0.85</td>
<td>0.84</td>
<td>0.83</td>
<td>0.82</td>
<td>0.81</td>
<td>0.80</td>
<td>0.79</td>
<td>0.78</td>
<td>0.77</td>
<td>0.76</td>
<td>0.75</td>
</tr>
</tbody>
</table>