

Shenandoah Community School District Board of Directors

Zoom Link: <https://us02web.zoom.us/j/88115827156>

June 8, 2020 – 5:00 p.m.

Board Agenda

1. Call to Order
2. Roll Call and Determination of Quorum
3. Mission Statement: Read by Director Hiser
 - a. *The Shenandoah Community School District, in partnership with families and the community, will provide each student an educational environment that maximizes his or her potential to become responsible, successful citizens and lifelong learners in an ever-changing world.*
4. Welcome to Audience
5. Public Forum
6. Consent Agenda
 - a. Minutes
 - b. Treasurer's Report
 - i. Account Balances
 - ii. Unspent Authorized Budget Report
 - iii. Accounts Payable
 - c. Personnel Requests
Contracts:
*Grace Gleaves Asst. HS Volleyball \$3,572
*pending coaching certification

Resignations:
Glenn Mason Asst. Girls Basketball
Hannah Blank Elementary Associate
7. Action Items
 - a. Approve High School Course Handbook
 - b. Approve Coaching Handbook
 - c. Approve PowerSchool Access Agreement with Grant Wood AEA
 - d. Approve 2nd Reading of Policy 505.6 Graduation Requirements
 - e. Approve 1st Reading of the 700 and 800 Sections of Board Policies
 - f. Accept Receipt of District Audit Report
 - g. Approve Consent for Independent Transportation
 - h. Approve Reflex Math in the Amount of \$5,931
 - i. Approve Discovery Education in the Amount of \$5,600
 - j. Approve Into Reading in the Amount of \$14,783.08
 - k. Approve Sharing Agreement for School Business Official with South Page Community School District
 - l. Approve Memorandum of Understanding with Fremont-Mills CSD for Health Care Instructional Services and Programs
8. Informational Items
 - a. Special Meeting – June 22, 2020 at 5:00 p.m.
 - b. Next Regular Meeting – July 13, 2020 at 5:00 p.m.
9. Adjourn

Shenandoah Community School District Board of Directors
June 8, 2020 – Immediately following board meeting
Closed Session

Board Agenda

1. Call to Order
2. Roll Call and Determination of Quorum
3. Approval of Agenda
4. Closed Session -

Motion – I move that we hold a closed session as authorized by section 21.5(1)(i) of the open meetings law to evaluate the professional competency of an individual whose appointment, hiring, performance, or discharge is being considered when necessary to prevent needless and irreparable injury to that individual’s reputation and that individual requests a closed session.

Return to Open Session

5. Take action on recommendations made in closed session.
6. Adjournment

Shenandoah Community School District
Minutes of the Regular Meeting of the Board of Directors – May 11, 2020
Via Zoom

The board meeting was held via Zoom due to the COVID 19 pandemic and the guidelines of social distancing and no public gatherings of more than 10 people.

Call to Order:

Board President Jean Fichter called the meeting to order at 5:00 pm.

Roll Call:

Roll Call was answered by Directors Darrin Bouray, Jean Fichter, Jeff Hiser, Kathy Langley and Adam Van Der Vliet. Also present were Superintendent Dr. Kerri Nelson, School Business Official Sherri Ruzek and Board Secretary Lisa Holmes.

Mission Statement:

The SCSD Mission Statement was read by Director Bouray.

Welcome to Audience:

President Fichter welcomed everyone to the meeting.

Open Forum:

No public comment.

Administrative Report:

Options to Diploma: Tiffany Spiegel explained that due to a change in Iowa Code, districts need to come up with a diploma option plan for students on an IEP. These options will take effect beginning with the graduating class of 2022. The pathways being outlined include: a regular diploma in which the student meets the 50 credit requirements and receives a GPA, a general diploma in which a student meets the 50 credits on a pass/fail basis and receives no GPA, an essential diploma in which a student meets 37 credits on a pass/fail basis and receives no GPA or a certificate of completion where there are no credit requirements and no GPA. The option for each student on an IEP will be decided with the families of the student when they reach the high school level.

Consent Agenda:

Approve the consent agenda to include previous minutes, the financial accounts and the payment of bills. Personnel Requests: Contracts 2020-21: Kiley Ryan, 3rd Grade – BA Step 1; Vanessa Morgan-Fine, MS Special Education – BA+30 Step 6. Resignation: Jessica Doyle, Kindergarten – effective at the end of the school year. Modification: Jennifer Chapa, .5 9th grade sponsor to full 9th grade sponsor. Motion to approve by Director Langley, second by Director Van Der Vliet. Ayes – Bouray, Langley, Van Der Vliet, Fichter; Nays – Hiser. Motion carried 4-1.

Action Items:

Approve Sharing Agreement with Clarinda CSD for ELL Teacher:

Motion to approve by Director Langley, second by Director Bouray. Motion carried unanimously.

Approve Consortium Agreement with Council Bluffs CSD for students enrolled at Children's Square or Heartland Family Service:

Motion to approve by Director Van Der Vliet, second by Director Langley. Motion carried unanimously.

Approve First Reading of Policy 505.6 – Graduation Requirements:

The policy has been updated to reflect the board approved change in credit requirements. Motion to approve by Director Van Der Vliet, second by Director Bouray. Motion carried unanimously.

Discussion Item:

Review Policies Section 700 and 800 and Draft Recommendations:

The board reviewed sections 700 and 800 of board policies and discussed updates and proposed changes.

Informational Items:

Special Meeting – May 26, 2020 at 5:00 pm

Next Regular Meeting – June 8, 2020 at 5:00 pm.

Adjournment:

Motion by Director Van Der Vliet, second by Director Langley to adjourn the meeting at 5:49 pm.

Motion carried unanimously.

Board Secretary

Board President

Shenandoah Community School District
Minutes of the Special Meeting of the Board of Directors – May 26, 2020
Via Zoom

The board meeting was held via Zoom due to the COVID 19 pandemic and the guidelines of social distancing and no public gatherings of more than 10 people.

Call to Order:

Board President Jean Fichter called the meeting to order at 5:00 pm.

Roll Call:

Roll Call was answered by Directors Darrin Bouray, Jean Fichter, Jeff Hiser, Kathy Langley and Adam Van Der Vliet. Also present were Superintendent Dr. Kerri Nelson, School Business Official Sherri Ruzek and Board Secretary Lisa Holmes.

Public Hearing – Budget Amendment FY 20:

The public hearing regarding the proposed FY20 budget amendment was opened at 5:00 p.m. With no public comment, the hearing was closed at 5:01 p.m.

Administrative Report:

Middle School Sculpture Update: Mr. Munsinger and Mrs. Perry showed the board a mockup of the proposed sculpture to be placed at the activities entrance of the middle school. Students raised money through the penny war for the project.

Return to Learn: Dr. Nelson explained that District is required to submit a Return to Learn plan to the Department of Education by July 1 which would include a continuous learning plan for the fall whether it be onsite learning, a hybrid of onsite and virtual learning or all online learning. Activities Director Aaron Burdorf shared the plans for the shortened high school softball and baseball season to begin on June 1. The Hawkeye 10 schools have been working together to develop criteria to be used at all schools and games. Tiffany Spiegel reported that plans are being made to offer some type of summer programming to begin June 15. The team is still working on the details of what that might include.

Consent Agenda:

Approve the consent agenda. Personnel Requests: Contracts 2020-21: Amy Culberson, Junior Kindergarten – BA Step 2 - \$38,875; Andy Campbell, Asst. Track - \$3,572; Emma Martin, Football Cheer Coach - \$1,880; Grace Gleaves, Kindergarten – BA Step 1 - \$37,595; Karter Rohrbaugh, Asst. Boys Basketball - \$3,572; Logan Roberts, Asst. Track - \$3,572; Raymond Moreland, Transportation Dispatcher - \$14.72/hr; William Flowers, Asst. Track - \$3,572. Modification: Jay Soderberg, Asst. to Head Boys Basketball; Liz Skillern, Asst. Boys Track to Asst. Track; Ty Ratliff, Head Boys Track to Head Track. Resignations: Angel Dawson, Wrestling Cheer Coach; Jacqueline Adcock, Bus Driver; Jean Debban, Asst. Speech Coach. Director Hiser voiced some concerns over the hiring process. Dr. Nelson suggested having a work session to discuss the procedure used in the hiring of new employees. Motion to approve by Director Langley, second by Director Van Der Vliet. Ayes – Bouray, Langley, Van Der Vliet, Fichter; Nays – Hiser. Motion carried 4-1.

Action Items:

Approve FY20 Budget Amendment:

Motion to approve by Director Van Der Vliet, second by Director Langley. Motion carried unanimously.

Approve E-rate Funding Proposal for 2020:

Motion to approve by Director Langley, second by Director Van Der Vliet. Motion carried unanimously.

Approve a base wage increase for non-negotiated positions including Home Liaisons, May Mentoring, School Nurse K-8 and IT Assistant in the amount of 2.6%; a \$.35 per hour increase for Accounts Payable/Board Secretary and Executive Secretary and a base wage increase for IT Director, Food Service Director and School Business Official in the amount of 2.4%:

Motion to approve by Director Langley, second by Director Bouray. Motion carried unanimously.

Informational Items:

Next Regular Meeting – June 8, 2020 at 5:00 pm.

Adjournment:

Motion by Director Bouray, second by Director Langley to adjourn the meeting at 6:16 pm. Motion carried unanimously.

Board Secretary

Board President

SHENANDOAH ACCOUNT BALANCES						
ACCOUNT	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
General Fund (10)						
Beg Balance Checking (Century)	\$385,028.81	\$16,713.86	\$39,613.60	-\$80,237.34	-\$55,663.63	\$155,126.81
Beg Balance Savings (Century)	\$3,452,321.16	\$2,961,633.25	\$2,408,233.08	\$2,698,633.71	\$3,725,067.80	\$3,429,655.01
Revenues	\$139,866.08	\$275,659.53	\$1,276,172.26	\$2,058,639.45	934,962.32	\$1,002,951.38
Expenditures	-\$1,048,809.69	-\$889,845.59	-\$1,011,518.98	-\$1,008,710.60	-1,020,147.22	-\$995,383.21
End Balance Checking (Century)	\$16,713.86	\$39,613.60	-\$80,237.34	-\$55,663.63	155,126.81	\$193,014.31
End Balance Savings (Century)	\$2,961,633.25	\$2,408,233.08	\$2,698,633.71	\$3,725,067.80	3,429,655.01	\$3,400,407.08
Total General Fund	\$2,978,347.11	\$2,447,846.68	\$2,618,396.37	\$3,669,404.17	\$3,584,781.82	\$3,593,421.39
Management Fund (22)						
Beg Balance Checking (Century)	\$2,502.74	\$3,419.07	\$14,855.73	-\$5,228.72	\$2,546.82	\$1,653.92
Beg Balance Savings (Century)	\$609,822.39	\$609,822.39	\$429,197.11	\$534,590.64	\$836,845.94	\$878,646.21
Revenues Checking	\$10,547.31	\$19,401.88	\$125,964.02	\$317,260.20	\$50,113.09	\$30,544.33
Expenditures Checking	-\$69,088.58	-\$188,590.50	-\$35,426.22	-\$7,229.36	-\$9,205.72	-\$5,228.72
End Balance Checking (Century)	\$3,419.07	\$14,855.73	-\$5,228.72	\$2,546.82	\$1,653.92	\$6,447.87
End Balance Savings (Century)	\$609,822.39	\$429,197.11	\$534,590.64	\$836,845.94	\$878,646.21	\$899,167.87
Total Management Fund	\$613,241.46	\$444,052.84	\$529,361.92	\$839,392.76	\$880,300.13	\$905,615.74
SAVE Fund (33)						
Beg Balance Checking (Century)	\$942,159.72	\$729,151.08	\$428,569.70	\$380,520.12	\$232,191.76	\$155,378.37
Beg Balance Savings (Century)	\$1,243,509.22	\$1,298,438.57	\$1,355,420.46	\$1,412,143.30	\$1,468,897.44	\$7,146,624.18
Revenues Checking	\$90,672.33	\$92,461.51	\$92,111.16	\$91,897.01	5,712,594.47	\$191,965.16
Expenditures Checking	-\$248,751.62	-\$336,061.00	-\$83,437.90	-\$357,343.56	-111,681.12	-\$574,207.88
End Balance Checking (Century)	\$729,151.08	\$428,569.70	\$380,520.12	\$232,191.76	155,378.37	\$38,800.20
End Balance Savings (Century)	\$1,298,438.57	\$1,355,420.46	\$1,412,143.30	\$1,468,897.44	7,146,624.18	\$6,880,959.63
Total SAVE Fund	\$2,027,589.65	\$1,783,990.16	\$1,792,663.42	\$1,701,089.20	\$7,302,002.55	\$6,919,759.83
PPEL Fund (36)						
Beg Balance Checking (Century)	\$48,444.60	\$18,529.74	\$5,665.69	\$25.42	\$10,299.55	\$5,448.40
Beg Balance Savings (Century)	\$41,099.68	\$43,575.97	\$175,742.28	\$219,116.00	\$161,685.40	\$173,016.42
Revenues Checking	\$2,502.88	\$152,176.67	\$53,373.77	\$137,589.20	\$21,337.03	\$318,241.37
Expenditures Checking	-\$29,941.45	-\$20,203.29	-\$15,640.32	-\$10,873.34	-\$14,857.16	-\$71,435.10
Expenditures Accts Pay						
End Balance Checking (Century)	\$18,529.74	\$5,665.69	\$25.42	\$10,299.55	\$5,448.40	\$4,027.46
End Balance Savings (Century)	\$43,575.97	\$175,742.28	\$219,116.00	\$161,685.40	\$173,016.42	\$421,243.63
Total PPEL Fund	\$62,105.71	\$181,407.97	\$219,141.42	\$171,984.95	\$178,464.82	\$425,271.09
Debt Service Fund (40)						
Beg Balance Checking (Century)	\$0.00	\$0.00	\$0.00			
Beg Balance Savings (Century)	\$135,436.35	\$144,150.18	\$0.00	\$3.70	\$3.70	\$3.70
Beg Balance Fiscal Agent (Century)	\$470,235.14	\$129,926.38	\$164,747.49	\$199,588.67	\$234,475.60	\$269,323.42
Revenues Checking	\$43,860.07	\$34,821.11	\$34,844.88	\$34,886.93	\$34,847.82	\$107,834.89
Expenditures Checking	-\$375,455.00	-\$144,150.18	\$0.00		\$0.00	-\$41,292.00
Transfer						
End Balance Checking (Century)	\$0.00	\$0.00	\$0.00			
End Balance Savings (Century)	\$144,150.18	\$0.00	\$3.70	\$3.70	\$3.70	\$3.70
End Balance Fiscal Agent (Century)	\$129,926.38	\$164,747.49	\$199,588.67	\$234,475.60	\$269,323.42	\$335,866.31
Total Debt Service Fund	\$274,076.56	\$164,747.49	\$199,592.37	\$234,479.30	\$269,327.12	\$335,870.01
Total Checking Acct 1	\$767,813.75	\$488,704.72	\$295,079.48	\$189,374.50	\$317,607.50	\$242,289.84
Total Savings Acct 1	\$5,057,620.36	\$4,368,592.93	\$4,864,487.35	\$6,192,500.28	\$11,627,945.52	\$11,601,781.91

SHENANDOAH ACCOUNT BALANCES						
ACCOUNT	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
General Fund (10)						
Beg Balance Checking (Centur	\$193,014.31	\$212,288.65	\$192,134.95	\$44,519.04	\$124,262.16	
Beg Balance Savings (Century)	\$3,400,407.08	\$3,400,407.08	\$3,400,407.08	\$3,400,407.08	\$3,870,464.75	
Revenues	\$986,711.76	\$999,555.81	\$971,305.33	\$1,738,242.95	\$1,240,285.46	
Expenditures	-\$1,011,435.69	-\$1,050,548.51	-\$1,280,733.46	-\$951,086.89	-\$993,718.57	
End Balance Checking (Centur	\$212,288.65	\$192,134.95	\$44,519.04	\$124,262.16	\$264,757.58	
End Balance Savings (Century)	\$3,355,903.38	\$3,324,583.59	\$3,163,078.79	\$3,870,464.75	\$3,976,353.09	
Total General Fund	\$3,568,192.03	\$3,516,718.54	\$3,207,597.83	\$3,994,726.91	\$4,241,110.67	\$0.00
Management Fund (22)						
Beg Balance Checking (Centur	\$6,447.87	\$9,677.32	\$4,264.03	\$8,794.24	\$13,572.81	
Beg Balance Savings (Century)	\$899,167.87	\$853,920.41	\$831,740.24	\$830,195.41	\$1,070,148.37	
Revenues Checking	\$24,773.71	\$7,832.76	\$38,511.60	\$249,960.25	\$74,331.42	
Expenditures Checking	-\$66,791.72	-\$35,426.22	-\$35,526.22	-\$5,228.72	-\$5,228.72	
End Balance Checking (Centur	\$9,677.32	\$4,264.03	\$8,794.24	\$13,572.81	\$8,346.62	
End Balance Savings (Century)	\$853,920.41	\$831,740.24	\$830,195.41	\$1,070,148.37	\$1,144,477.26	
Total Management Fund	\$863,597.73	\$836,004.27	\$838,989.65	\$1,083,721.18	\$1,152,823.88	\$0.00
SAVE Fund (33)						
Beg Balance Checking (Centur	\$38,800.20	\$3,449.11	\$2,302.35	\$8,621.37	\$31,302.18	
Beg Balance Savings (Century)	\$6,880,959.63	\$6,863,064.69	\$6,734,936.85	\$6,588,776.72	\$6,310,487.40	
Revenues Checking	\$99,605.92	\$84,372.45	\$81,388.50	\$79,220.80	\$92,791.15	
Expenditures Checking	-\$152,851.95	-\$213,647.05	-\$221,229.61	-\$334,829.31	-\$498,031.06	
End Balance Checking (Centur	\$3,449.11	\$2,302.35	\$8,621.37	\$31,302.18	\$40,776.81	
End Balance Savings (Century)	\$6,863,064.69	\$6,734,936.85	\$6,588,776.72	\$6,310,487.40	\$5,895,772.86	
Total SAVE Fund	\$6,866,513.80	\$6,737,239.20	\$6,597,398.09	\$6,341,789.58	\$5,936,549.67	
PPEL Fund (36)						
Beg Balance Checking (Centur	\$4,027.46	\$5,331.65	\$14,113.24	\$1,244.85	\$9,425.59	
Beg Balance Savings (Century)	\$421,243.63	\$421,780.61	\$511,552.05	\$534,606.58	\$623,630.64	
Revenues Checking	\$10,548.64	\$114,814.24	\$23,062.51	\$109,029.12	\$31,376.70	
Expenditures Checking	-\$8,707.47	-\$16,261.21	-\$12,876.37	-\$11,824.32	-\$10,507.71	
Expenditures Accts Pay						
End Balance Checking (Centur	\$5,331.65	\$14,113.24	\$1,244.85	\$9,425.59	\$8,920.59	
End Balance Savings (Century)	\$421,780.61	\$511,552.05	\$534,606.58	\$623,630.64	\$645,004.63	
Total PPEL Fund	\$427,112.26	\$525,665.29	\$535,851.43	\$633,056.23	\$653,925.22	\$0.00
Debt Service Fund (40)						
Beg Balance Checking (Century)						
Beg Balance Savings (Century)	\$3.70	\$3.70	\$3.70	\$3.70	\$3.70	
Beg Balance Fiscal Agent (Cent	\$335,866.31	\$443,282.28	\$551,266.92	\$659,077.19	\$766,658.29	
Revenues Checking	\$107,915.97	\$107,984.64	\$107,810.27	\$107,581.10	\$107,721.95	
Expenditures Checking	-\$500.00					
Transfer						
End Balance Checking (Century)						
End Balance Savings (Century)	\$3.70	\$3.70	\$3.70	\$3.70	\$3.70	
End Balance Fiscal Agent (Cent	\$443,282.28	\$551,266.92	\$659,077.19	\$766,658.29	\$874,380.24	
Total Debt Service Fund	\$443,285.98	\$551,270.62	\$659,080.89	\$766,661.99	\$874,383.94	
Total Checking Acct 1	\$230,746.73	\$212,814.57	\$63,179.50	\$178,562.74	\$322,801.60	
Total Savings Acct 1	\$11,494,672.79	\$11,402,816.43	\$11,116,661.20	\$11,874,734.86	\$11,661,611.54	

SHENANDOAH ACCOUNT BALANCES						
Total Savings Acct 15	\$129,926.38	\$164,747.49	\$199,588.67	\$234,475.60	\$269,323.42	\$335,866.31
Grand Total Acct 1	\$5,955,360.49	\$5,022,045.14	\$5,359,155.50	\$6,616,350.38	\$12,214,876.44	\$12,179,938.06
Reconciliation						
Bank Statement Checking (Centur	\$1,014,458.38	\$612,125.55	\$542,759.82	\$347,379.27	\$571,893.60	\$242,890.30
Bank Statement Savings (Century)	\$5,057,620.36	\$4,368,592.93	\$4,864,487.35	\$6,192,500.28	\$11,627,945.52	\$11,601,781.91
Bank Statement Fiscal Agent (Cen	\$129,926.38	\$164,747.49	\$199,588.67	\$234,475.60	\$269,323.42	\$335,866.31
Less Outstanding Checks	-\$247,848.26	-\$123,420.83	-\$247,680.34	-\$158,004.77	-\$254,286.10	-\$600.46
Oustanding Deposits/GJE	\$1,203.63					
Total Reconciliation	\$5,955,360.49	\$5,022,045.14	\$5,359,155.50	\$6,616,350.38	\$12,214,876.44	\$12,179,938.06
Amount Reconciliation Off	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ACCOUNT	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Activity Fund (21)						
Beg Balance Checking	\$14,068.48	\$11,577.34	\$2,894.10	-\$2,419.05	\$11,181.97	\$5,778.65
Beg Balance Savings	\$73,453.53	\$83,267.07	\$89,279.98	\$128,712.66	\$108,427.30	\$123,249.33
Revenues Savings	\$9,869.20	\$4,547.70	\$49,453.64	24854.3	\$28,290.39	\$18,897.84
Expenditures Checking	-\$2,546.80	-\$8,481.83	-\$15,334.11	-\$31,538.64	-\$18,871.68	-\$20,012.39
Expenditures Savings						
End Balance Checking	\$11,577.34	\$2,894.10	-\$2,419.05	\$11,181.97	\$5,778.65	\$10,766.87
End Balance Savings	\$83,267.07	\$89,279.98	\$128,712.66	\$108,427.30	\$123,249.33	\$117,146.56
Total Activity Fund	\$94,844.41	\$92,174.08	\$126,293.61	\$119,609.27	\$129,027.98	\$127,913.43
Scholarships (81)						
Beg Balance Checking	\$248.00	\$0.00	-\$1,250.00	-\$75.00	-\$75.00	\$0.00
Beg Balance Savings	\$390,215.31	\$389,061.78	\$388,259.63	\$387,365.73	\$387,365.73	\$387,435.90
Revenues Savings	\$198.47	\$197.85	\$185.10	\$171.00	145.17	\$131.62
Expenditures Checking	-\$1,600.00	-\$2,250.00	\$0.00	-75	0	
Expenditures Savings						
End Balance Checking		-\$1,250.00	\$0.00	-\$75.00	\$0.00	
End Balance Savings	\$389,061.78	\$388,259.63	\$387,194.73	\$387,365.73	\$387,435.90	\$387,567.52
Total Scholarships	\$389,061.78	\$387,009.63	\$387,194.73	\$387,290.73	\$387,435.90	\$387,567.52
Agency Fund (91)						
Beg Bal Checking	\$595.66	\$595.66	\$595.66	\$590.78	\$437.58	\$181.05
Beg Bal Savings	\$1,391.22	\$1,391.22	\$1,391.22	\$1,437.32	\$1,437.32	\$1,437.32
Revenues Savings			\$46.10	\$0.00		
Expenditures Checking			-\$4.88	-\$153.20	-\$256.53	-\$426.81
Expenditures Savings						
End Balance Checking	\$595.66	\$595.66	\$590.78	\$437.58	\$181.05	\$54.24
End Balance Savings	\$1,391.22	\$1,391.22	\$1,437.32	\$1,437.32	\$1,437.32	\$1,137.32
Total Agency Fund	\$1,986.88	\$1,986.88	\$2,028.10	\$1,874.90	\$1,618.37	\$1,191.56
Total Checking Acct 2	\$12,173.00	\$2,239.76	-\$1,828.27	\$11,544.55	\$5,959.70	\$10,821.11
Total Savings Acct 2	\$473,720.07	\$478,930.83	\$517,344.71	\$497,230.35	\$512,122.55	\$505,851.40
Grand Total Acct 2	\$485,893.07	\$481,170.59	\$515,516.44	\$508,774.90	\$518,082.25	\$516,672.51

SHENANDOAH ACCOUNT BALANCES						
Total Savings Acct 15	\$443,282.28	\$551,266.92	\$659,077.19	\$766,658.29	\$874,380.24	
Grand Total Acct 1	\$12,168,701.80	\$12,166,897.92	\$11,838,917.89	\$12,819,955.89	\$12,858,793.38	\$0.00
Reconciliation						
Bank Statement Checking	\$373,229.28	\$473,493.27	\$290,221.54	\$589,663.84	\$464,530.47	
Bank Statement Savings	\$11,494,672.79	\$11,402,816.43	\$11,116,661.20	\$11,874,734.86	\$11,661,611.54	
Bank Statement Fiscal Agent	\$443,282.28	\$551,266.92	\$659,077.19	\$766,658.29	\$874,380.24	
Less Outstanding Checks	-\$142,482.55	-\$260,678.70	-\$227,042.04	-\$411,101.10	-\$141,728.87	
Oustanding Deposits/GJE						
Total Reconciliation	\$12,168,701.80	\$12,166,897.92	\$11,838,917.89	\$12,819,955.89	\$12,858,793.38	
Amount Reconciliation Off	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ACCOUNT	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
Activity Fund (21)						
Beg Balance Checking	\$10,766.87	\$6,481.94	\$9,466.82	\$2,834.58	\$1,397.86	
Beg Balance Savings	\$117,146.56	\$129,574.36	\$118,372.79	\$125,610.37	\$117,701.30	
Revenues Savings	\$27,428.89	\$17,885.45	\$17,238.12	\$2,026.04	\$2,126.89	
Expenditures Checking	-\$19,286.02	-\$26,102.14	-\$16,632.78	-\$11,371.83	-\$5,269.10	
Expenditures Savings						
End Balance Checking	\$6,481.94	\$9,466.82	\$2,834.58	\$1,397.86	\$128.80	
End Balance Savings	\$129,574.36	\$118,372.79	\$125,610.37	\$117,701.30	\$115,828.15	
Total Activity Fund	\$136,056.30	\$127,839.61	\$128,444.95	\$119,099.16	\$115,956.95	
Scholarships (81)						
Beg Balance Checking	\$0.00	\$0.00	\$0.00	\$0.00		
Beg Balance Savings	\$387,567.52	\$387,698.83	\$386,821.50	\$386,891.68	\$386,923.39	
Revenues Savings	\$131.31	\$122.67	\$70.18	\$31.71	\$32.77	
Expenditures Checking						
Expenditures Savings						
End Balance Checking						
End Balance Savings	\$387,698.83	\$386,821.50	\$386,891.68	\$386,923.39	\$386,956.16	
Total Scholarships	\$387,698.83	\$386,821.50	\$386,891.68	\$386,923.39	\$386,956.16	
Agency Fund (91)						
Beg Bal Checking	\$54.24	\$290.48	\$248.85	\$10.29	\$174.78	
Beg Bal Savings	\$1,137.32	\$837.32	\$1,010.83	\$1,519.97	\$1,019.97	
Revenues Savings	\$0.00	\$173.51	\$509.14		\$85.00	
Expenditures Checking	-\$63.76	-\$41.63	-\$238.56			
Expenditures Savings						
End Balance Checking	\$290.48	\$248.85	\$10.29	\$174.78	\$174.78	
End Balance Savings	\$837.32	\$1,010.83	\$1,519.97	\$1,019.97	\$1,104.97	
Total Agency Fund	\$1,127.80	\$1,259.68	\$1,530.26	\$1,194.75	\$1,279.75	
Total Checking Acct 2	\$6,772.42	\$9,715.67	\$2,844.87	\$1,572.64	\$303.58	
Total Savings Acct 2	\$518,110.51	\$506,205.12	\$514,022.02	\$505,644.66	\$503,889.28	
Grand Total Acct 2	\$524,882.93	\$515,920.79	\$516,866.89	\$507,217.30	\$504,192.86	

**SHENANDOAH COMMUNITY SCHOOL DISTRICT
EXPENDITURES TO CERTIFIED BUDGET COMPARISON
JULY 1, 2019 - JUNE 30, 2020**

MAY									
	FUNCTION	GENERAL	MGMNT	TRUST	PPEL	EMG LEVY/ DISASTER RELIEF	PERL	ACTIVITY	
	INSTRUCTION	1XXX	\$6,170,436.95	\$208,596.60	\$4,925.00			\$176,934.09	
	SUPPORT SERVICES	2XXX	\$3,311,914.31	\$259,602.82		\$302,707.19			
OTHER	NON-INSTRUCTIONAL	3XXX							
	FACILITIES ACQ & CONST	4XXX				\$90,934.57			
	DEBT	5XXX							
	AEA FLOW THROUGH	6100	\$430,144.00						
	TRANSFERS								
		6900	\$653.22						
	TOTAL		\$9,913,148.48	\$468,199.42	\$4,925.00	\$393,641.76	\$0.00	\$0.00	\$176,934.09
	PUBLISHED BUDGET		\$13,869,122.00	\$432,000.00	\$0.00	\$845,000.00	\$0.00	\$0.00	\$250,000.00
	% USED		71.48%	108.38%	0.00%	46.58%	0.00%	0.00%	70.77%
			\$13,668,222.00						
	FUNCTION	CAPITAL PROJECTS	DEBT SERVICE	NUTRITION	OTHER ENTERPRISE	TOTAL USED	PUB BUDGET	% OF BUDGET	
	INSTRUCTION	1XXX			\$1,520.88	\$6,562,413.52	\$9,570,000.00	68.57%	
	SUPPORT SERVICES	2XXX	\$225,646.01		\$300.00	\$4,100,170.33	\$5,200,000.00	78.85%	
	NON-INSTRUCTION	3XXX		\$570,707.16		\$570,707.16	\$750,000.00	76.09%	
	FACILITIES ACQ & CONST	4XXX	\$1,621,829.24			\$1,712,763.81	\$4,562,778.00	37.54%	
	DEBT	5XXX	\$78,227.00	\$41,792.00		\$120,019.00	\$430,000.00	27.91%	
	AEA FLOW THROUGH	6100				\$430,144.00	\$507,222.00	84.80%	
	TRANSFER	62xx	\$818,442.36	\$144,150.18		\$962,592.54			
	TOTAL		\$2,744,144.61	\$185,942.18	\$571,007.16	\$1,520.88	\$14,458,810.36	\$21,020,000.00	68.79%
	PUBLISHED BUDGET		\$4,862,778.00	\$430,000.00	\$751,100.00	\$0.00			
	% USED		56.43%	0.00%	76.02%	0.00%		68.79%	
			\$2,865,000.00						

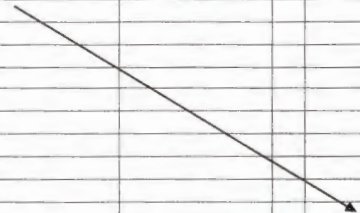
**SHENANDOAH COMMUNITY SCHOOL
CALCULATION OF MISCELLANEOUS INCOME
2019-2020**

	STATE AID/ SRCIPVR (CNI) Source Codes	TLC/FOUR YEAR-OLD STATE AID/TSS/ INTERVENTION/PD/ TRANSPORTATION Source Code	SPED DEFICIT SUPPLEMENTAL STATE AID Source Code	AEA FLOWTHROUGH Source Code	PROPERTY TAX Source Codes	INSTRUCTIONAL SUPPORT THROUGH INCOME SURTAXES Source Codes	EXCISE TAXES UTILITY REPL. Source Codes	** MISCELLANEOUS REVENUE	TOTAL REVENUE (Includes Flowthrough)	FY '19 Actuals
	3801, 3803, 3111	3116, 3117, 3119 3204, 3216, 3376	3113	3214	1110-1119	1134	1170-1179			
JUL				\$39,104.00				\$17,320.76	\$56,424.76	\$53,106.44
AUG				\$39,104.00	\$78,576.06			\$18,242.94	\$135,923.00	\$80,425.92
SEP	\$523,628.00	\$144,855.00		\$39,104.00	\$518,824.88		\$233.13	\$49,527.25	\$1,276,172.26	\$1,352,737.62
OCT	\$523,628.00	\$144,855.00		\$39,104.00	\$1,270,009.60		\$42,026.00	\$39,016.85	\$2,058,639.45	\$1,905,569.52
NOV	\$551,500.40	\$144,855.00		\$39,104.00	\$175,920.13		\$1,008.39	\$22,574.40	\$934,962.32	\$1,002,941.75
DEC	\$566,913.40	\$144,855.00		\$39,104.00	\$78,293.03	\$152,637.50	\$501.70	\$20,646.75	\$1,002,951.38	\$1,093,473.96
JAN	\$530,221.34	\$144,855.00		\$39,104.00	\$87,793.33			\$184,738.09	\$986,711.76	\$916,428.68
FEB	\$519,375.00	\$144,855.00		\$39,104.00	\$29,115.76	\$55,661.50		\$211,444.55	\$999,555.81	\$1,015,015.39
MAR	\$519,375.00	\$144,855.00		\$39,104.00	\$150,341.10			\$117,630.23	\$971,305.33	\$995,001.12
APR	\$537,529.42	\$144,855.00		\$39,104.00	\$1,015,519.85		\$1,792.29	-\$557.61	\$1,738,242.95	\$1,757,476.65
MAY	\$530,891.66	\$144,855.00		\$39,104.00	\$253,633.14		\$41,272.46	\$230,529.20	\$1,240,285.46	\$1,011,126.21
JUN								\$0.00		
TOTAL	\$4,803,062.22	\$1,303,695.00	\$0.00	\$430,144.00	\$3,658,026.88	\$208,299.00	\$86,833.97	\$911,113.41	\$11,401,174.48	\$11,183,303.26

** Fill in STATE AID, INSTRUCTIONAL SUPPORT, FOUR YEAR-OLD PRESCHOOL, STATE FISCAL STABILIZATION, AEA FLOWTHROUGH, PROPERTY TAX, INCOME SURTAXES, EXCISE TAXES and TOTAL REVENUE columns. The MISC column will automatically be filled in and transferred to the UNSPENT AUTHORIZED BUDGET CALCULATION at the right

Yellow indicates a formula)

SRCIPVR = State Replacement for Commercial and Industrial Property Valuations Reduction



SHENANDOAH COMMUNITY SCHOOL			
UNSPENT AUTHORIZED BUDGET CALCULATION			
2019-2020			
	REGULAR PROGRAM DISTRICT COST	\$7,228,816.00	
+	REGULAR PROGRAM BUDGET ADJUSTMENT	\$138,542.00	
+	SUPPLEMENTARY WEIGHTING DISTRICT COST	\$140,441.00	
+	SPECIAL ED DISTRICT COST	\$941,184.00	
+	TEACHER SALARY SUPPLEMENT DISTRICT COST	\$662,009.00	
+	PROF DEV SUPPLEMENT DISTRICT COST	\$71,623.00	
+	EARLY INTERVENTION SUPPL DISTRICT COST	\$84,109.00	
+	TEACHER LEADERSHIP SUPP DISTRICT COST	\$353,567.00	
+	AEA SPECIAL ED SUPPORT	\$358,589.00	
+	AEA SPECIAL ED SUPPORT ADJUSTMENT	\$1,831.00	
+	AEA MEDIA SERVICES	\$59,481.00	
+	AEA EDUCATIONAL SERVICES	\$65,755.00	
+	AEA SHARING DISTRICT COST	\$0.00	
+	AEA TEACHER SALARY SUPPL DISTRICT COST	\$37,007.00	
+	AEA PROF DEV SUPPL DISTRICT COST	\$3,959.00	
+	DROPOUT ALLOWABLE GROWTH	\$261,868.00	
+	SBRC ALLOWABLE GROWTH OTHER #1	\$165,800.00	Increased Enrollment/ Open Enrolled out not in 2018
+	SBRC ALLOWABLE GROWTH OTHER #2	\$57,828.00	LEP
+	SPECIAL ED DEFICIT ALLOWABLE GROWTH	\$203,855.18	(Determined when I did the SES at time of CAR - September, 2019)
-	SPECIAL ED POSITIVE BALANCE REDUCTION	\$0.00	
-	AEA SPECIAL ED POSITIVE BALANCE	\$0.00	
+	ALLOWANCE FOR CONSTRUCTION PROJECTS	\$0.00	
-	UNSPENT ALLOWANCE FOR CONSTRUCTION	\$0.00	
+	ENROLLMENT AUDIT ADJUSTMENT	\$0.00	
-	AEA PRORATA REDUCTION	\$57,385.00	
=	MAXIMUM DISTRICT COST	\$10,778,879.18	
+	PRESCHOOL FOUNDATION AID	\$247,680.00	
+	INSTRUCTIONAL SUPPORT AUTHORITY	\$543,564.00	
+	ED IMPROVEMENT AUTHORITY	\$0.00	
+	OTHER MISCELLANEOUS INCOME	\$911,113.41	\$ 1,404,271.00 Estimate on Budget Worksheet This is a fluctuati
+	UNSPENT AUTH BUDGET - PREVIOUS YEAR	\$3,370,221.00	
=	MAXIMUM AUTHORIZED BUDGET	\$15,851,457.59	
-	EXPENDITURES	\$9,913,148.48	62.54%
=	UNSPENT AUTHORIZED BUDGET	\$5,938,309.11	
	EXPENDITURES	FY 20	FY '19Actuals
	JULY	\$199,722.68	\$217,436.62
	AUGUST	\$387,449.45	\$345,176.12
	SEPTEMBER	\$1,011,518.98	\$966,872.04
	OCTOBER	\$1,008,710.60	\$982,143.04
	NOVEMBER	\$1,020,147.22	\$1,009,487.13
	DECEMBER	\$995,838.21	\$1,033,579.63
	JANUARY	\$1,011,435.69	\$1,079,253.56
	FEBRUARY	\$1,050,548.51	\$1,187,232.13
	MARCH	\$1,280,733.46	\$1,043,757.67
	APRIL	\$951,086.89	\$1,026,639.96
	MAY	\$995,956.79	\$1,088,470.10
	JUNE		
	TOTAL	\$9,913,148.48	\$9,980,048.00

MONTHLY BOARD VENDOR BILLS
 June 2020 Accounts Payable

Vendor Name	Invoice Detail Amount	Invoice Detail Description
Checking Account ID 20	Fund Number 61	SCHOOL NUTRITION FUND
ANDERSON ERICKSON DAIRY	2,871.04	MILK
BMO MASTERCARD	89.28	SNF SUPPLIES
CHRIS PHILLIPS	35.70	DAILY SALES-SCHOOL LUNCHES
HY-VEE	124.00	SNF FOOD FOR THE FOODSERVICE PROGRAM
JASON SHAFFER	45.65	DAILY SALES-SCHOOL LUNCHES
JON SKILLERN	3.25	DAILY SALES-SCHOOL LUNCHES
MARTIN BROS DIST	3,390.73	FOOD
MOLLY NELSON	21.25	DAILY SALES-SCHOOL LUNCHES
MONTE MUNSINGER	16.25	DAILY SALES-SCHOOL LUNCHES
SONIA WILLERS	4.25	DAILY SALES-SCHOOL LUNCHES
TERRY FICHTER	5.65	DAILY SALES-SCHOOL LUNCHES
TIFFANY STANTON	7.85	DAILY SALES-SCHOOL LUNCHES
Fund Number 61	<u>6,614.90</u>	
Checking Account ID 20	6,614.90	
Checking Account ID 3	Fund Number 21	ACTIVITY FUND
BMO MASTERCARD	1,217.81	SUPPLIES/GENERAL ATHLETICS
BMO MASTERCARD	69.00	BPA SUPPLIES
BMO MASTERCARD	480.00	DUES/NHS
BMO MASTERCARD	29.00	SUPPLIES/FCCLA
HOWARD SPORTING GOODS	13.35	FFA supplies
IOWA GIRLS HS ATHLETIC UNION	100.00	STUDENT ENTRY & REGISTRATION FEES
JOSTENS	451.84	SUPPLIES/MS ANNUAL
LEWIS CLEANERS	64.50	SUPPLIES/NHS
RIEMAN MUSIC DES MOINES	19.14	SUPPLIES/MS MARCHING MUSTANGS
SCRATCH CUPCAKERY	869.40	BPA SUPPLIES
Fund Number 21	<u>3,314.04</u>	
Checking Account ID 3	3,314.04	
Checking Account ID 30	Fund Number 10	GENERAL FUND
AHLERS & COONEY PC	85.50	LAWYER/NEGOTIATIONS
BMO MASTERCARD	16.04	TECHNOLOGY COORDINATOR RELATED SOFTWARE
BMO MASTERCARD	331.53	ELEM PRINCIPAL POSTAGE
BMO MASTERCARD	45.67	HS GENERAL ED TEXTBOOKS
BMO MASTERCARD	70.95	HS BAND STUDENT ENTRY & REGISTRATION FEE
BMO MASTERCARD	16.04	TECHNOLOGY COORDINATOR RELATED SOFTWARE
BMO MASTERCARD	191.88	CUSTODIAL SUPPLIES
BMO MASTERCARD	16.04	TECHNOLOGY COORDINATOR RELATED SOFTWARE
BMO MASTERCARD	110.54	MAINTENANCE SUPPLIES
BMO MASTERCARD	6.99	TECHNOLOGY COORDINATOR RELATED SOFTWARE
BMO MASTERCARD	529.80	BOARD SUPPLIES
BMO MASTERCARD	384.00	HS GENERAL ED TEXTBOOKS
BMO MASTERCARD	134.02	DISTRICT WIDE SUPPLIES
BMO MASTERCARD	90.00	SPED LVL 3 SUPPLIES
CAMBLIN MECHANICAL	1,028.15	MAINTENANCE BUILDING SUPPLIES
CENEX FLEET FUELING	401.76	TRANSPORTATION GASOLINE
CENTERPOINT ENERGY	1,378.53	UTILITIES-GAS
CENTURYLINK	604.82	HS PRINCIPAL TELEPHONE
CHAT MOBILITY	56.04	BUSINESS MANAGER TELEPHONE
CITY OF SHENANDOAH	7,744.42	WATER-SEWER
CLARINDA CSD	42,701.50	TEACHER LEADERSHIP OPEN ENROLLMENT
CLAYTON RIDGE COMMUNITY SCHOOL DISTRICT	3,531.25	TUITION-OPEN ENROLLMENT
COUNCIL BLUFFS CSD	1,979.04	PURCHASE EDUCATIONAL/L3 IND COSTS
CULLIGAN WATER	162.00	MAINTENANCE SUPPLIES
DES MOINES REGISTER	1,900.00	BOARD NEWSPAPER ADVERTISING
FELD FIRE	395.33	TECH REPAIR & MAINTENANCE SUPPLIES
GLASS GUY, THE	1,486.29	MAINTENANCE BUILDING REPAIR SERVICES

MONTHLY BOARD VENDOR BILLS
 June 2020 Accounts Payable

Vendor Name	Invoice Amount	Invoice Detail	Description
HOWARD SPORTING GOODS	243.40	BOARD SUPPLIES	
JB PARTS AND SUPPLY	137.70	CARL PERKINS SUPPLIES	
JKAY PHOTO AND DESIGN	195.00	HS GENERAL ED SUPPLIES	
KIRCHERT ELECTRIC	600.00	MAINTENANCE BUILDING REPAIR SERVICES	
LAMPO GROUP, LLC, THE	325.00	TEXTBOOKS	
LEANNE HARDY	300.00	TUITION DRIVERS EDUCATION	
MIDAMERICAN ENERGY	8,583.42	UTILITIES-ELECTRICITY	
MILLER BUILDING	260.85	MAINTENANCE SUPPLIES	
MITEL NET SOLUTIONS	550.23	HS PRINCIPAL TELEPHONE	
NASCO	698.51	CARL PERKINS SUPPLIES	
OMAHA WORLD HERALD	1,180.00	BOARD NEWSPAPER ADVERTISING	
PEGEX	3,114.40	CONTRACTED CLEANING SERVICE	
PETERSEN AUTO	845.95	VEHICLE REPAIR SERVICES	
RIEMAN MUSIC DES MOINES	39.99	HS BAND EQUIPMENT REPAIR	
ROGERS PEST CONTROL LLC	460.00	MAINTENANCE PEST CONTROL CONTRACTED	
SHENANDOAH SANITATION	130.67	MAINTENANCE GARBAGE COLLECTION	
SHERIDAN DECORATING	295.82	MAINTENANCE SUPPLIES	
SIOUX CENTRAL CSD	163.25	TEACHER LEADERSHIP OPEN ENROLLMENT	
SUPPLYWORKS	1,121.60	CUSTODIAL SUPPLIES	
TIMBERLINE BILLING SERVICE LLC	36.60	MEDICAID BILLING SERVICES	
VALLEY PUBLICATIONS	470.00	BOARD NEWSPAPER ADVERTISING	
VETTER EQUIPMENT CO	152.58	MAINTENANCE PARTS	
WELLMARK BLUE CROSS BLUESHEILD	111,408.01	HEALTH INSURANCE BRANSON	
Fund Number 10	<u>196,711.11</u>		
Checking Account ID 30	Fund Number 22	MANAGEMENT FUND	
WELLMARK BLUE CROSS BLUESHEILD	5,228.72	EARLY RETIREES MEDICAL INSURANCE	
Fund Number 22	<u>5,228.72</u>		
Checking Account ID 30	Fund Number 33	SAVE (SECURE AN ADVANCED VISION FOR ED.	
BIG SKY ENTERPRISES, LLC	220,096.00	SERIES 2019 CONSTRUCTION	
CAMBLIN MECHANICAL	1,132.66	HVAC SYSTEM	
CARL A. NELSON & CO	72,630.82	REV BONDS ARCHITECTURE & ENGINEERING	
CONTROL MANAGEMENT, INC.	9,371.75	SERIES 2019 CONSTRUCTION	
DLR GROUP	18,298.23	REV BONDS ARCHITECTURE & ENGINEERING	
GENESIS CONTRACTING GROUP	57,000.00	SERIES 2019 CONSTRUCTION	
MCGILL ASBESTOS ABATEMENT, LLC	9,179.50	SERIES 2019 CONSTRUCTION	
TRI-CITY ELECTRIC COMPANY	3,325.00	SERIES 2019 CONSTRUCTION	
Fund Number 33	<u>391,033.96</u>		
Checking Account ID 30	Fund Number 36	PHYSICAL PLANT & EQUIPMENT	
BLUPOINTE DRS	750.00	TECH RELATED SOFTWARE	
COUNSEL OFFICE & DOCUMENT	494.11	ELEMENTARY COPIER LEASE	
CULLIGAN WATER	243.47	RENTAL OF EQUIPMENT & VEHICLES	
GREAT AMERICAN FINANCIAL SERVICES	1,064.38	ELEMENTARY COPIER LEASE	
Fund Number 36	<u>2,551.96</u>		
Checking Account ID 30	<u>595,525.75</u>		



SHENANDOAH HIGH SCHOOL

COURSE HANDBOOK

2020-21

GRADUATION REQUIREMENTS

Language Arts - 8 credits; must be taken every year

Math – 6 credits; must be taken every year

7 credits; must be taken every year (classes of 2023 & after)

Science –

6 credits; must be taken every year

7 credits; must be taken every year (classes of 2023 & after)

Social Studies - 6 credits, including:

9th U.S. History (2 credits)

American Government (1 credit)

Physical Education - must be taken every year;

waivers are available

Personal & Career Readiness - 1 credit

A total of 50 credits are required to graduate from Shenandoah HS, with the remainder to be completed with electives.

COURSE DESCRIPTION INDEX

Advanced Placement	1
Agricultural Science	5
Business	7
Family & Consumer Science	8
Fine Arts	9
Foreign Language	12
Health Science	13
Industrial Technology	14
Language Arts	15
Mathematics	18
Mentoring	21
Multi-Occupational Careers	21
Physical Education / Health	22
Science	23
Senior Requirement	25
Social Sciences	26
Special Education	28
Work Opportunities	29

ADVANCED PLACEMENT (AP) COURSES

3231/32 AP BIOLOGY

(1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: teacher approval & successful completion of HS Biology & HS Chemistry

MAXIMUM ENROLLMENT: 10 per section

This is an online course offered through Iowa Online Advanced Placement Academy (IOAPA). AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. Students are required to take the AP Biology Exam in May.

Laboratory requirement: This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students are required to take the AP Biology exam in May.

3131/32 AP CALCULUS AB

(1 year = 2 credits)

GRADE 12 ELECTIVE

PREREQUISITE: teacher approval & students should complete four years of secondary mathematics designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions. Before studying calculus, students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on) and know the values of the trigonometric functions at the numbers 0, $\pi/6$, $\pi/4$, $\pi/3$, $\pi/2$, and their multiples.

MAXIMUM ENROLLMENT: 10 per section

This is an online course offered through Iowa Online Advanced Placement Academy (IOAPA). AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.

Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Students are required to take the AP Calculus AB exam in May.

3226/27 AP CHEMISTRY

(1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: Chemistry

MAXIMUM ENROLLMENT: 15 per section

This course is offered at Shenandoah High School and online through Iowa Online Advanced Placement Academy (IOAPA). Chemistry is the study of the properties and structure of matter. The AP Chemistry course covers the same content covered in two semesters of general chemistry at a college level. Successful completion of high school chemistry is a prerequisite for AP Chemistry. In AP Chemistry, students will expand their knowledge on, among other topics, the structure of atoms, chemical bonding, chemical reactions, stoichiometry, gas laws, solution chemistry, thermochemistry, nuclear chemistry, reaction kinetics, electrochemistry, equilibrium, acids and bases, and more. The course is also designed to replicate the same experience as that of college chemistry laboratory course. Students will spend time doing in-depth experiments and write college level quality lab reports. Using the history of scientific theory, science textbooks, lab investigations, and research, students will become even more scientifically literate in chemistry. Not only will students listen to lectures, but they will participate in brainstorming, cooperative learning, guided practice, inquiry, and note-taking. Students will also use some memorization, graphic organizers, research, and technology to aid their learning. The course is designed to improve the study skills that are necessary to be successful in rigorous college level courses. Students are required to take the AP Chemistry exam in May.

3867 **AP COMPUTER SCIENCE A (JAVA)** (1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: teacher approval & Algebra 1; Algebra 2 is recommended

MAXIMUM ENROLLMENT: 10 per section

This is an online course offered through Iowa Online Advanced Placement Academy (IOAPA). Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. AP Computer Science A teaches object-oriented programming using the Java language and is meant to be the equivalent of a first semester, college-level course in computer science. It will emphasize problem solving and algorithm development and use hands-on experiences and examples so that students can apply programming tools and solve complex problems. Students are required to take the AP Computer Science exam in May.

AP COMPUTER SCIENCE PRINCIPLES (1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: teacher approval & Algebra 1, Algebra 2 is recommended

MAXIMUM ENROLLMENT: 10 per section

This is an online course offered through Iowa Online Advanced Placement Academy (IOAPA). The course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity, and how computing impacts our world. Students will develop the computational thinking skills needed to fully exploit the power of digital technology and help build a strong foundation in core programming and problem-solving. Students are required to take the AP Computer Science Principles exam in May.

4045/46 **AP ENVIRONMENTAL SCIENCE** (1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: Biology, Chemistry, & Algebra 1

MAXIMUM ENROLLMENT: 15 per section

This course is offered at Shenandoah High School and online through Iowa Online Advanced Placement Academy (IOAPA). The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. AP Environmental Science includes a wide variety of topics, including geology, biology, environmental studies, environmental science, chemistry, and geography. It is a rigorous science course that stresses scientific principles and analysis and will include a laboratory component. The goal of APES is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students are required to take the AP Environmental Science exam in May.

3883/84 **AP LANGUAGE & COMPOSITION** (1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: Advanced Language Arts & teacher approval

MAXIMUM ENROLLMENT: 15 per section

This course is offered at Shenandoah High School and online through Iowa Online Advanced Placement Academy (IOAPA). The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students are required to take the AP English Language and Composition exam in May.

3307/3876 **AP LITERATURE & COMPOSITION** (1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: Advanced Language Arts & teacher approval

MAXIMUM ENROLLMENT: 15 per section

This course is offered at Shenandoah High School and online through Iowa Online Advanced Placement Academy (IOAPA). The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the way writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students are required to take the AP English Literature and Composition exam in May.

3835 **AP MACROECONOMICS** (1 semester = 1 credit)

GRADES 11-12 ELECTIVE

PREREQUISITE: teacher approval & ability to read a college-level textbook and should possess basic mathematics and graphing skills

MAXIMUM ENROLLMENT: 10 per section

This is an online course offered through Iowa Online Advanced Placement Academy (IOAPA). AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students are required to take the AP Macroeconomics exam in May.

3834 **AP MICROECONOMICS** (1 semester = 1 credit)

GRADES 11-12 ELECTIVE

PREREQUISITE: teacher approval & ability to read a college-level textbook and should possess basic mathematics and graphing skills

MAXIMUM ENROLLMENT: 10 per section

This is an online course offered through Iowa Online Advanced Placement Academy (IOAPA). AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students are required to take the AP Microeconomics exam in May.

3414 **AP PSYCHOLOGY** (1 semester = 1 credit)

GRADES 11-12 ELECTIVE

PREREQUISITE: teacher approval & ability to read a college-level textbook and write grammatically correct, complete sentences

MAXIMUM ENROLLMENT: 10 per section

This is an online course offered through Iowa Online Advanced Placement Academy (IOAPA). The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Students are required to take the AP Psychology exam in May.

3848/75 AP STATISTICS

(1 year = 2 credits)

GRADES 11-12 ELECTIVE

*PREREQUISITE: Algebra 2 & teacher approval**MAXIMUM ENROLLMENT: 10 per section*

This is an online course offered through Iowa Online Advanced Placement Academy (IOAPA). The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. Students are required to take the AP Statistics exam in May.

3404 AP U.S. GOVERNMENT & POLITICS (1 semester = 1 credit)

GRADE 12 ELECTIVE

*PREREQUISITE: U.S History, teacher approval & ability to read a college-level textbook & write grammatically correct, complete sentences**MAXIMUM ENROLLMENT: 10 per section*

This is an online course offered through Iowa Online Advanced Placement Academy (IOAPA). It is modeled after the goals, topics, and outlines provided by the College Board Advance Placement Program. Using their guidelines, the instructor will set the curriculum for this class as the equivalent of a rigorous political science college class. This course will focus on issues in government and politics in the United States. The course outline contains a detailed list of topics in sequential order. Students should expect to achieve mastery to meet the standards and benchmarks. Students should enhance reading and writing skills. Students will learn the demanding pace of college classes, how to thoroughly examine materials and topics, and the amount of out-of-class time it takes to complete a college level course. No matter the score achieved on the AP exam, student should take away skills and knowledge that will prepare them to be successful college students after graduation. This course addresses the same standards as American Government, but in a more in depth and rigorous study. Students are required to take the AP Government exam in May.

408283 AP UNITED STATES HISTORY

(1 year = 2 credits)

GRADES 11-12 ELECTIVE

*PREREQUISITE: 9th American History**MAXIMUM ENROLLMENT: 15 per section*

This course is offered at Shenandoah High School and online through Iowa Online Advanced Placement Academy (IOAPA). AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. Students are required to take the AP United States History exam in May.

AP SPANISH

(1 year = 2 credits)

GRADES 11-12 ELECTIVE

*PREREQUISITE: 3–4 years of Spanish or equivalent native fluency**MAXIMUM ENROLLMENT: 10 per section*

This is an online course offered through Iowa Online Advanced Placement Academy (IOAPA). AP Spanish Language students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they learn in extensive written and spoken exercises. The course addresses the broad themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. By the end of the course, students will have an expansive vocabulary, a solid, working knowledge of all verb forms and tenses, strong command of other language structures, and an ability to use language in many different contexts and for varied purposes. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish language, culture, or literature. Students are required to take the AP Spanish exam in May.

AGRICULTURAL SCIENCE

4117 **CASE AGRICULTURE BUSINESS FOUNDATION (ABF)** (1 semester = 1 credit) GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

Agricultural Business Foundations (ABF) introduces students to business management in agriculture. Mathematics, reading, and writing components are woven in the context of agriculture and students will use the introductory skills and knowledge developed in this course throughout subsequent Curriculum for Agriculture Science Education (CASE) courses. Throughout the course are practical and engaging activities, projects, and problems to develop an improved business and employability skills. Additionally, students investigate and develop viable business plans in order to solve local problems. The business plan ideas are communicated to student peers and members of the professional community.

The ABF course includes starting a business, financial documents, risk management, and writing a business plan. The ABF course is an elective course from the CASE course menu. The course is structured for all students to experience agricultural business management practices in order to continue through a sequence of courses through high school. The knowledge and skills students develop can be used within multiple pathways of study. Participation in FFA is not required but is strongly recommended. This course qualifies for FFA membership.

3754 **FALL HORTICULTURE** (1 semester = 1 credit) GRADES 10-12 ELECTIVE

PREREQUISITE: Introduction to Agriculture, Food, & Natural Resources 1

MAXIMUM ENROLLMENT: 15 per section

This class focuses on plant science and incorporates working in the greenhouse to apply students' learning hands-on. Fall Horticulture's main project is raising 200+ poinsettias in the greenhouse to sell the community. The semester long project includes experimenting with different varieties of poinsettias and growing medium. Students also learn about horticulture careers, plant propagation, greenhouse structures, and common plant pests. Participation in FFA is not required but is strongly recommended. This course qualifies for FFA membership.

3787/88 **INTRO TO AGRICULTURE, FOOD & NATURAL RESOURCES 1** (1 year = 2 credits) GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

This introductory agriculture class gives students a taste of everything that agriculture has to offer. The class begins by explaining the importance of agriculture and its industry in our state, country, and world. Students are shown the variety of areas and career opportunities involved within the agricultural field. A unit over FFA is covered explaining the history, guiding principles, and opportunities of the national organization. Students are also introduced to parliamentary procedure during this time, learning the proper ways to conduct business at meetings. The second half of the class focuses on basic animal science, covering the animal systems, common livestock breeds, and the importance of the animal industry and its many products. Also, the agriculture science class will cover a variety of life science, food science, and a basic agricultural energy unit. Participation in FFA is not required but is strongly recommended. **This course is the first needed in order to take other agricultural classes offered & must be taken for FFA membership.*

3789/90 **INTRO TO AGRICULTURE, FOOD & NATURAL RESOURCES 2** (1 year = 2 credits) GRADES 10-12 ELECTIVE

PREREQUISITE: Introduction to Agriculture, Food & Natural Resources 1

MAXIMUM ENROLLMENT: 24 per section

Intro to Agriculture 2's primary focus is plant science and natural resources. The first semester is spent looking into plant science in-depth and covering common crops grown in our area, as well as around the world. Second semester highlights wildlife and natural resources and their importance. Students learn about the wildlife industry, protecting it, and using it wisely. Recreational wildlife use is also covered, including fishing, hunting, and trapping. Participation in FFA is not required but is strongly recommended. This course qualifies for FFA membership.

3753 **IWCC FARM BUSINESS MANAGEMENT** (1 semester = 1.5 HS & 3.0 IWCC credits) GRADES 11-12 ELECTIVE

PREREQUISITE: Introduction to Agriculture, Food & Natural Resources 1 & 2

MAXIMUM ENROLLMENT: 24 per section

Farm Business Management examines the business and economic principles applied to decision-making and problem-solving in the management of a farm business. Students learn about cash flow, partial, enterprise, and whole farm budgeting. Additional topics include information systems for farm accounting, analysis, and control; obtaining and managing land, capital, and labor resources; and alternatives for farm business organizations. This is Iowa Western Community College's course #AGB 330. Participation in FFA is not required but is strongly recommended. This course qualifies for FFA membership.

4028 **IWCC SURVEY OF THE ANIMAL INDUSTRY** (1 semester = 1.5 HS & 3.0 IWCC credits) GRADES 11-12 ELECTIVE

PREREQUISITE: Introduction to Agriculture, Food & Natural Resources 1

MAXIMUM ENROLLMENT: 24 per section

This class goes further into depth about animal science topics covered in Introduction to Agriculture, Food, & Natural Resources 1. Students learn more about the biotechnology side of the field, including genetics, artificial insemination, and embryo transfer. Food safety and security is also covered, including meat science. This is Iowa Western Community College's course #AGS 113. Participation in FFA is not required but is strongly recommended. This course qualifies for FFA membership.

3756 **LEADERSHIP & DEVELOPMENT** (1 semester = 1 credit) GRADES 11-12 ELECTIVE

PREREQUISITE: Introduction to Agriculture, Food & Natural Resources 1

MAXIMUM ENROLLMENT: 24 per section

Leadership is for students striving to become better leaders through the development of personal and group skills. Students will look into the different personality traits, leadership styles, group dynamics, followership skills, team building, public speaking, and self-concept. The class will also complete a service project during the semester. This class is highly recommended for FFA officers, as well as any other student looking to improve their ability to lead and influence others. Participation in FFA is not required but is strongly recommended. This course qualifies for FFA membership.

3757 **SMALL ANIMAL VET CARE** (1 semester = 1 credit) GRADES 10-12 ELECTIVE

PREREQUISITE: Introduction to Agriculture, Food & Natural Resources 1

MAXIMUM ENROLLMENT: 24 per section

Small Animal Vet focuses on the pet industry. Topics covered include the U.S. pet industry, careers with small animals, animal rights and welfare, and animal safety. Students then learn more about the breeds, care, feeding, diseases, and reproduction of common pet species, such as dogs, cats, rabbits, and many more. Participation in FFA is not required but is strongly recommended. This course qualifies for FFA membership.

3755 **SPRING HORTICULTURE** (1 semester = 1 credit) GRADES 10-12 ELECTIVE

PREREQUISITE: Introduction to Agriculture, Food & Natural Resources 1

MAXIMUM ENROLLMENT: 15 per section

This class focuses on plant science and incorporates working in the greenhouse to apply students' learning hands-on. Spring Horticulture's main project is starting 50+ varieties of annual flower and vegetable seeds to sell to the community. Students decide on the plants to grow, germinate them from seed, and transplant as needed until they are ready to sell. Over 100 hanging baskets are also made and cared for during this time. Other topics include horticulture careers, landscape design, floriculture, tree pruning, and plant propagation. Participation in FFA is not required but is strongly recommended. This course qualifies for FFA membership.

BUSINESS

3782/83 **ACCOUNTING 1**

(1 year = 2 credits)

GRADES 10-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

This accounting course introduces and then expands upon the fundamental accounting procedures used in small businesses. The first year covers the full accounting cycle and incorporates topics such as payroll, taxes, debts, depreciation, ledger and journal techniques, and periodic adjustments. Students may learn how to apply standard auditing principles to the projects they work on and may prepare budgets and final reports. Calculators, electronic spreadsheets or other automated tools may be used. Completion of a practice set is included.

3784/85 **ACCOUNTING 2**

(1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: teacher approval

MAXIMUM ENROLLMENT: 12 per section

This accounting course expands upon the fundamental accounting procedures used in small businesses. The advanced course includes departmentalized accounting, branch accounting, several advanced accounting adjustments, cost accounting, corporate financing, and accounting for business decisions. The utilization of computerized accounting is introduced and expanded. Completion of an automated practice set is included.

4074/75 **COMPUTER SCIENCE & ROBOTICS**

(1 year = 2 credits)

GRADES 9-12 ELECTIVE

PREREQUISITE: Algebra 1

MAXIMUM ENROLLMENT: 24 per section

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. The course is designed with the goal of creating leaders in computer science fields and attracting and engaging those who are traditionally underrepresented with essential computing tools and multi-disciplinary opportunities. Students will use this course to design a brand, build and program an industrial sized robot to compete in the FIRST robotics competition.

3879/82 **DESKTOP PUBLISHING**

(1 year = 2 credits)

GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 12 per section

This is an introductory course that provides students with a basic understanding of the field of desktop publishing software and presentation software to create business publications and presentations for our school and local community. Additional topics may include design, word processing, and the use of extra equipment. Course work will include course demonstrations, laboratory exercises, and projects that are deadline oriented.

4071/72 **INNOVATIVE MARKETING**

(1 year = 2 credits)

GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

The class will use a project-based approach where students focus on serving our community. Co-ops with local businesses and organizations will be utilized to provide real world experiences for the students, as well as serving our community by assisting with their interests and needs. The students will also enlist the use of multiple forms of mass media and technology to promote sports, clubs, in other attributes of our school.

3773 **INTRODUCTION TO BUSINESS**

(1 semester = 1 credit)

GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

Students develop skills relating to general business situations. The course concentrates on units dealing with the concepts and processes associated with successful entrepreneurship. Topics also include budgeting, banking, credit, insurance, taxes, and living on your own.

4029 **IWCC BUSINESS COMPUTER APPS** (1 semester = 1.5 HS & 3.0 IWCC credits) GRADES 11-12 ELECTIVE

RECOMMENDED PREREQUISITE: keyboarding skills

MAXIMUM ENROLLMENT: 15 per section

Business Computer Apps is an introduction to computers course that consists of a hands-on introduction to microcomputer hardware, operating systems, and application software. Students will enter, modify, and manipulate data with word processing, spreadsheet, database, and presentation programs. Student should be familiar with the standard keyboard. This is Iowa Western Community College's course #CSC 110.

4073 **MONEY MANAGEMENT** (1 semester = 1 credit) GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

A very practical course which teaches you how to create a financial plan to realize goals, such as home ownership and early retirement. By taking this course, you will learn how to avoid credit trouble, save money on automobile purchases, and buy a desirable home. You will also learn how to protect yourself from financial disaster through the purchase of the lowest cost and safest insurance policies. Using the techniques you learn in this class will allow you to plan, save, and spend wisely so you and your family will enjoy a better way of life.

FAMILY & CONSUMER SCIENCE

3706 **CHILD DEVELOPMENT 1** (1 semester = 1 credit) GRADES 10-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

In this class, we will begin the study of principles of child growth and development from conception to adolescence. We will study the physical, intellectual, emotional, and social development of children. We will also examine the decision to parent and child guidance. You will also have the opportunity to observe and work with children outside of our classroom.

4061 **CHILD DEVELOPMENT 2** (1 semester = 1 credit) GRADES 10-12 ELECTIVE

PREREQUISITE: Child Development 1

MAXIMUM ENROLLMENT: 24 per section

This class will continue the study of child growth and development that was started in Child Development 1. In addition to stages and areas of development, special topics will be examined. You will have the opportunity to observe and work with children outside of our classroom.

3703 **CULINARY ARTS 1** (1 semester = 1 credit) GRADES 10-12 ELECTIVE

PREREQUISITE: Foods 1 & Foods 2

MAXIMUM ENROLLMENT: 20 per section

This class will learn and prepare advanced culinary techniques and categories of foods. We will also investigate the culinary arts and food service industries. This class will have the opportunity to cook and be evaluated for your efforts by others.

4060 **CULINARY ARTS 2** (1 semester = 1 credit) GRADES 10-12 ELECTIVE

PREREQUISITE: Foods 1, Foods 2, & Culinary Arts 1

MAXIMUM ENROLLMENT: 20 per section

This class will continue the study of Culinary Arts 1 into advanced culinary techniques and categories of food. In addition, students will have the opportunity to learn about food and culture around the world and prepare multicultural foods.

3709 **FAMILY RELATIONS** (1 semester = 1 credit) GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

Family is the building block of society. This class will give you an in-depth look at families today. We will study the structure of family, the characteristics of a good family, the development of a family, and challenges they may face. You will work to develop the skills to become a positive family member and to build positive relationships for all aspects of life.

3701 **FOODS 1** (1 semester = 1 credit) GRADES 9-12 ELECTIVE
PREREQUISITE: none
MAXIMUM ENROLLMENT: 20 per section
This class will teach you the basics about food preparation, nutrition and the role that food plays in our lives. We will cover topics such as personal and food safety, kitchen basics, various aspects of nutrition, and much more. You will have the opportunity to practice your skills in the kitchen several times throughout the semester.

3702 **FOODS 2** (1 semester = 1 credit) GRADES 9-12 ELECTIVE
PREREQUISITE: Foods 1
MAXIMUM ENROLLMENT: 20 per section
This class will teach you to prepare different types of basic foods. We will cover units including breads, pies and pastries, cakes, cookies, and much more. We also look more into nutrition related to weight management and eating habits, as well as meal planning. You will have the opportunity to practice your skills in the kitchen several times throughout the semester.

3710 **HOUSING & INTERIORS** (1 semester = 1 credit) GRADES 9-12 ELECTIVE
PREREQUISITE: none
MAXIMUM ENROLLMENT: 24 per section
In this class, we will discuss housing basics and the role of housing in our lives. The topics we will cover include influences on housing choices, types of housing, the history of housing, architectural elements, floor plans and room arrangements, design, renting and owning, and more. You will have many opportunities to express your creativity in this class.

3705 **INDEPENDENT LIVING** (1 semester = 1 credit) GRADES 11-12 ELECTIVE
PREREQUISITE: none
MAXIMUM ENROLLMENT: 24 per section
This class will learn about knowledge and skills you need to become an independent and successful adult. You will learn about values, goals, resource management, financial skills, decisions related to consumerism, balancing roles, self-care, "adulting," and much more. Many projects and hands-on activities will be a part of this class in order to teach you how to live on your own.

FINE ARTS

3638 **3-D SCULPTURE** (1 semester = 1 credit) GRADES 10-12 ELECTIVE
PREREQUISITE: Intro to Ceramics
MAXIMUM ENROLLMENT: 14 per section
Using methods taught in Intro to Ceramics, students will create sculptures out of many types of media such as clay, paper mache, wire, and found objects.

3646 **AMERICAN MUSIC HISTORY** (1 semester = 1 credit) GRADES 9-12 ELECTIVE
PREREQUISITE: none
MAXIMUM ENROLLMENT: 24 per section
American Music History studies the history of music in the United States and influences on that music from other countries. Units include music from folk and classical, Broadway, jazz, rock, hip-hop and R&B.

4088/85 **AP ART** (1 year = 2 credits) GRADE 11-12 ELECTIVE
PREREQUISITE: Intro to Drawing & Painting (advanced classes are recommended); Intro to Ceramics if wishing to do a 3D Design Portfolio
MAXIMUM ENROLLMENT: 15 per section
The serious art student will be expected to develop their creative potential and personal style. Students will have the option of specializing in either: AP Studio Art-2D design, AP Studio Art-3D design, or AP Studio Art-Drawing. This course may be repeated for additional credit. Students will create a portfolio along with sketchbooks and artists statements that will be submitted to College Board as their exam at the end of the year.

- 4086/87 **AP MUSIC THEORY** (1 year = 2 credits) GRADES 11-12 ELECTIVE
RECOMMENDED PREREQUISITE: ability to read music
MAXIMUM ENROLLMENT: 15 per section
 Music Theory is intended to present the basic concepts of music, at a college freshman level, from notation to tonality with an emphasis on analyzing music, sight singing, and ear training. Students are required to take the AP Music Theory exam in May.
- 3639 **ART PORTFOLIO** (1 semester = 1 credit) GRADE 12 ELECTIVE
PREREQUISITE: all offered art classes & teacher approval
MAXIMUM ENROLLMENT: none
 Students must have taken all arts classes: Intro to Drawing & Painting, Drawing, Painting, Intro to Ceramics, & 3D Sculpture. This may only be taken as a senior and teacher must sign student into the class. This is a self-directed class to build a college portfolio. Students will have a select number of pieces to show at contest.
- 3629/30 **BAND** (1 year = 2 credits) GRADES 9-12 ELECTIVE
PREREQUISITE: 7/8 Band or summer lessons
MAXIMUM ENROLLMENT: none
 Courses in Band are intended to develop technique for playing brass, woodwind, and percussion instruments, marching style and to cover appropriate band literature styles for marching and concert performances.
- 3631/32 **CHOIR** (1 year = 2 credits) GRADES 9-12 ELECTIVE
PREREQUISITE: none
MAXIMUM ENROLLMENT: none
 Choir is a large choral performing group available for all high school singers, regardless of previous experience. This ensemble focuses on part-reading and singing, music terminology, large group ensemble performance technique, tone, vocal technique, and vocal health. It offers a variety of vocal music literature and represents the school in public concerts, contests, and school performances. Choir meets daily. Students can be in both instrumental and vocal music.
- 4069/70 **DIGITAL STREAMING** (1 year = 2 credits) GRADES 9-12 ELECTIVE
PREREQUISITE: application & teacher approval
MAXIMUM ENROLLMENT: 15 per section
 This course is designed to develop students' skills in yearbook production. Students will use technology as a tool to communicate, collaborate, publish, and interact with peers, experts, and other audiences. Students will gain skills in the following areas: page design, publishing techniques, copywriting, editing, photography, time management, teamwork, marketing, and leadership skills. Students are tasked with producing a timeless, creative, and innovative publication which will record our school's community, memories, and events.
 *Students involved must be willing to attend events and games outside of the school day to take photographs.
- 3637 **DRAWING** (1 semester = 1 credit) GRADES 10-12 ELECTIVE
PREREQUISITE: Intro to Drawing & Painting
MAXIMUM ENROLLMENT: 18 per section
 Students will study the principles of design and create works of art in a variety of media. Human and animal forms will be studied. Students will create a sketchbook and work on developing a personal style.
- 3613 **INDEPENDENT BAND** (1 semester = 1 credit) GRADES 9-12 ELECTIVE
PREREQUISITE: 7/8 Band
MAXIMUM ENROLLMENT: none
 The independent band course is offered in the fall for students wishing to audition for all-state band. Students taking this course will have personal assistance from the teacher and additional time to practice.

3614 **INDIVIDUAL VOCAL TECHNIQUE/CHAMBER CHOIR** (1 semester = 1 credit) GRADES 9-12 ELECTIVE

COREQUISITE: enrollment in Choir, teacher placement/audition

MAXIMUM ENROLLMENT: none

During the first quarter, the students involved in Individual Vocal Techniques will be concentrating their efforts on developing vocal techniques consistent with the following: Independent a capella singing in SATB quartets, development of musicianship, and high-level thinking and performance skills. If students are auditioning for All-State, they must be in this class. Second quarter, as well as second semester, the students will continue working as a performance group (chamber choir). This auditioned choir will work on high level pieces of music.

4026 **INTRO TO CERAMICS** (1 semester = 1 credit) GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 15 per section

Students will learn four methods of building in ceramics: pinch pottery, coil pottery, slab and throwing on the potter's wheel. In addition, students will learn printmaking techniques such as mono printing, embossing, and linoleum print.

4025 **INTRO TO DRAWING & PAINTING** (1 semester = 1 credit) GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 20 per section

Students will learn the elements of design, and learn basic drawing and painting techniques through pencil, color pencil, charcoal, ink, watercolor and acrylic paints. The grid system will be taught so students can properly enlarge a photograph.

3642 **JAZZ BAND** (1 semester = 1 credit) GRADES 9-12 ELECTIVE

COREQUISITE: enrollment in Band

MAXIMUM ENROLLMENT: none

The Jazz Band course is intended to develop techniques for playing instruments in the jazz style. Depending on enrollment, the course may concentrate on solo performance and improvisation or be a rehearsal time for the Jazz Band.

4109 **MUSICAL THEATER** (1 semester = 1 credit) GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

The Musical Theater course provides students with the opportunity to explore and/or participate in various aspects of musical theatre, including auditioning, singing, acting, and dancing. The course reviews the history and evolution of musical theatre, its literature and artists, and styles of composition and vocal presentation. Students work collaboratively on performances, including solo, duet, and ensemble work.

3610 **PAINTING** (1 semester = 1 credit) GRADES 10-12 ELECTIVE

PREREQUISITE: Intro to Drawing & Painting

MAXIMUM ENROLLMENT: 15 per section

Painting students expand their use of the elements and principles of design studied in Intro to Drawing and Painting. Students will explore a variety of painting media as they work with more complex ideas, and depth of issues, form and concept.

FOREIGN LANGUAGE

Please note:

--Spanish is not required for graduation from Shenandoah High School. However, families need to be aware of the college admission and completion/graduation requirements; while 2 years often is enough for college admission, some students then would take additional language classes while in college.

--Students who speak Spanish at home may be placed in different levels at different times than other students, based upon their skill level and participation in class. They will be required to complete coursework appropriate to their own skill level.

--All students in Spanish 3 & 4 will be tested for proficiency in April. English-proficient students also demonstrating at least an Intermediate Mid-level proficiency in Spanish will be recognized with the Iowa Seal of Bilingualism upon graduation.

3621/22 **SPANISH 1**

(1 year = 2 credits)

GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

This Spanish class is for beginners. Students will experience a high volume of input in Spanish, both in listening and reading formats, so each student is expected to do their part with regards to paying attention and participating actively in discussions and activities. Students work up to reading for 10 minutes in Spanish every single day, starting out with very simple, picture-supported texts. The teacher will also read at least one novel aloud to the class each year, and students will be assessed over the novel. Expect to provide short, simple answers in spoken and written format on topics relating directly to the student. These could include describing people, family, clothing, and interests/activities. The midterm and final have multiple parts to assess the three standards, and a student must complete all parts of both in order to move to the next semester or level. Target proficiency level: Novice High - communicates in lists and mostly short phrases, with some sentences on highly familiar topics. Typically uses words or phrases memorized from class. *Note: if the student does not have a strong enough base to be successful in Spanish 2, the student may be required to repeat Spanish 1 regardless of their final semester grades.*

3623/24 **SPANISH 2**

(1 year = 2 credits)

GRADES 10-12 ELECTIVE

PREREQUISITE: Spanish 1 with a C or higher

MAXIMUM ENROLLMENT: 24 per section

The goal for Spanish 2 is to strengthen the skills begun in Spanish 1. Students will continue experiencing a high volume of input in Spanish through listening and reading. Students read 10 minutes in Spanish every day, and a student may be assessed over a novel they read. Expect to provide a little longer answers in spoken and written format on topics such as food, health, and weekly activities, although topics may change based on class interest. Excellent attendance, attention, and active class and small group participation are expected. The midterm and final have multiple parts to assess each of the three standards, and a student must complete all parts of both in order to move to the next semester or level. Target proficiency level: stronger Novice High, with some Intermediate Low - is able to communicate more often with complete sentences and is able begin explaining familiar topics in depth. Recombines chunks learned in class to create new things.

3625-28 **SPANISH 3 & 4**

(1 year each = 2 credits each)

GRADES 11-12 ELECTIVE

SPANISH 3 PREREQUISITE: Spanish 1 & 2 with a C or higher

SPANISH 4 PREREQUISITE: Spanish 1, 2, & 3 with a grade of C or higher

MAXIMUM TOTAL ENROLLMENT: 24 per section

Spanish 3 and 4 is taught together, so content changes every other year. Students read in Spanish at least 10 minutes every single day, and instruction and materials are commonly delivered in comprehensible Spanish. Students are expected to interact in Spanish as much as possible. A wide variety of topics may be covered, and novels, movies/videos/TV series in Spanish may be used. Excellent attendance, active attention and participation in class and small-group discussions, the ability to use the imperfect language acquired without over-using translators, and the drive to use Spanish outside of the class all are necessary skills for achieving proficiency. The midterm and final have multiple parts to assess the three standards, and a student must complete all parts of both in order to advance. All students will be tested for proficiency in April, and this test serves as their final. Target proficiency level is Intermediate Low-Mid for Spanish 3 and Intermediate Mid for Spanish 4, where students can speak in depth on numerous topics and multiple time frames (past, present, future).

HEALTH SCIENCE

4027/59 **INTRODUCTION TO HEALTHCARE** (1 year = 2 credits)

GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

The Introduction to Healthcare class provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others. The health science industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students should identify the employment opportunities, technology, and safety requirements of each system. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment. Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities and limitations and understand the implications of their actions. **This course is recommended prior to enrolling in a health science course at IWCC (including Medical Terminology and Certified Nurse Assistant courses).

4030 **IWCC CERTIFIED NURSE ASSISTANT** (1 semester = 1.5 HS & 3.0 IWCC credits) GRADES 11-12 ELECTIVE

RECOMMENDED PREREQUISITE: Introduction to Healthcare & Medical Terminology

MAXIMUM ENROLLMENT: 10 per section, preference given to seniors

This course is designed to provide knowledge and skills to work in a nursing home, home health care agency, or group home and/or hospital. The course is held in a classroom/lab and a minimum 30 hours of clinical will be in a nursing home. You will give patient care under the supervision of your instructor. During the course, healthcare entry level skills and behaviors to see employment will be covered: communication, interaction, ethical/legal principles, safety measures, personal hygiene, and special procedures. Course requirements include out-of-pocket costs, criminal/abuse background check, immunizations, tuberculosis (TB) skin testing, and a flu vaccine. This course is intended to prepare students for the Direct Care Worker Registry written and skills exam. The exams are to obtain certification and be eligible for employment as required by State Legislation. *It is a recommended course and a starting point for anyone considering a healthcare career; it is typically a prerequisite for admission to nursing programs. This is Iowa Western Community College's course #HSC 172.

4031 **IWCC CPR & FIRST AID IN THE WORKPLACE** (1 semester = .5 HS & 1.0 IWCC credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 20 per section

CPR and First Aid in the Workplace prepares the bystander with lifesaving, hands-on instruction in many emergency situations. Emphasis centers on real life responses and what to do in the first five minutes of an emergency. This is Iowa Western Community College's course #PEH 130.

3815 **IWCC MEDICAL TERMINOLOGY** (1 semester = 1.0 HS & 2.0 IWCC credits) GRADES 11-12 ELECTIVE

RECOMMENDED PREREQUISITE: Introduction to Healthcare

MAXIMUM ENROLLMENT: 20 per section

Medical Terminology studies terms used in medicine. This course gives students a working knowledge of the roots, prefixes and suffixes of commonly used medical terms. Emphasis centers on the correct spelling and pronunciation of the vocabulary. This is Iowa Western Community College's course #HSC 113.

INDUSTRIAL TECHNOLOGY

4064/65 **CARPENTRY**

(1 year = 2 credits)

GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 15 per section

This is the first in a sequence of courses that prepares individuals to layout, fabricate, erect, install, and repair wooden structures and fixtures using hand and power tools. Includes instruction in common systems of framing, construction materials, blueprint reading, concrete placing, siding, and mechanical systems.

3781 **CONSTRUCTION TECHNOLOGY**

(1 year = 4 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: Carpentry or Wood Manufacturing

MAXIMUM ENROLLMENT: 8 per section or teacher approval

The goal of this class is to provide students with a basic knowledge of carpentry and related skills used in the residential construction industry. Residential construction involves the building or remodeling of homes, apartments and similar structures. The program provides the opportunity to learn and apply themselves to all phases of the industry with an emphasis on carpentry and the related areas of HVAC, blueprint reading and mathematics. This class meets for two periods each semester.

3791/92 **DRAFTING**

(1 semester = 1 credit)

GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 8 per section

This is an introductory course for students in the techniques of technical drawing. This course serves as a general education purpose to help students develop their capacity to analyze, organize and accurately express them graphically. Also serves as a preparatory class for students wishing to prepare themselves for gainful employment in drafting or plan to continue their education in engineering or a technical/trade school. We will have four weeks of board drafting followed by Solid Works and Chief Architect.

4062 **ENTRY LEVEL METALS & WELDING**

(1 semester = 1 credit)

GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 12 per section

These courses introduce students to the properties, uses and applications of various metals. Welding courses provide experience in various processes used to join and cut metal (such as oxyacetylene, shielded metal arc, metal inert gas and the proper use of technique. Courses often included instruction interpreting blueprints or other types of specifications.

4066 **FURNITURE DESIGN & MANUFACTURING**

(1 semester = 1 credit)

GRADES 10-12 ELECTIVE

PREREQUISITE: Carpentry or Wood Manufacturing

MAXIMUM ENROLLMENT: 15 per section

The second instructional course in a sequence that prepares individuals to apply technical knowledge and skills to prepare and execute furniture design projects; assemble and finish furniture articles; repair furniture; and stresses the safe use of a variety of hand and power tools and machinery. Recommended projects would be anything that would allow students to incorporate all joints and tools e.g. a chest of drawers.

4063 **INTERMEDIATE METALS & WELDING**

(1 semester = 1 credit)

GRADES 9-12 ELECTIVE

PREREQUISITE: Entry Level Metals & Welding

MAXIMUM ENROLLMENT: 12 per section

These courses introduce students to the properties, uses and applications of various metals. Welding courses provide experience in various processes used to join and cut metal (such as oxyacetylene, shielded metal arc, metal inert gas and the proper use of technique and safety practices. Courses often included instruction interpreting blueprints or other types of specifications.

4067/68 WOOD MANUFACTURING

(1 year = 2 credits)

GRADES 10-12 ELECTIVE

*PREREQUISITE: none**MAXIMUM ENROLLMENT: 15 per section*

This course is an introduction to mass production of products. Students will use scientific and mathematical applications through relevant mechanical topics to produce a variety of plastic, metal, and wood products. Areas of study in this course include the history and operational structure of industry, lean manufacturing principles, use of CNC practices, product development, precision measurement, and quality management. In addition, students will complete numerous lab-based and project-based activities. Students will develop 21st century skills to increase employability. This course is a prerequisite for a Pella internship taken as upperclassmen.

LANGUAGE ARTS**3323 ACADEMIC COMP & RESEARCH**

(1 semester = 1 credit)

GRADE 11-12 ELECTIVE

*PREREQUISITE: Language Arts 3**MAXIMUM ENROLLMENT: 24 per section*

This composition and research course is designed primarily for students whose future plans include post-secondary college/university education. It builds upon previously learned writing skills. Reinforcing the logic and critical thinking skills that accompany good writing, this course provides continued and advanced instruction in writing for a variety of purposes and audiences. Writings may include but are not limited to argumentation, comparison-contrast, description, and personal narration. Literary research is the main focus for the research component.

4110/11 ADVANCED LANGUAGE ARTS

(1 year = 2 credits)

GRADES 10-12 ELECTIVE

*PREREQUISITE: Language Arts 1 & teacher approval**MAXIMUM ENROLLMENT: 24 per section*

Advanced Language Arts is a course dedicated to challenging students with exploring complex literary and non-fiction text from a variety of periods, disciplines, and rhetorical contexts. Through these texts studies, students will gain an understanding of rhetorical strategies, author purposes, character, theme, tone, and style. Using these texts as models, students will write narrative, expository, analytical, and synthesis essays that explore a variety of topics. Students will also receive instruction in grammar concepts to improve overall writing. The course aims to develop critical thinking, close reading, and advanced writing skills that will prepare a student for Advanced Placement courses.

3883/84 AP LANGUAGE & COMPOSITION

(1 year = 2 credits)

GRADES 11-12 ELECTIVE

*PREREQUISITE: Advanced Language Arts & teacher approval**MAXIMUM ENROLLMENT: 15 per section*

This course is offered at Shenandoah High School and online through Iowa Online Advanced Placement Academy (IOAPA). The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students are required to take the AP English Language and Composition exam in May.

3307/3876 **AP LITERATURE & COMPOSITION** (1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: Advanced Language Arts & teacher approval

MAXIMUM ENROLLMENT: 15 per section

This course is offered at Shenandoah High School and online through Iowa Online Advanced Placement Academy (IOAPA). The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the way writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students are required to take the AP English Literature and Composition exam in May.

3303 **COMMUNICATIONS**

(1 semester = 1 credit)

GRADE 10-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

Communications offers students the opportunity to learn how to employ oral skills in formal and informal situations. Students will learn the proper presentation techniques and organization of a variety of types of speeches. Students will also learn effective verbal and nonverbal communication skills in interpersonal communication situations. Additional study will be based on effective organization techniques and strategies, gathering information from a variety of sources, and evaluating and crediting sources.

3311 **CREATIVE WRITING**

(1 semester = 1 credit)

GRADES 10-12 ELECTIVE

PREREQUISITE: Language Arts 2

MAXIMUM ENROLLMENT: 24 per section

The focus of this course will be on being active members of a writing community. This course uses a writer's workshop approach to help you be more comfortable with the writing and revision processes. Your fellow classmates will become your peer editors. By the end of the course, you will have created your own digital portfolio of writing. All writing completed in this course will be narrative, or story-based, and we'll be working to improve your skills in individual areas related to narration: characterization, development of settings and themes, use of description, specific word choice, etc.

4095/96 **LANGUAGE ARTS 1**

(1 year = 2 credits)

GRADE 9 REQUIREMENT

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

Language Arts 1 builds upon the student's prior knowledge of grammar, vocabulary, word usage, reading strategies, and the mechanics of writing, and includes extensive reading and writing. Students study various literary genres and complete related writing and vocabulary exercises. A library unit emphasizing the access and evaluation of materials is also a part of the course.

4097/98 **LANGUAGE ARTS 2**

(1 year = 2 credits)

GRADE 10 REQUIREMENT

PREREQUISITE: Language Arts 1

MAXIMUM ENROLLMENT: 24 per section

Language Arts 2 builds on the student's prior knowledge of grammar, vocabulary, word usage, reading strategies, and the mechanics of writing through extensive reading and writing. Students study various literary genres and complete related writing and vocabulary work.

4099/4100 **LANGUAGE ARTS 3**

(1 year = 2 credits)

GRADE 11-12 ELECTIVE

PREREQUISITE: Language Arts 2

MAXIMUM ENROLLMENT: 24 per section

Language Arts 3 builds upon the student's prior knowledge of grammar, vocabulary, word usage, reading strategies, and mechanics of writing, and includes extensive reading and writing. Students study informational and literary texts and complete related writing and vocabulary exercises to examine the influence of authors and their works.

3321 **LANGUAGE ARTS DEVELOPMENT** (1 year = 2 credits) GRADES 9-12 ASSIGNED

PREREQUISITE: can only be taken concurrently with another Language Arts course; teacher approval required

MAXIMUM ENROLLMENT: 15 per section

Language Arts Development is designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs in relation to other Language Arts courses in which the student is enrolled. The curriculum of the course will vary for each enrolled student, but major areas of focus will include reading comprehension and strategies, grammar usage and conventions, vocabulary acquisition, study skills and strategies, and writing skills.

3312 **NOVELS** (1 semester = 1 credit) GRADES 10-12 ELECTIVE

PREREQUISITE: Language Arts 2

MAXIMUM ENROLLMENT: 24 per section

This course emphasizes the novel as a literary form. Students will evaluate and analyze a number of literary novels through personal experience, knowledge of literary terminology, discussion, and activities. Writing, vocabulary, reading comprehension, and project-based exercises are a sampling of the activities students will engage in through their study of various works.

3322 **RESEARCH & TECHNICAL WRITING** (1 semester = 1 credit) GRADE 11-12 ELECTIVE

PREREQUISITE: Language Arts 3

MAXIMUM ENROLLMENT: 24 per section

This writing course helps prepare students for writing they might encounter in the world of work, including writing based on the research process. They will learn about what types of writing constitute "technical" writing and will work to be proficient in the use of these types of writing to better prepare them for work-related tasks beyond the classroom.

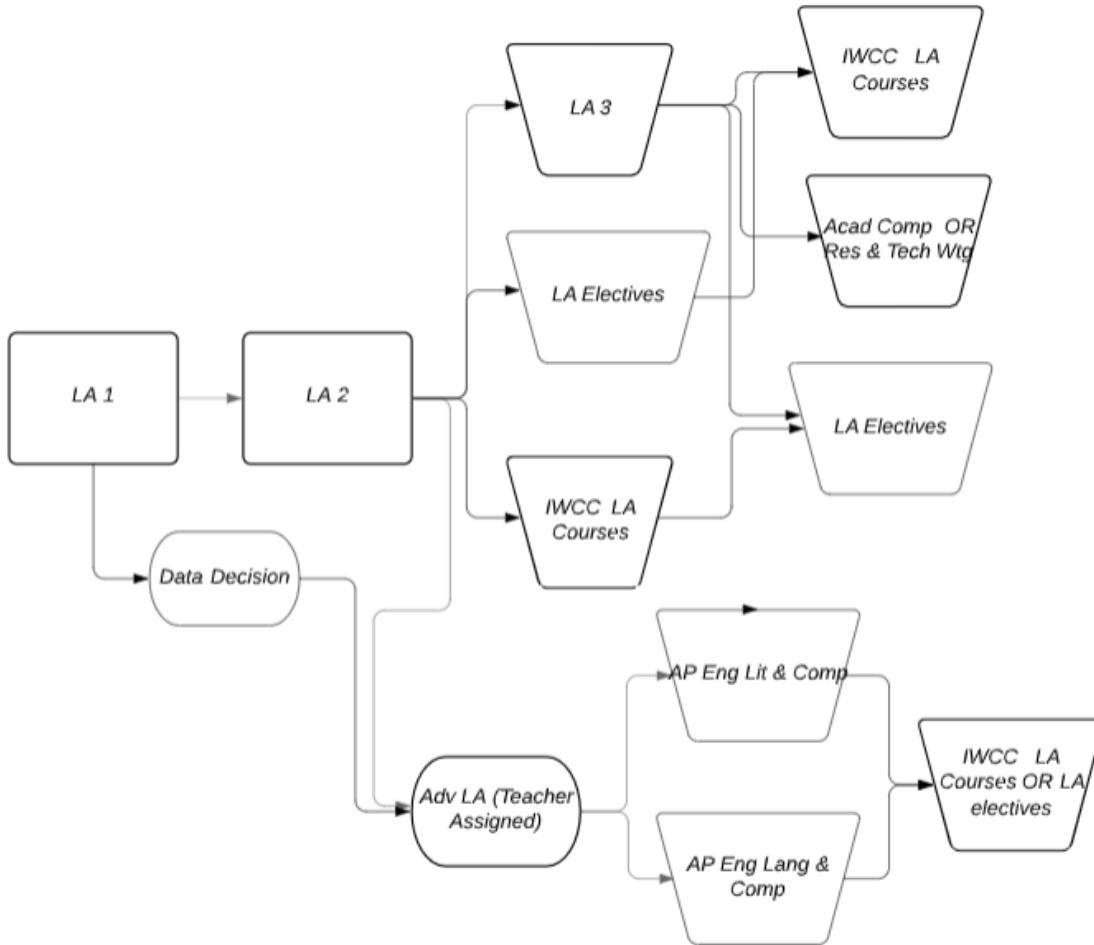
4122 **SPEECH** (1 semester = 1 credit) GRADES 10-12 ELECTIVE

PREREQUISITE: Language Arts 1

MAXIMUM ENROLLMENT: 24 per section

Speech focuses on the application of written and oral communication skills through a variety of formal and informal experiences. This is a performance-based course and emphasizes effective interpersonal and team-building skills. The course may also involve the study of how interpersonal communications are affected by stereotypes, nonverbal cues, vocabulary, and stylistic choices. This course will help students become effective communicators both on stage and off.

SHS Language Arts Course Flowchart 2020



MATHEMATICS

3120/21 **ALGEBRA 1**

(1 year = 2 credits)

GRADES 9-12 REQUIREMENT

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

This course is designed to teach fundamental concepts of Algebra in depth, preparing students for future math and/or related courses. The course includes a study of numbers, expressions, functions, and statistics.

3125/26 **ALGEBRA 2**

(1 year = 2 credits)

GRADES 9-12 REQUIREMENT

PREREQUISITE: Geometry

MAXIMUM ENROLLMENT: 24 per section

This course introduces many new concepts and is geared for the college bound student. An understanding of the principles of algebra and problem-solving skills is emphasized. Topics covered include polynomials, sequences, exponential functions, logarithmic functions, rational and radical functions, functions/inverses, trigonometry, and statistics.

4118/19 BUSINESS MATH

(1 year = 2 credits)

GRADES 11-12 ELECTIVE

*PREREQUISITE: none**MAXIMUM ENROLLMENT: 24 per section*

In this course, students will study mathematical concepts with real world, practical applications. All the concepts covered could be utilized by the 21st century consumer throughout their adult life. After completion of many of the topics of the course, a real-world project will summarize the concepts learned regarding the recently covered topic. Topics to be explored during the course include money management including banking services, payroll, taxes and insurance, consumer purchasing, interest accumulation as it pertains to both savings and loans, and appreciation. All aspects of the course require a calculator for computation, thus students enrolling in the class are required to provide their own calculator.

4120/21 CALCULUS

(1 year = 2 credits)

GRADE 11-12 ELECTIVE

*PREREQUISITE: Trigonometry/Pre-Calculus**MAXIMUM ENROLLMENT: 15 per section*

This Calculus course is intended for students who have attained pre-calculus objectives through the prerequisite course Trigonometry/Pre-Calculus. In this course the student will study limits, derivatives, applications of derivatives, and integrals. The use of graphing calculators is a key component in this class. It is strongly encouraged to purchase your own graphing calculator for use in this course.

3127/28 GEOMETRY

(1 year = 2 credits)

GRADES 9-12 REQUIREMENT

*PREREQUISITE: Algebra 1**MAXIMUM ENROLLMENT: 24 per section*

This course will emphasize an abstract and formal approach to geometry. This will include topics such as properties of plane and solid figures; deductive methods of logic; geometry as an axiomatic system including the study of postulates, theorems, and form congruence, similarity, parallelism, and perpendicularity; and rules of angle measurement in trigonometry, coordinate geometry, and transformational geometry.

4112/13 PRE-ALGEBRA

(1 year = 2 credits)

GRADE 9 ASSIGNED

*PREREQUISITE: teacher assigned**MAXIMUM ENROLLMENT: 24 per section*

This course will be an introduction to basic algebra concepts and a review of key middle school topics required for success in the high school mathematics courses. Students will understand and use basic properties of the real number system, solve problems involving sign numbers, simple equations, order of operations, perimeter/circumference, area, surface area, volume, transformations, data analysis comma and probability.

3114 STATISTICS

(1 semester = 1 credit)

GRADES 10-12 ELECTIVE

*PREREQUISITE: Algebra 2**MAXIMUM ENROLLMENT: 24 per section*

In this course, students will be introduced to the major concepts of probability, interpretation of data, and statistical problem solving. Students will learn the course concepts through hands-on experimentation and investigation. They will analyze existing data as well as data collected through a survey, observational study or experiment. They will then display the data in different ways, analyze it, and draw conclusions based on the results. The four main components of the course are: exploring data, data collection, probability, and inference.

4105/06 TRIGONOMETRY/PRE-CALCULUS

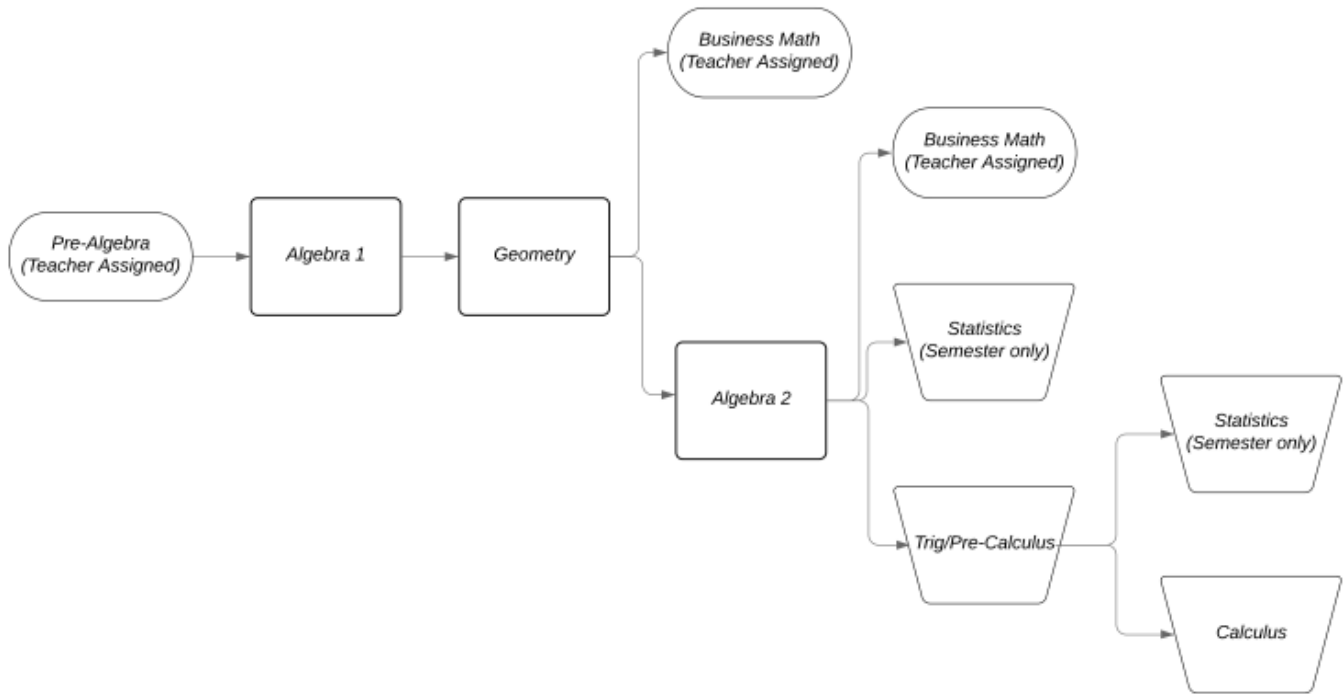
(1 year = 2 credits)

GRADES 11-12 ELECTIVE

*PREREQUISITE: Algebra 2**MAXIMUM ENROLLMENT: 24 per section*

Students will review the basics of trigonometry and use these foundations to solve right triangles, use the unit circle to come more aware of the periodicity of the trig functions, graph trig functions based on scale changes and translations, develop equations of trigonometric functions from graphs, and model using trigonometric functions. Next, students will explore the pre-calculus topics of polynomial functions, rational functions, exponential functions, logarithmic functions, and matrices.

SHS Math Course Flowchart 2020



MENTORING

4056/0457 **MUSTANG MENTOR**

(1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: no office referrals, no violation of good conduct policy, good attendance (minimal absences & tardies), teacher/staff recommendation
MAXIMUM ENROLLMENT: determined each semester

This course will involve one-to-one or small group mentoring/tutoring within an elementary or 5/6th grade classroom. The high school Mustang Mentor will work with a student or students with guidance from the classroom teacher or supervisor. The focus of this class will be on assisting younger students with academic assistance behavior/emotional control and overall support. The goals of the course are to help younger students improve grades, improve learning attitudes, demonstrate better responsibility, develop self-motivation, work well with peers and staff, increase self-esteem and prepare for the next grade level. Skills needed to be successful in this class: patience, persistence, dependability, consistency, ability to communicate well, ability to role model positive learning skills and techniques. Specific expected outcomes: enhance ability to work with and relate to younger students, strengthen ability to communicate with others, learn techniques to assist and motivate younger students. Career Pathways: education, social services, human services, juvenile justice, counseling, psychology, sociology. A second route to this course will involve one-to-one mentoring within the secondary life skills special education program. The high school mentor will work with a life skills special education student with guidance from the special education teacher. The focus of this class will be on assisting a student with life skills, academic assistance, and overall support. The goal of this course is to help the mentor learn more about special education and disabilities. The special education teacher will interview students to figure out if they would fit one of the current life skills' student's needs. If the student chooses to become a mentor for a secondary life skills special education student, you are required to be with the student for the entire school year. Skills needed to be successful in this class: good attendance, patience, caring, persistence, dependability, consistency, ability to communicate well, ability to role model positive learning skills and techniques. Specific expected outcomes: strengthen ability to communicate with others, learn techniques to assist and special education students. Career Pathways: education, social services, occupational therapy, education associates. Students may enroll in Mustang Mentoring one period per semester.

MULTI-OCCUPATIONAL CAREERS

3736/37 **AUTO MECHANICS TECHNOLOGY 1** (1 year = 2 credits)

GRADES 10-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 10 per section

Automotive Mechanics/Technology 1 is a course of fundamentals that covers passenger car construction, principles of operation, and basic service procedures. This is the foundation on which a sound, thorough knowledge of auto mechanics is based. Once these fundamentals are learned, know how through experience will enable the student to diagnose trouble and perform needed repairs.

3738/39 **AUTO MECHANICS TECHNOLOGY 2** (1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: Auto Mechanics 1

MAXIMUM ENROLLMENT: 10 per section

Automotive Mechanics/Technology 2 is a course that advances the knowledge gained in Automotive Mechanics/Technology 1 which covered passenger car construction, principles of operation and basic service procedures. Students will gain further knowledge through experience which will enable the student to diagnose trouble and perform needed repairs.

4032/33 **AUTO MECHANICS TECHNOLOGY 3** (1 year = 2 credits)

GRADES 12 ELECTIVE

PREREQUISITE: Auto Mechanics 1 & 2

MAXIMUM ENROLLMENT: 10 per section

Automotive Mechanics/Technology 3 is a course that advances the knowledge gained in Automotive Mechanics/Technology 2 which covered passenger car construction, principles of operation and basic service procedures. Students will gain further knowledge through experience which will enable the student to diagnose trouble and perform needed repairs.

4034/35 **EXPLORING TEACHING OPPORTUNITIES 1** (1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: none

The purpose of the course is to provide students with an opportunity to explore the teaching profession through online class discussions and assignments as well as field experience in a variety of preK-12 grade classrooms. The components of the class will include the following: the role of schools and educators in communities and society at large, the process of developing an understanding of how students learn and combining that with strategies for meeting educational goals, the important role of communication, collaboration, and decision making within the teaching profession, & the use of technology in education.

4036/37 **EXPLORING TEACHING OPPORTUNITIES 2** (1 year = 2 credits)

GRADE 12 ELECTIVE

PREREQUISITE: Exploring Teaching Opportunities 1

MAXIMUM ENROLLMENT: none

The purpose of this course is to provide students with the opportunity to continue to explore the teaching profession through ongoing field experience with a cooperating teacher in the preK-12 Shenandoah school district. During this field experience the student will work one-on-one with a student or a small group. The student will develop activities/lessons or use one the cooperating teacher uses in the classroom. A reflective journal will be required to be kept on a daily/weekly basis about the time spent in the classroom, the things learned, and the applications for the future as a teacher.

PHYSICAL EDUCATION / HEALTH

4048/49 **FITNESS**

(1 semester = 1 credit)

GRADES 9-12 ELECTIVE

PREREQUISITE: active in at least one sport

MAXIMUM ENROLLMENT: 24 per section

In fitness class we focus on strength and conditioning principles to enhance the overall fitness level of students. This class uses weight training as one of the main areas to increase strength, power, and speed. Students will learn correct lifting techniques as well as running and jumping forms. Students will have individual strength and conditioning plans created on PLT4M to help them reach their goals.

3616/3874 **HEALTH**

(1 year = 2 credits)

GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

Students in this course have an opportunity to develop skills related to their total wellness. Students will work on all levels of wellness: social, mental, and physical.

3635/36 **PHYSICAL EDUCATION**

(1 semester = 1 credit)

GRADES 9-12 REQUIREMENT

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

Physical Education focuses on student participation in a wide variety of team and individual activities throughout the course. The students will meet daily and participate in units lasting from two to three weeks long. Each unit will start with a unit overview including the history, origin, and rules/etiquette of the activity. A written unit exam will be given at the end of specific units to assess the student's knowledge of the unit. In addition, there will be a skills test given to assess the student's improvement throughout specific units. Physical fitness is the last area that the students will be assessed on. A physical fitness pre-test will be administered at the beginning of the course and a post-test to conclude the class. The tests will assess cardiovascular endurance, muscular strength and flexibility. They will be used to track student improvement.

The students will also be introduced to the weight program PLT4M. The students will split time between physical education units and the weight room. A student in physical education will get the opportunity to lift weights approximately two times per week.

SCIENCE

3214/15 **9TH GRADE SCIENCE**

(1 year = 2 credits)

GRADES 9 REQUIREMENT

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

Ninth Grade Science is an integrated science course. Students will learn among other topics: Earth Materials and Systems, Human Impacts, Global Climate Change, Natural Resources, Natural Hazards, Biogeology, The History of the Universe, Plate Tectonics, The Role of Water in Earth's Processes, Forces and Motion, and Energy.

3224/25 **ANATOMY & PHYSIOLOGY**

(1 year = 2 credits)

GRADES 10-12 ELECTIVE

PREREQUISITE: successful completion of Biology

MAXIMUM ENROLLMENT: 24 per section

Essential principles of human anatomy and physiology are presented, including basic chemistry, cell and tissue studies, and an overview of all the body systems. First semester of a two-semester sequence deals with the structure and function of the human body and mechanisms for maintaining homeostasis within it. The class includes the study of cells, tissues, and the integumentary system. Second semester is a continuation of the study of the structure and function of the human body and the mechanisms for maintaining homeostasis within it. The skeletal, muscular, nervous, cardiovascular, and urinary systems are included. Laboratory dissection will be used to relate structures to those of humans.

3226/27 **AP CHEMISTRY**

(1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: Chemistry

MAXIMUM ENROLLMENT: 15 per section

This course is offered at Shenandoah High School and online through Iowa Online Advanced Placement Academy (IOAPA). Chemistry is the study of the properties and structure of matter. The AP Chemistry course covers the same content covered in two semesters of general chemistry at a college level. Successful completion of high school chemistry is a prerequisite for AP Chemistry. In AP Chemistry, students will expand their knowledge on, among other topics, the structure of atoms, chemical bonding, chemical reactions, stoichiometry, gas laws, solution chemistry, thermochemistry, nuclear chemistry, reaction kinetics, electrochemistry, equilibrium, acids and bases, and more. The course is also designed to replicate the same experience as that of college chemistry laboratory course. Students will spend time doing in-depth experiments and write college level quality lab reports. Using the history of scientific theory, science textbooks, lab investigations, and research, students will become even more scientifically literate in chemistry. Not only will students listen to lectures, but they will participate in brainstorming, cooperative learning, guided practice, inquiry, and note-taking. Students will also use some memorization, graphic organizers, research, and technology to aid their learning. The course is designed to improve the study skills that are necessary to be successful in rigorous college level courses. Students are required to take the AP Chemistry exam in May.

4045/46 **AP ENVIRONMENTAL SCIENCE**

(1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: Biology, Chemistry, & Algebra 1

MAXIMUM ENROLLMENT: 15 per section

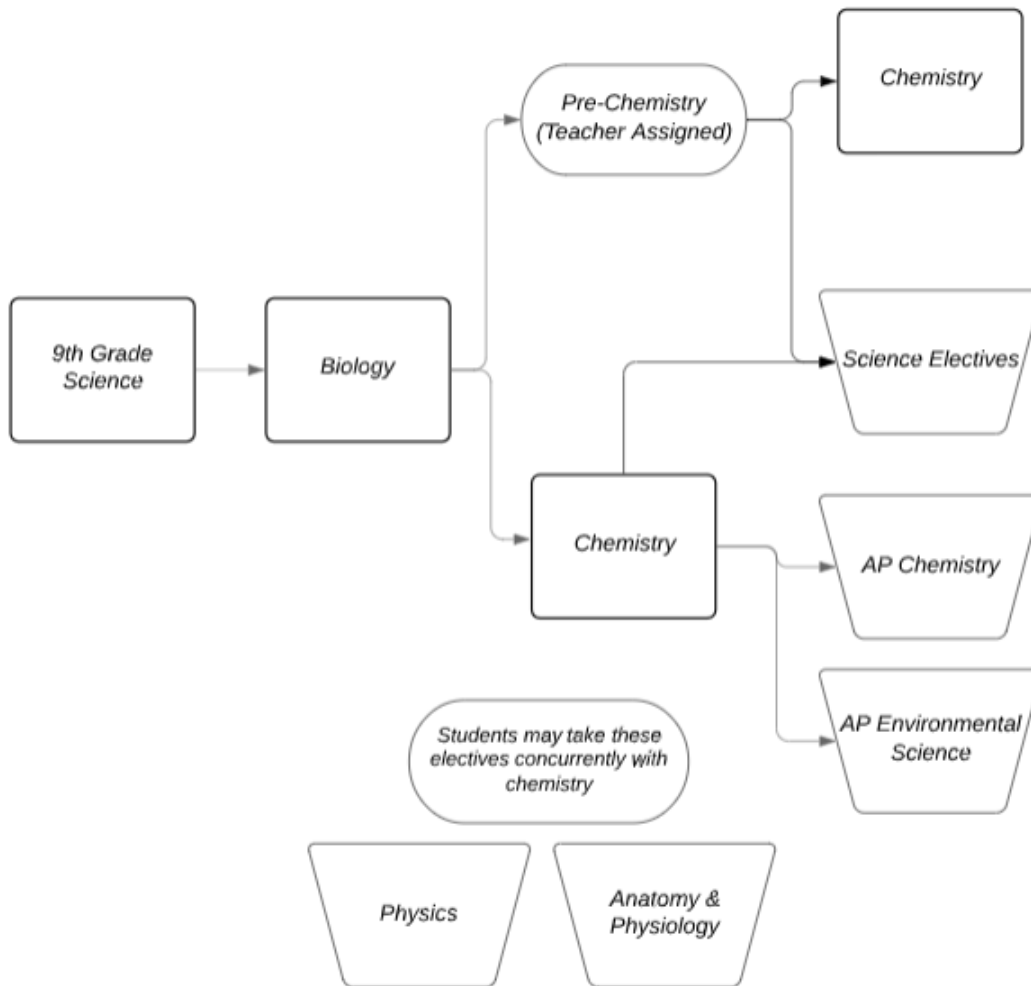
This course is offered at Shenandoah High School and online through Iowa Online Advanced Placement Academy (IOAPA). The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. APES includes a wide variety of topics, including geology, biology, environmental studies, environmental science, chemistry, and geography. It is a rigorous science course that stresses scientific principles and analysis and will include a laboratory component. The goal of APES is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students are required to take the AP Environmental Science exam in May.

3207	<u>ASTRONOMY</u>	(1 semester = 1 credit)	GRADES 9-12 ELECTIVE
<i>PREREQUISITE: none</i>			
<i>MAXIMUM ENROLLMENT: 24 per section</i>			
Astronomy introduces you to the composition and structure of the universe. The content includes, but is not limited to, historical astronomy, astronomical instruments, the solar system, the earth/moon system, stars, galaxies, and theories about the origin and evolution of the universe.			
3216/17	<u>BIOLOGY</u>	(1 year = 2 credits)	GRADES 10 REQUIREMENT
<i>PREREQUISITE: none</i>			
<i>MAXIMUM ENROLLMENT: 24 per section</i>			
Biology is a two-term course offered to mainly sophomore students. Biology focuses on the study of life by examining the next generation science standards concepts: cellular biology, genetics, ecology, and evolution. The scientific process and laboratory skills are emphasized along with biology's connections to other scientific disciplines.			
3218/19	<u>CHEMISTRY</u>	(1 year = 2 credits)	GRADES 11 REQUIREMENT
<i>PREREQUISITE: 9th Grade Science & previous or concurrent enrollment in Algebra 1</i>			
<i>MAXIMUM ENROLLMENT: 24 per section</i>			
Chemistry is the study of the properties and structure of matter. Students will understand the structure of atoms, the usefulness of the periodic table, chemical bonding, chemical reactions, the mole, stoichiometry, and the gas laws. Using the history of science, science textbooks, lab investigations, and research, students will become scientifically literate in chemistry. Not only will students listen to lectures, but they will participate in brainstorming, cooperative learning, guided practice, inquiry, and note-taking. Students will also use some memorization, graphic organizers, research, and technology to aid their learning.			
4084	<u>FORENSIC SCIENCE</u>	(1 semester = 1 credit)	GRADES 9-12 ELECTIVE
<i>PREREQUISITE: none</i>			
<i>MAXIMUM ENROLLMENT: 24 per section</i>			
The Forensic Science course provides an overview of the understanding and application of forensic science techniques. It is the application of science to the criminal and civil laws enforced in a criminal justice system, and includes the fields of biology, chemistry, physics, and crime science investigation. Topics typically covered may include genetics, anthropology, toxicology, entomology, ballistics, pathology, fire debris, and trace evidence such as fingerprints and blood splatter, among others. Students are taught the proper collection, preservation, and laboratory analysis of various samples.			
3222/23	<u>PHYSICS</u>	(1 year = 2 credits)	GRADES 11-12 ELECTIVE
<i>PREREQUISITE: 9th Grade Science & previous or concurrent enrollment in Algebra 2</i>			
<i>MAXIMUM ENROLLMENT: 24 per section</i>			
Physics involves the study of the forces of nature affecting matter: equilibrium, motion, momentum, and the relationship between matter and energy. Using the history of science, science textbooks, lab investigation, and research, students will become scientifically literate in physics. Not only will students listen to lectures, but they will participate in brainstorming, cooperative learning, guided practice, inquiry, and note-taking. Students will also use some memorization, graphic organizers, research, and technology to aid their learning.			
4107/08	<u>PRE-CHEMISTRY</u>	(1 year = 2 credits)	GRADES 11-12 ASSIGNED
<i>PREREQUISITE: 9th Grade Science and Biology</i>			
<i>MAXIMUM ENROLLMENT: 24 per section</i>			
Chemistry is the study of the properties and structure of matter. Students will understand the basics of the structure of atoms, the usefulness of the periodic table, chemical bonding, chemical reactions, chemistry math, acids and bases, and the gas laws. This class will focus on the concepts of chemistry and basic math applications. Students will be placed in this class by teacher recommendation.			

MAXIMUM ENROLLMENT: 24 per section

This course will cover the structure and function of vertebrate and invertebrate animals in the nine different phyla of the animal kingdom. Students will discover the behavioral patterns of animals in different biomes, track animal migration patterns and learn about their habitats.

SHS Science Course Flowchart 2020



SENIOR REQUIREMENT

MAXIMUM ENROLLMENT: 24 per section

This required course for all seniors allows students the opportunity to build their personal portfolio and learn a wide variety of job searching, job getting, and job keeping skills. Students are exposed to a variety of information on career and training options in pursuit of career decision making. Attention to life skills is also emphasized. Skills include CPR training, renting an apartment, buying a car, obtaining insurance, and understanding financial literacy to meet the state requirements.

SOCIAL SCIENCES

3415/16 **9th U.S. HISTORY**

(1 year = 2 credits)

GRADE 9 REQUIREMENT

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

This course will emphasize the history of the U.S. in the 20th century. Units that will be covered include Reconstruction, the Progressive Era, World War I and World War II, the Great Depression/New Deal, the Cold War, the 1960's and the Modern Times.

4114/15 **AMERICAN GOVERNMENT**

(1 year = 2 credits)

GRADE 12 REQUIREMENT

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

In the next year, students will study the history, concepts, principles, and theories of government by examining the United States as well as the history, concepts, principles, and theories of economics domestically and internationally. We will examine the meaning of government at the local, state, and national level and how government is connected to all aspects of society. Students should expect to study a variety of topics and analyze how individuals and government affect those issues so they can understand the goal of citizenship and become aware of his/her rights and responsibilities as a member of society. Current events will be essential in guiding our study of government. This class will involve small and large group discussion, individual and group projects, and lectures with notetaking.

408283 **AP UNITED STATES HISTORY**

(1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: 9th American History

MAXIMUM ENROLLMENT: 15 per section

This course is offered at Shenandoah High School and online through Iowa Online Advanced Placement Academy (IOAPA). AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. Students are required to take the AP United States History exam in May.

3408 **CONTEMPORARY AFFAIRS**

(1 semester = 1 credit)

GRADES 10-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

This course is designed to accommodate students with a wide variety of information in various areas of social studies and current events. Each student will be provided with a text of current national and international issues. The course will incorporate sociology, geography, government, and history. Field trips will range from going to the Henry Doorly Zoo and the Omaha Correctional Center in Omaha.

3431 **ECONOMICS**

(1 semester = 1 credit)

GRADE 11-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

Economics is a semester long course designed to introduce students to the basic principles of both micro and macroeconomics. We will explore economic concepts and their application to problems of both private and public policy. We will look at issues such as inflation, unemployment, poverty rates, and their possible causes and cures, and how they affect both individuals and the economy as a whole. Additionally, we will analyze the role of the government and the Federal Reserve in the US and global economies.

3409 **MODERN PROBLEMS** (1 semester = 1 credit) GRADES 11-12 ELECTIVE
PREREQUISITE: sophomores with teacher approval
MAXIMUM ENROLLMENT: 12 per section
This course is divided into two sections. The first section will be during third quarter. This section we will prepare for competition for the Iowa Bar Association's mock trial. During this time, we will develop a defense and prosecution for a mock court case. The class will perform as lawyers and witnesses for the trial. In the second part of the class, we will research and discuss problems at the national, state, and local levels. We will examine these problems and come up with solutions. We will have guest speakers helping us prepare get ready for our competition. We will try to set up a field trip to an Iowa prison to get firsthand the working of our prison system.

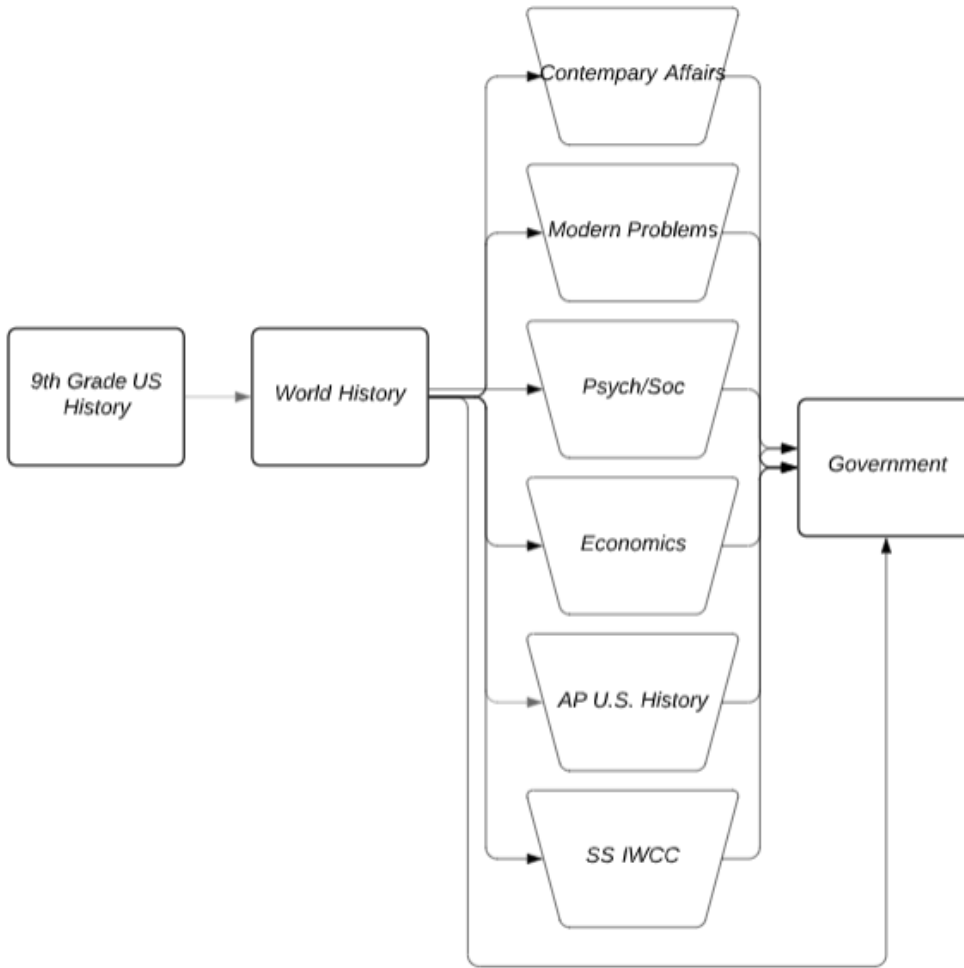
3406 **PSYCHOLOGY** (1 semester = 1 credit) GRADES 11-12 ELECTIVE
PREREQUISITE: Social Science
MAXIMUM ENROLLMENT: 24 per section
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics.

3405 **SOCIOLOGY** (1 semester = 1 credit) GRADES 11-12 ELECTIVE
PREREQUISITE: Social Science
MAXIMUM ENROLLMENT: 24 per section
This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Throughout this course, students will learn by brainstorming, cooperative learning, guided practice, inquiry, memorization, research, and note-taking.

4101/02 **EASTERN WORLD HISTORY** (1 semester = 1 credit) GRADE 10 REQUIREMENT
PREREQUISITE: none
MAXIMUM ENROLLMENT: 24 per section
World History promotes an emphasis on both historical content in historical thinking skills to prepare students with a strong foundation in significant history content, and with the skills necessary to apply historical thinking to any historical context. These are the skills required not only for College in career success, but for effective global citizenship. Eastern World History follows the narrative of regions of the world that are primarily located in the far Eastern Hemisphere, but also extends into parts of the Middle East and Africa. Students will follow the same format as the Western World History class and participate in three crossover events with "Western World" along the way. The content introduces students to the history and culture of ancient civilization through current issues and modern problems in the region.

4103/04 **WESTERN WORLD HISTORY** (1 semester = 1 credit) GRADE 10 REQUIREMENT
PREREQUISITE: none
MAXIMUM ENROLLMENT: 24 per section
World History promotes an emphasis on both historical content in historical thinking skills to prepare students with a strong foundation in significant history content, and with the skills necessary to apply historical thinking to any historical context. These are the skills required not only for college and career success, but for effective global citizenship. Western World History follows the narrative of regions of the world that are primarily located in Europe and the Western Hemisphere, but also extends into parts of the Middle East, Asia, and Africa. Students will follow the same format as the Eastern World History class and participate in three crossover events with "Eastern World" along the way. The content introduces students to the history and culture of ancient civilization through current issues and modern problems in the region.

SHS Social Science Course Flowchart 2020



SPECIAL EDUCATION

3514/15 GUIDED INSTRUCTION

(1 credit/semester for each period)

GRADES 9-12 ASSIGNED

PREREQUISITE: written in IEP

MAXIMUM ENROLLMENT: none

Offered each term to students as indicated on their Individual Education Plan (IEP). Multiple sections of this class may be taken. Specially designed instruction will be provided as outlined in the student's IEP. The primary goal of the class is to assist students in developing skills that will enable them to meet the demands of the regular curriculum and help them to generalize situations and settings outside the school.

4057/58 INDIVIDUAL WORK STUDY

(1 credit/semester for each period)

GRADES 9-12 ASSIGNED

PREREQUISITE: written in IEP

MAXIMUM ENROLLMENT: none

This class is designed to give students exposure to various career opportunities according to their interests. Jobs are found by the special ed teacher and student based on career skill and interest. The student will receive credit upon completion of all requirements set by the employer and instructor.

3516/17 **LIFE SKILLS** (1 credit/semester for each period) GRADES 9-12 ASSIGNED

PREREQUISITE: written in IEP

MAXIMUM ENROLLMENT: none

This class develops the daily life skills that a student will need to be able to live and work independently. The focus will be on daily life skills that are in the areas of cooking, cleaning, laundry, vocational work skills, personal information, money, time, social interaction, personal care, and communication skills. This list is not inclusive and could be added to or taken away from depending on the individual's own needs as described in his/her IEP.

3507 **PERSONAL & SOCIAL SKILLS** (1 credit/semester for each period) GRADES 9-12 ASSIGNED

PREREQUISITE: IEP behavior goal

MAXIMUM ENROLLMENT: 4 per section

The students will learn developmental skills that will help them in social situations through the "Prepare" curriculum. The students will role-play different situations to learn how to cope with those types of situations in the real world. Once they learn the skills, they will be challenged to apply them in other classrooms and out in the community.

4038/39 **PRACTICAL MATH** (1 year = 2 credits) GRADES 9-12 ASSIGNED

PREREQUISITE: IEP math goal

MAXIMUM ENROLLMENT: none

Practical Math is a class to help prepare the student for the real world.

4050/52 **PRACTICAL LANGUAGE ARTS** (1 year = 2 credits) GRADES 9-12 ASSIGNED

PREREQUISITE: IEP Language Arts goal

MAXIMUM ENROLLMENT: none

Practical Language Arts is a class to help prepare the student for the real world.

WORK OPPORTUNITIES

4024 **CTE INTERNSHIP** (1 year = 2 credits) Grade 11-12 ELECTIVE

PREREQUISITE: on track to graduate, internship established before August 15th for approval in the program, learning targets & deadlines met, work at least 4 hours/week at the business, no behavior referrals, GPA of 3.0 or higher, & school attendance of 90% or better previous year

MAXIMUM ENROLLMENT: 5-10 students per year

Students in high school will actively have an internship with a local company in the immediate area. The goal will be for the students to work in a work-study format with a local business. The internship may be paid or not depending on the contract between the school and place of business. Students will work on a weekly journal to assess job performance and learning objectives. Work experience is monitored by Mrs. Martin. Participation in FFA is not required, but highly recommended. This course qualifies for FFA membership.

4057/58 **WORK STUDY** (120 hours worked = 1 credit, up to 9 credits) GRADES 11-12 ELECTIVE

PREREQUISITE: part-time job & principal approval

MAXIMUM ENROLLMENT: none

Students have the opportunity to receive credit for working an outside-of-school job. Students will receive one credit for every 120 hours worked. Students will submit a 'work study agreement' and an end of term 'evaluation' signed and agreed upon by both administration and place of employment. The forms must be turned in within two weeks of the semester. If a student does not successfully complete a work study agreement, they will not be considered for future work study agreements.

**Shenandoah Community
School District**

Coaching Handbook

2020 - 2021

**Home of the Mustangs and
Fillies**

Shenandoah Community School District
 Coaching Manual
 2020-2021

Purpose.....	3
Coaches Code of Ethics.....	3
Camps and Clinics.....	3
Coach Defined.....	4
Student Activity Fund.....	4
Coaching Responsibilities.....	5
Pre-Season Responsibilities.....	5
Use of Dietary Supplements.....	6
Locker Assignments and Locks.....	6
Selection of Officials.....	6
Scheduling.....	6
Publicity.....	7
Responsibilities during the Season.....	7
Injuries.....	7
Practice Sessions.....	7
Wednesday & Sunday Activity Restrictions.....	8
School Closings and Athletic Practices.....	8
Team Dress.....	9
Team Conduct.....	9
Team Rosters	9
Transportation	9
Supervision.....	9
Training Room.....	10
School Attendance on Contest Days.....	10
Activity Bus Rules.....	10
Request for Leave.....	10
Responsibilities at the End of Season.....	10
Purchase Orders.....	11
Eligibility Rules.....	12
High School Academic Eligibility 36.15(2) Scholarship Rules.....	12
Bi-Weekly Eligibility.....	14
“Good Conduct Rule”.....	14
State and Conference Affiliations.....	19
Use of Keys.....	19
Clinic Attendance.....	19
State Tournament Attendance.....	19
Method of Reimbursement.....	19
Extra Duty Assignments.....	19
Safety Obligations.....	20
Conflict of Seasons - Use of Athletes.....	20
Non School Team Participation Agreement	20
Coaching Endorsement and Authorization Requirements.....	20
Summer Camps & Clinics and Coaching Out of Season.....	21

Open Gym Policy.....	23
Sexual Abuse and Harassment.....	23
Shenandoah Team Travel Guidelines.....	23
Fundraising Request Form.....	24
Athletic Coaches Evaluation Information.....	24
School, Media & Athletic Contact Information.....	26
Parent-Athlete Release Form.....	27

Purpose:

IAC 281—12.6(1) states that each board shall sponsor a student activity program sufficiently broad and balanced to offer opportunities for all pupils to participate. The program shall be supervised by qualified professional staff and shall be designed to meet the needs and interests and challenge the abilities of all pupils consistent with their individual stages of development; contribute to the physical, mental, athletic, civic, social, moral, and emotional growth of all pupils; offer opportunities for both individual and group activities; be integrated with the instructional program; and provide balance so a limited number of activities will not be perpetuated at the expense of others.

Coaches Code of Conduct:

The function of a coach is to educate students through participation in interscholastic competition. An interscholastic program should be designed to enhance academic achievement and should never interfere with opportunities for academic success. Each student should be treated with the utmost respect, and his or her welfare should be considered in decisions by the coach at all times. Accordingly, the following guidelines for coaches have been adopted by the NFHS Board of Directors.

- The coach shall be aware that he or she has a tremendous influence, for either good or ill, on the education of the student and, thus, shall never place the value of winning above the value of instilling the highest ideals of character.
- The coach shall uphold the honor and dignity of the profession. In all personal contact with students, officials, athletic directors, school administrators, the state high school athletic association, the media, and the public, the coach shall strive to set an example of the highest ethical and moral conduct.
- The coach shall take an active role in the prevention of drug, alcohol and tobacco abuse.
- The coach shall avoid the use of alcohol and tobacco products when in contact with players.
- The coach shall promote the entire interscholastic program of the school and direct his or her program in harmony with the total school program.
- The coach shall master the contest rules and shall teach them to his or her team members. The coach shall not seek an advantage by circumvention of the spirit or letter of the rules.
- The coach shall exert his or her influence to enhance sportsmanship by spectators, both directly and by working closely with cheerleaders, pep club sponsors, booster clubs, and administrators.
- The coach shall respect and support contest officials. The coach shall not indulge in conduct which would incite players or spectators against the officials. Public criticism of officials or players is unethical.
- The coach should meet and exchange cordial greetings with the opposing coach to set the correct tone for the event before and after the contest.
- The coach shall not exert pressure on faculty members to give student special consideration.
- The coach shall not scout opponents by any means other than those adopted by the league and/or state high school athletic association.

Camps and Clinics:

Guidance: District-sponsored Camps/Clinics

Camp/clinic fees should be based on actual costs anticipated and established to at least break even. Excess funds (profit), if any, should be retained by the district in an Enterprise Fund if it is a regular event (on-going or repeated periodically), or in the General Fund if it is not a regular event (a one-time event). Excess funds should not be remitted or retained by the sports camp/clinic coaching staff.

A district's board should approve any salaries/wages along with granting approval to hold the sports camp/clinic. Revenue from fees collected should be deposited and recorded in the appropriate fund. All sports camp/clinic related expenses would require prior approval (purchase order), and payments would be processed through the normal disbursement process. Salaries for district personnel should be negotiated in advance, with the salary payments processed through the district's normal payroll process and be subject to withholdings. Wages would be reported on the district employee's W-2. Nonemployees (sports camp/clinic staff not otherwise employed by the district) would become employees for the sports camp/clinic and be paid through payroll.

General Guidance: Privately-sponsored Camps/Clinics

Using District Facilities: The contract between the sports camp/clinic facilitator and a district should address facility and equipment use and rental fees, insurance, and other costs of conducting the sports camp/clinic. The sports camp/clinic facilitator would need to rent the equipment and facility at fair rental value pursuant to sections 297.9 and 297.10 of the Code of Iowa and district policy. The sports camp/clinic facilitator would need to provide a certificate of insurance for liability coverage. If a district is collecting registration fees, or paying any expenses from fees collected for a privately sponsored sports camp/clinic, it would be accounted for in an Agency Fund on behalf of the private sponsor. A district may not pay any expenses prior to having cash on hand from fees collected for the organizer. Rental fees and reimbursement of other district costs are receipted into the General Fund.

Coach Defined:

"Coach" means an individual, with coaching endorsement or authorization as required by Iowa law, employed by a school district under the provisions of an extracurricular athletic contract or employed by a nonpublic school in a position responsible for an extracurricular athletic activity. "Coach" also includes an individual who instructs, diagnoses, prescribes, evaluates, assists, or directs student learning of an interscholastic athletic endeavor on a voluntary basis on behalf of a school or school district

A volunteer coach is an unpaid person who holds a coaching authorization or a coaching endorsement and who is acting under the direction of an employed coach and who has the knowledge and approval of the school administration.

Student Activity Fund:

A student activity fund must be established in any school district that is receiving money from student-related activities such as admissions, activity fees, student dues, student fundraising events, or other student-related co-curricular or extracurricular activities. Moneys in this fund shall be used to support only the co-curricular program defined in Department of Education rules in the Iowa Administrative Code. Iowa Code section 298A.8. Student Activity funds are public funds under the direction and control of the board of directors.

Coaching Responsibilities:

Head Coach

1. Orient the staff as to direction of your program and particular coaching techniques.
2. Consult with your staff and develop or establish responsibilities in line with policies of the department.
3. Establish practice schedules, programs of development and additional training rules within stated limits of the program.
4. Recruit and train student trainers and equipment managers.
5. See that equipment and facilities are properly used.
6. File an inventory report at the beginning of the season.
7. File a year end report with the athletic director at the session's conclusion--inventory, participation and awards list.
8. Submit to the athletic director at the start of each season a complete team roster and team rules.
9. Be responsible for the conduct of your team members in locker rooms, practice sessions and game situations.
10. Continue to improve your coaching knowledge by reading articles, subscribing to current literature and attending all I.H.S.A.A. and I.G.H.S.A.U. rules meetings.
11. Develop and implement your individual coaching philosophies to your assistant coaches, your players and the public.
12. Promote and support the entire extracurricular program of the Shenandoah School system.
13. Assist the administration in development and implementation of practices and policies to improve the extracurricular activities. Each program is expected to run at least one camp/clinic to promote the growth of their program, either during the summer or during the school year.
14. Assume responsibility of academic eligibility - check on athletes.
15. Assume responsibility of athlete's physical examination prior to start of the season.
16. Training rules will be provided to the athletic director prior to the beginning the season.
17. Complete evaluation forms for assistant and middle school coaches associated with your program.
18. Turn in your Hawkeye Ten All Conference list as soon as you return from the meeting. Do not hold on to these!!!!
19. Report all scores immediately to the proper media sources. See additional sites near appendix.

Assistant Coach

1. Carry out programs within the framework established by Board Policy, Administrative procedure and head coach's directives.
2. Assist the head coach in supervision of athletes, care of equipment and development of total program.
3. Continue to improve coaching knowledge and skills by attending rules meetings, reading current articles and subscribing to literature related to your activity.
4. Assist with all miscellaneous duties as assigned by head coach or athletic director.
5. Promote and support the entire extracurricular program of the Shenandoah System.

Pre-Season Responsibilities:

Physical Examinations

All athletes must have a physical that is signed by both their physician and parent or guardian on file before they can practice or participate in any sport.

1. Physical forms are available in the office.
2. Each head coach is responsible for checking the athletes in the sport to assure that physicals have been complete.

Insurance

Shenandoah School Policy requires that all athletes have school insurance coverage or have a form on file in the athletic director's office, signed by the athlete's parents or guardian, indicating that they do not wish to participate in a school provided plan.

1. The regular student insurance covers all athletes except football and wrestling.
2. Head coaches assume the responsibility of assuring that the athlete has either insurance or the waiver form filed.

Use of Dietary Supplements, Anabolic-Androgenic Steroids, and other Performance Enhancing Substances:

Coaches, teachers, district employees, and volunteers shall not recommend, promote, endorse, or encourage any specific product or performance enhancing substance to student-athletes.

Coaches, teachers, district employees, and volunteers should adhere to the position statement published by the National Federation of State High School Associations.

http://www.nfhs.org/media/1018447/nfhs_position_statement_apeds_april_2017.pdf

Any coach, teacher, district employee, or volunteer who ignores the known or observed use of illegal supplements, illegal steroids, or other illegal performance enhancing substances, encourages the use of such substances, or markets or sells such substances to student athletes (including indirect distribution through a third party) shall be subject to disciplinary action in accordance with established District procedures and policies.

Coaches may engage in conversations with students or parent(s)/guardian(s) about the safety or well-being of a student-athlete. Students with questions regarding any dietary supplement, steroid, or performance enhancing substance should be advised to speak with their parent(s) or guardian(s), or health care professional. Any product containing a dietary supplement is taken at the student-athlete's own risk.

Locker Assignments and Locks:

The physical education instructors have control of the locker rooms and locks. Coaches must work through the P.E. instructors for athletic locker assignments. Much cooperation on the part of coaches is needed to make this situation operate smoothly.

Selection of Officials:

The selection of game officials will be the responsibility of the athletic director. Coaches are urged to make suggestions and recommendations as to the effectiveness of officials. Only registered, approved officials will be used for contests.

Scheduling:

Scheduling will be done by the athletic director, in cooperation with the high school and middle school principals. Coaches will have input as to recommendations for scheduling.

- Shenandoah Schools shall adhere to scheduling guidelines of the I.H.S.A.A., the I.G.H.S.A.U., the Hawkeye Ten Board of Control, and the Shenandoah Board of Education.

Publicity:

Make information readily available to the media. Please call or email contest results to newspaper, radio, and rSchool immediately after each contest. Contact information is included on page 25 of this handbook.

Responsibilities During The Season:

Facilities

Because more than one team uses the same facility much cooperation will be needed.

1. Vacate the area at the designated time.
2. Leave the area in good order -- picked up and neat.
3. To eliminate facility conflicts all scheduling must be reported to the athletic director.
4. Outside groups will be using the facilities. For your information, rental costs for the gymnasium are \$100.00 for commercial purposes and \$60.00 for non-commercial use in addition to custodial fees at \$15.00 per hour.

Equipment

1. All coaches will assume responsibility of equipment and facility use during their season by their teams.
2. Instruct athletes and managers as to proper treatment of equipment.
3. All equipment handouts must be clearly numbered and accurately recorded.
4. Any athlete responsible for losing, taking or destroying equipment will be expected to pay for the replacement of said equipment.
5. All coaches have a responsibility to issue and check frequently the equipment in regards to safety.
6. If a student is seen wearing school equipment that he/she should not have access to, immediately pick it up, if possible. If you cannot collect the equipment, notify the athletic director.

Injuries:

Athletes who are injured during an athletic activity will be given immediate first aid by the coaching staff. If additional attention is required, a medical doctor or emergency personnel will be contacted.

1. Report all injuries to proper administration, and complete accident/injury report. So that insurance claims can be accurately handled.
2. Use sound judgment in regard to playing an athlete who may have an injury.
3. Be aware that failure to follow a doctor's recommendation may lead to a liability suit.

Practice Sessions:

Practice time is valuable. Plan and organize your practice sessions to obtain the maximum benefit for your team.

1. Beginning dates for most seasons have been established by the IHSAA/IGHSAU. We shall strictly adhere to these dates.
2. Expect your athletes to be at all practice sessions. Once we allow an exception it will be difficult to demand 100% attendance.

3. Practice sessions held during school vacations must be scheduled and arranged for through the administration.

Wednesday & Sunday Activity Restrictions:

The general rule shall be that all school sponsored activities, practices, rehearsals, contests, etc., are not to be scheduled on Wednesday evening or on Sunday.

1. Sunday practices and rehearsals may be approved if the scheduled activity is to occur on the following day, or because of special circumstances. (ie: Football playoffs, etc.)
2. Sunday practices, rehearsals, etc., are to be voluntary.
3. Approved Sunday activities are limited between the hours of 1:00 and 5:00 p.m. and are not to exceed one and a half hours in length.
4. All Wednesday school activities are to be concluded by 6:30 p.m.
5. Any unusual circumstances and exceptions deemed necessary are to be approved by an administrator.

School Closings and Athletic Practices:

Student activities are a vital part of the total educational program and should be used as a means for developing good human relations and wholesome activities as well as knowledge and skills. The health, safety, and welfare of the students participating in student activities shall be foremost in the minds of those directing such activities and responsible for such activities. In the interest of student welfare and safety, the following procedures shall be followed during times of school closings due to inclement weather, emergency situations, etc.

A. Superintendent closes school all day: In the event that school has been canceled, all practices/meetings will be canceled. In the event, a high school team has a scheduled contest the immediate day following a school closing, the approval of a volunteer practice will be considered.

B. Superintendent dismisses school early or notifies of a late start: If schools are dismissed early, there will be no after-school practice/meetings. If school is delayed, there will be no before-school practice/meetings.

Contracted Contests:

1. School closed all day: The athletic director shall be responsible for any postponements, cancellations and rescheduling of contracted contests. The building principal shall be responsible for decisions on postponements, cancellations, and rescheduling of other events and activities.
2. School dismissed early: The superintendent or designee shall be responsible for canceling all activities and/or events. The athletic director and/or principal shall notify the contracted parties, news media, transportation director, and others as the need arises of the cancellation. In addition, the athletic director shall be responsible for rescheduling the canceled events and activities.

Team Dress:

Team dress will be left to the discretion of each coach. The appearance of the team is a direct reflection on the Shenandoah Community School District. It will be assumed that cleanliness and neatness is always the order of the day.

Team Conduct:

Coaches and athletes should understand that they carry the reputation and good name of our school to the community and beyond, and that our actions are judged! Encourage good sportsmanship! Do not allow the use of profanity!

Team Rosters:

When the season begins a complete team roster must be submitted to the athletic director's secretary. This roster should be continually updated.

Transportation:

Teams will be transported to ~~and from~~ contests by school bus or school-provided transportation.

1. Athletes will ride to and from athletic contests in the assigned team vehicle.
2. Students may return from a contest with their parents ~~if the student has provided written permission ahead of time if the parent signs the student out on the coaches sign-off form. or if the parent personally provides a written request to the coach/sponsor following the contest. The contestant may only return with his parents – not a friend's parents. Parent's may also request their student ride home with a teammate's parents by contacting (either in writing or verbally) the AD prior to the contest.~~
3. There may be special circumstances that arise in which a participant may be granted permission to deviate from the travel regulations. These occurrences will be judged on individual merit and kept to a minimum by the administration.
4. The administration will make the decision to allow special travel arrangements. In the event that an administrator is not present the varsity head coach may allow a student only to ride home from a contest with his/her parent ~~or parent of a teammate if proper permission has been granted.~~
5. All head coaches should establish bus departure times for their season and submit to the athletic director. The bus times will all be consolidated and forwarded to the Transportation Director.
6. The coach is responsible for the conduct of team members riding in team vehicles. At least one coach must ride the team bus to and from all contests.
7. Cheerleaders will be transported on the team bus to out of town games unless prior arrangements have been made with the athletic director.

Supervision:

Athletes will be supervised at all times during practice sessions, game sessions, in the team vehicle, and in the locker rooms.

1. At least one coach must be present whenever athletes are in the area.
2. Coaches shall be the first to arrive and the last to leave. Board Policy 508.4 states that there shall be an employee or a person designated by the school district available to supervise the school building while students wait at the school building after a school activity.
3. Coaches must be available near the locker room to supervise.
4. The security of the facility is the coach's responsibility. Be sure you are the last to leave, lights are out and all doors are locked. You may be called to secure the building after hours if you were the last to leave and building doors are found unlocked.

5. Locker checks should be made at frequent intervals by the head coach to check on the cleanliness of equipment and gear, extra school equipment, and to see that the lockers are locked. The locks should be locked at all times.
6. By Board Policy 508.4, you are required to supervise the building while students wait at the school building after a school activity.

Training Room:

Major injuries to athletes should be examined and treated by a medical doctor. Rehabilitation of injuries requires special attention and cooperation among all coaches, staff members and P.E. personnel.

School Attendance on Contest Days:

Activity Participation – Students participating in school activities must be in school at least one-half day on the day of the event in order to participate in the activity. Cut-off time is considered 11:30 a.m. Only in pre-excused circumstances, may this rule be waived by the principal. If the activity is on a non-school day, attendance on the day of school preceding the activity will determine eligibility for participation.

Activity Bus Rules:

Students

1. Enter and leave only by the regular front loading door.
2. Arms and head are not to be extended out the windows.
3. Students may be required to clean up any unusual mess on bus.
4. Students will return on same bus they rode on unless excused for special reason by chaperone.
5. Nothing is to be thrown from windows of bus.
6. All windows of bus will be closed before disembarking on conclusion of trip.

Chaperones and/or Coaches

1. Check loading of buses to equalize the number of student on each bus.
2. Determine if any unusual mess has been created on the bus. If it has, ask students to assist in cleaning up.
3. Enforce rules listed for students.
4. If a trip is discontinued due to weather, the chaperone or coach will be responsible or arranging accommodations for students.
5. Ensure student behavior does not interfere with the operation of the bus by the driver.
6. Consider sitting in one of the last three rows of seats for better overall management.

Request for Leave (SCSD Staff):

Anytime a substitute is needed to cover your classes while you are absent from the classroom for an activity, you are required to submit a leave in AESOP as soon as possible to ensure adequate coverage of classes.

Responsibilities At The End Of Season:

Awards

1. Awards and certificates will be issued to all who have earned the recognition as determined by the coaching staff.
2. Awards will be presented by coaches during the sports banquets whenever possible.

3. Coaches are responsible for determining who receives awards, getting that information to the athletic director's secretary so awards can be prepared in a timely fashion, and then presenting the awards.
4. Awards are purchased by middle school and high school offices and may be obtained from these offices.
5. Head coaches need to get the Hawkeye Ten All Conference list to the athletic directors secretary in the office as soon as they return from their H-10 Coaches meeting. Please do not hold on to it. Sports involved would be volleyball, girls' and boys' basketball, baseball and softball.
6. All award guidelines set by the IHSAA and IGHS AU need to be followed.
7. At the beginning of the season, head coaches are to inform participants of the requirements to earn recognition (letters, certificates, etc.)

Year End Report

At the end of the season the coach in charge will submit to the athletic director a year-end report that includes:

1. Season's records and scores.
2. Opponents' game scores.
3. Team members and award winners.
4. Team and individual honors received.
5. Equipment inventory.
6. Equipment and budget requests.
7. Recommendations for next year.

These reports will be consolidated into materials used for budget planning, equipment purchases, and record keeping purposes.

Budget and Finance

At the conclusion of each sports season, the coach shall make a complete inventory of equipment in his/her custody, store the equipment that is in good repair, make arrangements for repair of equipment as needed and prepare a request for all equipment and supplies needed for the next season.

1. Equipment requests should include item description, manufacturer, cost, and preferred supplier.
2. From this inventory list and equipment request the budget for the sport will be established.
3. The total athletic budget will reflect the needs of each sport as well as the total needs of the school.
4. Each coach is expected to assist with budget formulation and to adhere to budget limitations or requirements.

Purchase Orders:

Items purchased by individual members of the coaching staff for their respective sports must be approved by the athletic director before ordering and you must have a signed purchase order. The purchase order number will be available through the A.D.'s office.

1. Plan your purchases in advance.
2. The athletic director will approve your purchases after budget check on expenditures.
3. All equipment purchased using of a purchase order number will greatly reduce the possibility of deficit spending.

4. Coaches must sign any sales slips from local vendors when purchasing athletic equipment, and return receipt to A.D.'s Office. Students are not allowed to make purchases or sign for purchases made with district funds.
5. Vendor's have been informed if you do not have a P.O., no merchandise can be taken from the store.

Eligibility Rules:

The Board of Directors of the Shenandoah Community School District offers a variety of voluntary activities designed to enhance the classroom education of its students. Students who participate in extracurricular activities serve as ambassadors of the school throughout the calendar year, whether away from or at school. Students who wish to exercise the privilege of participating in extracurricular activities must conduct themselves in accordance with board policy and must refrain from activities that are illegal, immoral, unhealthy, or highly inappropriate. Participation in these activities is a privilege, conditioned upon meeting the eligibility criteria established by the board, administration, and individual activity coaches and sponsors. The principal and/or activities director shall keep records of violations of the Good Conduct Rule.

The following activities are covered by the board's policy and these rules:

Athletics, instrumental and vocal music performances, drama productions, speech contests, FFA, FCCLA, National Honor Society, all co-curricular clubs (e.g., Art Club), all honorary and elected offices (e.g., Homecoming King/Queen/court, class officer, student government officer or representative), state contests and performances for cheerleading and drill team, mock trial, Academic Decathlon or any other activity where the student represents the school outside the classroom.

Middle School will implement eligibility for those participating in extracurricular activities. Student's grading period will run biweekly from Wednesday to Wednesday. Any student receiving two or more "F's" will become ineligible for the next biweekly period. The ineligibility period will run from Monday through Sunday. Coaches will be notified, and the student will not be able to participate during that biweekly period. Students must attend practices/workouts during this ineligibility period, but they will not be able to ride the bus to out-of-town games or participate in games. The travel guideline may be waived if agreed to by student, coach/sponsor/director and administrator.

High School Academic Eligibility:

36.15(2) Scholarship rules

- a. All contestants must be enrolled and in good standing in a school that is a member or associate member in good standing of the organization sponsoring the event.
- b. All contestants must be under 20 years of age.
- c. All contestants shall be enrolled students of the school in good standing. They shall receive credit in at least four subjects, each of one period or "hour" or the equivalent thereof, at all times. To qualify under this rule, a "subject" must meet the requirements of 281 – Chapter 12. Coursework taken from a postsecondary institution and for which a school district or accredited nonpublic school grants academic credit toward high school graduation shall be used in determining eligibility. No student shall be denied eligibility if the student's school program deviates from the traditional two-semester school year.

- 1) Each contestant shall be passing all coursework for which credit is given and shall be making adequate progress toward graduation requirements at the end of each grading period. Grading period, graduation requirements, and any interim periods of ineligibility are determined by local policy. For purposes of this subrule, "grading period" shall mean the period of time at the end of which a student in grades 9 through 12 receives a final grade and course credit is awarded for passing grades. For students in grades 7 and 8, "grading period" shall mean the period of time at the end of which a student receives a final grade.
 - 2) If at the end of any grading period a contestant is given a failing grade in any course for which credit is awarded, the contestant is ineligible to dress for and compete in the next occurring interscholastic athletic contests and competitions in which the contestant is a contestant for 30 consecutive calendar days.
- d. A student with a disability who has an individualized education program shall not be denied eligibility on the basis of scholarship if the student is making adequate progress, as determined by school officials, towards the goals and objectives on the student's individualized education program.
 - e. A student who meets all other qualifications may be eligible to participate in interscholastic athletics for a maximum of eight consecutive semesters upon entering the ninth grade for the first time. However, a student who engages in athletics during the summer following eighth grade is also eligible to compete during the summer following twelfth grade. Extenuating circumstances, such as health, may be the basis for an appeal to the executive board which may extend the eligibility of a student when the executive board finds that the interests of the student and interscholastic athletics will be benefited.
 - f. All member schools shall provide appropriate interventions and necessary academic supports for students who fail or who are at risk to fail, and shall report to the department regarding those interventions on the comprehensive school improvement plan.
 - g. A student is academically eligible upon entering the ninth grade.
 - h. A student is not eligible to participate in an interscholastic sport if the student has, in that same sport, participated in a contest with or against, or trained with, a National Collegiate Athletic Association (NCAA), National Junior College Athletic Association (NJCAA), National Association of Intercollegiate Athletics (NAIA), or other collegiate governing organization's sanctioned team. A student may not participate with or against high school graduates if the graduates represent a collegiate institution or if the event is sanctioned or sponsored by a collegiate institution. Nothing in this subrule, shall preclude a student from participating in a one-time tryout with or against members of a college team with permission from the member school's administration and the respective collegiate institution's athletic administration.
 - i. No student shall be eligible to participate in any given interscholastic sport if the student has engaged in that sport professionally.
 - j. The superintendent of schools, with the approval of the board of education, may give permission to a dropout student to participate in athletics upon return to school if the student is otherwise eligible under these rules.
 - k. Remediation of a failing grade by way of summer school or other means shall not affect the student's ineligibility. All failing grades shall be reported to any school to which the student transfers.

A student's eligibility to perform will be determined biweekly and by grades that students receive at the end of each semester. (The key word here is PERFORM, as students will still be able to take part in practices, workouts, and rehearsals.) This means that every student will start the year as an eligible participant in any activity, unless you have failed a class the proceeding

semester. When the term "preceding semester" is used, it means the semester immediately preceding the semester in which the student desires to participate in extracurricular activities. Eligibility determined at the end of the school year extends into the summer months.

Biweekly Eligibility:

This will go into effect 15 academic days into the first quarter, Week 3. Students' grading period will run biweekly from Wednesday to Wednesday. Any student receiving a failing grade (F) or incomplete failing grade (IF) will become ineligible until the grade has become passing and approved by the classroom teacher. The classroom teacher must then inform the Activities Director of the current grade. Students will be notified by Friday of the biweekly grading period that they will not be able to participate until the grade has become passing. Students who are ineligible may travel with team/group if an agreement is approved by students, coach and administrator.

"Good Conduct Rule" (Board Policy 503.4):

To retain eligibility for participation in Shenandoah High School/Shenandoah Middle School extracurricular activities, students must conduct themselves as good citizens both in and out of school at all times. Students who represent the school in an activity are expected to serve as good role models to other students and to the members of the community.

Shenandoah Schools will enforce the following policies and procedures relative to standards for participation in extracurricular activities or school social events throughout the calendar year both in and out of school.

Any student who engages in conduct which makes the student questionable may be denied the privilege to participate in extracurricular activities and/or other school social events on a temporary or permanent basis. Prohibited conduct includes activities which are illegal, immoral, or unhealthy as well as violations of school policies.

A student may lose eligibility under the Good Conduct Rule for any of the following behaviors:

- possession, use, or purchase of tobacco products, regardless of the student's age;
- possession, use, or purchase of alcoholic beverages, including beer and wine (having the odor of alcohol on one's breath is evidence of "use"; "possession" has been defined by the Iowa Supreme Court as being within reach of or in "close proximity to" the contraband [e.g., alcohol or other drugs]).

Mere presence is a violation of our policy. Mere presence would include the following:

- being in attendance at a function or party where the student knows or has reason to know that alcohol or other drugs are being consumed illegally by minors and failing to leave despite having a reasonable opportunity to do so;
- possession, use, purchase, or attempted sale/purchase of illegal drugs, or the unauthorized possession, use, purchase, or attempted sale/purchase of otherwise lawful drugs;

Violation(s) of local, state or federal law and/or engaging in any act that would be grounds for arrest or citation in the criminal or juvenile court system (excluding minor offenses such as traffic or hunting/fishing, violations), regardless of whether the student was cited, arrested, convicted, or adjudicated for the act(s); exceedingly inappropriate or offensive conduct such as assaulting

staff or students, gross insubordination (talking back or refusing to cooperate with authorities), serious hazing, harassment of others, inappropriate use of social media and/or other situations.

If a student transfers from another school and the student had not completed a period of ineligibility for a violation of a Good Conduct Rule or Academic Policy in the previous school, the student shall be ineligible. Violations not served would be completed based on Shenandoah's policies before the student would be declared eligible.

Suspension of a student from an extracurricular activity shall be the decision of the principal or principal's designee within the parameters of this policy. Any student who, after a hearing at which the student shall be confronted with the allegation, the basis of the allegation, and given an opportunity to tell the student's side, is found to have violated the school's Good Conduct Rule will be deemed ineligible for a period of time, as described below.

Penalties:

Grades 7-12 Violations of the Good Conduct Rule will be cumulative within the student's high school career. A student who violates the Good Conduct Code during enrollment shall be ineligible to participate in any extra-curricular activity in accordance with the following provisions:

First Offense: 33 1/3% loss of eligibility

The student will not be permitted to dress for, or participate in, 33 1/3% of consecutive contests or performances of the activities in which he/she participates after the violation

Second Offense: 66 2/3% loss of eligibility

The student will not be permitted to dress for, or participate in, 66 2/3% of consecutive contests or performances of the activities in which he/she participates after the violation.

Third Offense: 100% loss of eligibility

The student will not be permitted to dress for, or participate in, 100% of consecutive contests or performances of the activities in which he/she participates after the violation.

Fourth or More Offenses: 12 month loss of eligibility

The student will not be permitted to dress for, or participate in, activities for a period of 12 months after the violation.

Refer to the "Activities - Number of Contests/ Performances" schedule that follows for the number of ineligible contests/performances or number of days per activity.

An ineligible student shall attend all practices or rehearsals but may not "suit up" for, nor perform/participate in, the assigned number of consecutive ineligible contests/ performances. The practice/rehearsals guideline may be waived if agreed to by student, coach/sponsor/director and administrator.

Activities	Number of Contests/Performances ¹			
	1st offense 33 1/3%	2nd offense 66 2/3%	3rd offense 100%	All other 12 mos.
Academic Competition	1	3	4	12 mos.
Band ²	5	11	16	12 mos.
Baseball	8	16	24	12 mos.
Basketball	7	14	21	12 mos.
Bowling	4	8	12	12 mos.
Cheerleading ³	3-7	7-14	9-21	12 mos.
Class Officers(listed in days)	60	120	180	12 mos.
Club/Organizations	1	3	4	12 mos.

Cross Country	3	6	9	12 mos.
Drama (Plays/Musical)	1	3	4	12 mos.
Flag Team (if non-band)	3	6	9	12 mos.
FFA ²	5	11	16	12 mos.
Football	3	6	9	12 mos.
Golf	4	8	12	12 mos.
National Honor Society	(Subject to NHS Bylaws)			
Royalty	1	3	4	12 mos.
Softball	8	16	24	12 mos.
Speech	4	8	12	12 mos.
Student Council (listed in days)	60	120	180	12 mos.
Tennis	4	8	12	12 mos.
Track	4	8	12	12 mos.
Vocal ²	5	11	16	12 mos.
Volleyball	5	9	14	12 mos.
Wrestling	5	10	15	12 mos.

¹ Multiple performances on any one date constitute a single performance for purposes of this policy.

² Subject to student's total possible number of performances*. Ineligibility to equal a percentage of performances. *club or group may have 16 events, student may be eligible for only 6 events.

³ Cheerleading ineligibility is equal to a sport cheered.

Example of activities to be missed for a student in multiple activities. Ineligible student is in vocal music and girls basketball - penalty (with no reduction) 5 (vocal) + 7 (girls basketball) = 12 events divided by 2 activities would equal 6 activities. Student would miss the next 6 activities (could be 2 vocal events/4 basketball games). Rounding off 0.5 to 1.49 = 1, 1.5 to 2.49 = 2, etc.

The school administrator or designee, upon making a determination that a student has violated the Good Conduct Rule, shall promptly mail or deliver to the student's parent or guardian a written "Notice of Violation of Good Conduct Rule" which shall contain the following:

- The student's name and the names and address of the student's parents or guardians.
- A statement as to the time, place and circumstances of the violation that student is alleged to have committed.
- A statement describing the sanction to be imposed upon the student for violating the Good Conduct Rule and the effective date on which such sanction shall commence.
- A statement that the school administrator or designee's determination as to the student's violation of the Good Conduct Rule and the punishment imposed therefore shall become final and effective as state above, unless an appeal is taken within two (2) days to the Superintendent of Schools.

The period of ineligibility begins immediately upon finding of a violation, if the student is eligible for and currently engaged in an extracurricular activity. If ineligibility is not completed during the current activity, it will carry over to the student's next activity/contest. The starting date to begin such carried over suspension will start on the first date competition is allowed for that sport/activity, not when practice begins.

However, if the period of time between a violation and an activity is twelve calendar months or more, the student shall not serve an ineligibility period for the violation.

An ineligible student shall attend all practices or rehearsals but may not “suit up” or perform/participate. The travel guideline may be waived if agreed to by student, coach and administrator.

If a student drops out of an activity prior to completion of the ineligibility period, the full penalty or the remainder of the penalty, at the administration's discretion, will attach when the student next seeks to go out for an activity, subject to the 12-month limitation above.

If a student violates the Good Conduct Rule while ineligible due to an earlier violation, the penalty for the subsequent offense will attach at the completion of the earlier penalty (not to exceed the 12-month limitation)

Reduction in Penalty:

A student may receive a reduction in penalty when the following conditions are met:

- there is admission prior to determination. If a student comes forward to a coach/director, administrator, or activity sponsor to admit (self-report) a violation of the extracurricular activities code of the Good Conduct Rule prior to the finding of guilt by the administration, the student's penalty may be reduced (as listed below);
- the student agrees to complete an established number of hours of “school service.” The type of “school service” will be determined and agreed upon by the student and administrator of Shenandoah High School. The number of hours of "school service" are listed below.;
- the student agrees to complete an educational component(s). The educational component(s) could include, (but is not limited to any of the following): an evaluation and treatment process (at student's expense), research, reading, viewing of informational video(s) or written testing. The educational component(s) will be determined and agreed upon by the student, parent/guardian, and an administrator of the Shenandoah High School. The educational component(s) is listed below with the offenses.

A student who violates the "mere presence" provision of this policy shall serve no more than one-half of the established penalties for the first and second violations.

First Offense - 1/2 Reduction of loss of eligibility (No penalty will be less than one event.)

--for self reporting* (And)

--satisfactory completion of 5 hours of “school service”**

Second Offense - 1/3 Reduction of loss of eligibility

--for self reporting* (And)

--satisfactory completion of 10 hours of “school service”** (or)

--successful completion of the educational component(s) ***

Third Offense - 1/3 Reduction of loss of eligibility

--for self reporting* (And)

--satisfactory completion of 15 hours of “school service” ** (And)

--successful completion of the educational component(s) ***

Fourth/More Offenses - No Reduction of loss of eligibility

*Admission Prior to Determination: If a student comes forward to a coach, administrator, or activity sponsor to admit (self-report) a violation of the Good Conduct Rule prior to a finding of guilt by the administration, the student's penalty may be reduced as shown above.

**School service would be approved and monitored by school administrator or his/her designee. Service would be done within the school system and outside of the school day.

***Evaluation and Treatment: A student who has a second or third violation of the alcohol or drug provision of the Good Conduct Rule may elect to seek an evaluation and, if recommended, treatment from a recognized substance abuse facility at the student's or student's family's expense. If the student seeks the evaluation and agrees to waive confidentiality to allow the evaluating facility to report back to the superintendent or designee regarding recommendations for treatment or follow-up care, the student's penalty for the second or third violation may be reduced by percentages stated above. This reduction is not available for first or fourth violations.

Appeal Process

Level 1, The principal and/or assistant principal/activities director are the first level of the investigation for the Good Conduct Rule. If the student and/or parents/guardians are not in agreement with the decision of level 1, they have the right to appeal in writing to level 2 within 5 days.

Level 2, The superintendent will give written response to the student and/or parents/guardians within 5 school days. If the student and/or parents/guardians are not in agreement with the decision of level 2, they have the right to appeal in writing to level 3 within 5 days. The penalty will be in effect until reversed.

Level 3, The Board of Education will schedule a hearing within 5 days of the receipt of the appeal. The review by the board will be in closed session unless the student's parent (or the student, if the student is 18) requests an open session. The grounds for review by the school board are limited to the following: the student did not violate the Good Conduct Rule; the student was given inadequate due process in the investigation and determination; or the penalty is in violation of the Handbook Rule or Board Policy. The penalty will remain in effect pending the outcome of the meeting with the board. The Board of Education will give written response to the student and/or parents/guardians within 5 days of the closed session hearing.

Violations Occurring During Ineligibility:

If a student is ineligible at the time of a violation of the Good Conduct Rule, the penalty for the violation will not begin until the student regains eligibility. Example: A student is academically ineligible and then has a tobacco violation (Good Conduct Rule violation). When the student regains his/her academic eligibility, the Good Conduct Rule begins. Example: A student violates the Good Conduct Rule and is ruled ineligible for a period of time or number of events. While ineligible, the student again violates the Rule. The second penalty attaches when the first penalty is completed.

Academic Consequences:

There will be no academic consequences for the violation (e.g., detention, suspension, expulsion from school, or grade reduction/withholding) unless the violation of the Good Conduct Rule occurred (a) on school grounds, (b) at a school event regardless of location, or (c) the violation has a direct and immediate negative impact on the efficient operation of the school despite occurring off school grounds/time.

Letters and Awards:

Students who are ineligible at the conclusion of an activity shall not receive a letter or award for that activity until the period of ineligibility is completed.

State and Conference Affiliations:

Shenandoah High School and Middle School are members of the Iowa High School Athletic Association, the Iowa High School Girls' Athletic Union and the Hawkeye Ten Athletic Conference and by virtue of this membership agree to adhere rigidly to all rules and regulations established by these bodies.

Use of Keys:

School keys are issued from the principal/A.D. office for each particular building.

1. Never permit students to use your keys.
2. The use of school keys is a responsibility that must not be abused.

Clinic Attendance:

Head coaches are allowed to attend one Professional Development opportunity in their particular sport every year. This could include a coaches' clinic or the state convention in that sport.

1. Yearly attendance will allow new innovations and trends to be absorbed.
2. Head coaches should use discretion as to use of money and staff participation.
3. Clinics must be approved prior to leave date.
4. Leaves are subject to the principal's and superintendent's approval and the availability of a substitute if the clinic is during the time school is in session.

State Tournament Attendance:

Coaches will be reimbursed for attending state meets only as a participating coach, unless special arrangements are made.

1. If team plays, the team and coach attend.
2. Coaches may attend a state meet at their own expense providing leave is approved by the administration. School transportation may be used.

Method of Reimbursement:

Expenses incurred by coaches will be reimbursed by the Activity Account upon approval of the athletic director, and confirmation with Central Office.

1. Registration for clinics will be prepaid by purchase order or credit card.
2. Travel expenses of \$.565 per mile, meal expense of \$6.00 per meal will be reimbursed to the coach after the event and after the necessary forms have been completed. School transportation is to be used if available.
3. In most cases, when prior approval has been arranged, lodging expenses may be billed to the high school.

Extra Duty Assignments:

School personnel including coaches will have the opportunity to assume extra duty assignments such as running the clock, keeping score and taking tickets at extracurricular events. Pay for extracurricular assignments will be \$18.00 per event.

Safety Obligations:

The coach has an obligation to insure that practice facilities and school equipment are as clean and safe as possible.

1. Remove possible hazards on the practice sites or see that the situation is rectified.
2. We must protect the athlete from injury due to hazards that could be eliminated.

Conflict of Seasons - Use of Athletes:

A total effort must be made to avoid conflicts between sports and other extracurricular activities in regard to participation by students.

1. The start and conclusion of each season is clearly indicated in the athletic regulations.
2. Do not infringe upon another coach's season.
3. Do not try to influence a participant to drop out of other sports to concentrate on one sport or activity.
4. Avoid recruitment battles - the participant loses - the coach loses - the school loses.
5. The sport in season has priority on practice time, facility use and transportation requests.
6. No athlete may quit a sport in season to participate in another sport or to participate in a pre-season program to prepare for an upcoming sport unless allowed by the in-season coach.
7. Every attempt has been made to eliminate schedule conflicts during the established season; however, conflicts will occur and these conflicts must be resolved on the concept of what is the best for all involved.

NON-SCHOOL TEAM PARTICIPATION RULE 36.15(7) (FOR REFERENCE):

Any student (grades 7-12) in the Shenandoah School District who participates in school sponsored sport programs may participate in non-school sport programs during the same season.

A student (and his/her parent/guardian) who plans to participate in a non-school sport program needs to arrange a pre-season meeting with his/her coach, school administrator and parent/guardian. The purpose of the meeting would be to work out an agreeable schedule for both the school and non-school program. The approved schedule will be included on the Non-School Participation Form which will be signed by all parties.

A student who chooses to give non-school participation priority over the school sponsored sport program may jeopardize his/her program status or standing as a member of the school sponsored sport program.

Coaching Endorsement and Authorization Requirements:

Only individuals with a teaching certificate may secure a coaching endorsement. With a coaching endorsement, you may serve as a varsity head coach or assistant coach in all sports.

Individuals who do not have a teaching certificate may be issued an authorization. The coaching authorization is basically for individuals who are not licensed teachers; however licensed teachers may still choose to be issued the authorization. Any individual who holds an authorization is authorized to be a head or assistant coach at the varsity, junior varsity or junior high school level.

Renewals:

1. Coaching endorsement: Renewed when teaching certificate is renewed.
2. Coaching authorization: Valid for 5 years; renewal by attending 5 IHSAA/IGHSAU sport rules meetings, clinics, or workshops; or 2-4-year institution courses.

Summer Camps & Clinics and Coaching Contacts Out of Season:

This rule is in chapter 36, as are all rules governing eligibility of secondary students for competition in interscholastic athletics. The chapter 36 rules are adopted by the State Board of Education, and may be found on-line at

<https://www.legis.iowa.gov/docs/ACO/IAC/LINC/12-10-2014.Rule.281.36.15.pdf>.

36.15(6)

a. School personnel, whether employed or volunteers, of a member or associate member school shall not coach that school's student athletes during the school year in a sport for which the school personnel are currently under contract or are volunteers, outside the period from the official first day of practice through the finals of tournament play. Nor shall volunteer or compensated coaching personnel require students to participate in any activities outside the season of that coach's sport as a condition of participation in the coach's sport during its season.

b. A summer team or individual camp or clinic held at a member or associate member school facility shall not conflict with sports in season. Summertime coaching activities shall not conflict with sports in season.

c. Penalty. A school whose volunteer or compensated coaching personnel violate this rule is ineligible to participate in a governing organization-sponsored event in that sport for one year with the violator(s) coaching.

Out-of-Season Contact

Meetings outside of the season: Per 281 IAC 36.14(5), this is a determination made by the governing association. The determination of the associations is that each coaching staff is allowed one preseason team meeting during the school year, outside of the season.

During the summer (June 1 through the 1st day of fall practices):

Contact between coaches and students is permitted at any time with two restrictions:

(1) An out-of-season coach may not have contact with a student who is participating in softball or baseball if the contact results in the student missing a softball or baseball practice or game;

(2) A coach may not require students to participate in any activity during the summertime.

Participation will not be considered voluntary in the following examples:

a. Attendance is taken at the activity (for example, weightlifting);

b. Participation is a condition of lettering, making the varsity team, etc.

c. Participation is otherwise rewarded by means such as having one's name printed on the back of one's jersey.

A coach may conduct his/her own camp or clinic, but the following restrictions apply:

(1) If the coach uses the facilities of his/her employer, the school MUST charge actual costs to the coach, and the charge must be in accordance with local board policies for school facility rental.

(2) Attendance/admission costs paid by the attendees must be paid to the coach, NOT to the school. The camp or clinic is NOT a school-sponsored activity!

School transportation may be used for summertime activities as long as the transportation is properly leased and the school does not absorb any of the actual costs of the transportation.

School uniforms and equipment may not be used for non-school activities. A former school jersey purchased by a student may be worn.

During the school year: High school coaches (grades 9 - 12) may not have any contact with high school students outside the season. High school coaches may have contact with students in grades 7 - 8 at any time and middle school coaches may have contact with high school students.

If a high school coach is present in a facility in which his/her students are participating out-of-season (camps, non-school team practice, Sunday or nighttime open gyms, etc.), the coach violates the contact rule regardless of whether the coach is directly working with his/her students in this setting. Nothing prevents a coach from being a spectator at a regularly scheduled competition which is open to the general public.

Coaches may supervise, but not instruct or participate at open facilities.

FAQ:

Practice or competing with students: During the school year, outside the sport season, can a coach practice or compete with or against his/her students in the sport(s) s/he coaches? No. Practicing or competing with or against students on a coach's team constitutes coaching.

Students working clinics: Pursuant to rules, during the school year, outside the sport season, each student may work at a one-time, one-day clinic for elementary/middle school students run by his/her coach without the coach violating the coaching contact rule.

Directing other individuals: If a coach is "directing" student-athlete learning through another person, "prescribing" who should play at what position, and/or "evaluating" and determining who needs to work on certain skills, then the person is coaching.

***** Statement of Intent *****

It is the intent and purpose of the rules limiting coach-athlete contact in the summer months to eliminate direct or indirect coercion on students to participate in a camp or clinic of a sport not in season, or on a non-school team in that sport; to eliminate summer conflicts for students between attending a camp or clinic in a sport not in season and participating on a school team of a sport in season; and to ensure, to the extent possible, that all student athletic competition is on a level playing field.

A coach's intent (or lack of intent) to violate the spirit of the rules is as important as a "letter of the law" violation.

Open Gym Policy:

A member or associate member school may open its gym or athletic facilities for the purpose of making recreational activities available for all students or the community. SCHOOL PERSONNEL shall be assigned to supervise when students are participating in open gym in the hours immediately before or after school, Times other than what is mentioned will be supervised by a school employee or someone 21 years or older and approved by the activities director. Open gyms are subject to the following restrictions:

1. Open gym on Sunday will be from 1:00-5:00 p.m.
2. The supervisor shall not engage in any type of coaching or participation during supervision.
3. Attendance by students is voluntary.
4. Volunteer or paid coaches may not directly or indirectly require the attendance of students or require the performance of activities by students prior to the legal practice period for that coach's sport.
5. Open gym shall not be called or posted for specific sports.
6. An open gym notice shall be posted on the general student information bulletin board and shall be signed or initialed by a school administrator other than the coach supervising the open gym.

Sexual Abuse and Harassment:

The school district does not tolerate harassment or sexual abuse. Anyone who is physically or sexually abused or harassed should notify parents, teacher, principal, or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations. The procedure requires the school district to designate an independent investigator to look into the allegations. Shenandoah Community School district has designated Ms. Linda Laughlin (246-4727) as its Level I investigator. Ms. Laughlin may also be contacted directly.

Physical abuse is a non-accidental physical injury that leaves a mark at least 24 hours after the incident.

Sexual abuse includes, but is not limited to, sexual acts, intentional sexual behavior as well as sexual harassment. Sexual harassment is unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when submission to such conduct is made either implicitly or explicitly a term or condition.

Shenandoah Team Travel Guidelines:

Prior to leaving for an activity, the following information will be submitted to the Activities Director when requested:

1. A complete list of those traveling with the team to the activity.
2. Complete details of transportation arrangement, to include a detailed itinerary.

During the trip the following guidelines will be followed:

1. Students will be supervised at all times during the trip.

2. All reading and listening materials and personal clothing will be appropriate for Shenandoah High School students on a school sponsored activity.
3. Language and behavior during the trip will be appropriate.

If the trip requires an overnight stay, the following will be included with the above guidelines:

1. Room assignments will be made, posted, followed, and presented to the Activities Director prior to the trip.
2. Outgoing long distance phone availability and access to the adult or movie channels will be eliminated by the hotel/motel office prior to the check-in.
3. An evening curfew and bedtime will be set and announced and at least one bed check will be made each evening.
4. All students will be sponsored at all times. The students will not be unsupervised in the place of lodging at any time.
5. At checkout, all rooms will be checked by a sponsor for damage or articles left behind.
6. If the team or individual is eliminated from competition and travel back to Shenandoah can be completed by 12:00 midnight; we will not pay for lodging for that evening. Dangerous road conditions would offer an exception.
7. Only coaches or assigned sponsors are permitted to drive a school vehicle.
8. All school vehicles should be returned to the school transportation center as soon as possible.

At no time will a student be released to a parent to travel from an event unless the parent, personally signs the release form found on page 27. These forms need to be available at all away events.

Fundraising Request Form:

- A.) Fundraisers need prior approval of the principal/athletic director and Board of Education.
- B.) Fundraisers should be placed on the Master Calendar through the Activities Director.
- C.) When money is collected, receipts are mandatory.
- D.) As soon as money is collected, it should be immediately turned into the building secretary and receipted.
- E.) Door to door sales is the least preferred type of activity
- F.) Clarify with a salesman your profit percentage, who handles shipping costs, if prizes/incentives are offered who pays for them, etc.

Athletic Coaches Evaluation Information:

The primary purpose of an evaluation program is to improve the teaching-learning process. By observation of practice sessions, game situations and coaching techniques used, the administrator can offer the guidance and help that permits a coach to examine his/her own progress and work toward greater coaching effectiveness.

The Evaluation Process Should Reflect The Following Points:

1. The evaluation process should provide an opportunity for the coach and administrator to emphasize, review and clarify responsibilities and expectations.
2. The evaluation process should provide for the opportunity to promote the exchange of ideas and concepts.
3. The evaluation process should provide for the encouragement of positive professional growth.

4. The evaluation process requires a cooperative effort between the evaluator and coach.
5. The evaluation process should not be an end product but should be continuous throughout the school year.
6. The evaluation process should encourage and promote continuous self-evaluation by the staff being evaluated.
7. The evaluation process should assist in determining weak areas and in follow-up activities to strengthen these areas.

The Stages Of The Evaluation Process Shall Include:

1. Observation of the coach in, but not limited to, practice sessions, game situations, athlete interaction and responsibilities as outlined above.
2. Completion of the evaluation form by the coach.
3. Completion of the evaluation form by the evaluator.
4. An informal conference between evaluator and coach to discuss evaluation and any needed recommendations.
5. Opportunity for coach to file, in writing, any disagreements with evaluation.
6. Follow-up as needed according to the evaluation recommendations.
7. The evaluation will be filed in the coach's permanent record.

In addition to the formal evaluation, frequent conferences of an informal nature will be held concerning the improvement of the coach's techniques and overall coaching effectiveness.

School, Media & Athletic Contact Information

Shenandoah Schools Athletic Department

Important Phone Numbers

Bus Barn 712-246-2815

Aaron Burdorf..... 515-520-7640

Jason Shaffer..... 712-215-5531

Media Information:

KMA: 246-5270

Fax: 246-5275

Shenandoah Valley News: 246-3097

Fax: 246-3099

The Daily Nonpareil: 712-328-1811

Fax: 712-325-5776

Omaha World Herald: 800-284-6397

Fax: 402-344-3343

Des Moines Register: 515-284-8311

KETV: 800-279-5388

H-10 Sporting Reporting

KMA

dmartin@kmaland.com

sports@kmaland.com

712-246-5270- KMA

Valley News

660-833-6357 –Cell

bryan.clark@valleynewstoday.com

IGHSAU

IAHSAA

Harley Schieffer (H-10 website)
www.Hawkeyeten.org
harleyschieffer@gmail.com

Parent-Athlete Release Form

I, the undersigned parent (or parent of a teammate with approval from the AD), accept the responsibility for transporting my child home from the following contest.

CONTEST _____ DATE _____

ATHLETE	PARENT SIGNATURE
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____
13. _____	_____
14. _____	_____
15. _____	_____



POWERSCHOOL ACCESS AGREEMENT

This Agreement is entered into by and between Grant Wood Area Education Agency, (GWAEA) and the Licensee, (Shenandoah CSD) as defined below in the signature block.

1. Definitions

- 1.1. "District" means a school district.
- 1.2. "Licensee" means a District whose funds are used to pay the License Fee.
- 1.3. "License Fee" means the amount of money listed in Exhibit A and received by GWAEA for the License granted below.
- 1.4. "License Period" means the time period listed in Exhibit A for which the License Fee has been paid for the License granted below.
- 1.5. "PowerSchool Software" means the PowerSchool SIS software from Powerschool Group LLC as more fully described in Exhibit A.
- 1.6. "Use" means accessing and interacting with the PowerSchool Software.
- 1.7. "User" means an employee or contractor of the Licensee who uses the PowerSchool Software. See Exhibit A for the number of licensed Users.
- 1.8. "User Data" means information that is input by the Users, Licensee, or by GWAEA at the request of Licensee, while initializing, accessing, or using the PowerSchool Software.

2. Grant of License.

- 2.1. GWAEA grants the Licensee a non-exclusive, limited right to use and access one instance of PowerSchool. Licensee acknowledges that GWAEA subcontracts for hosting of the PowerSchool software with the PowerSchool Hosting environment.
- 2.2. The license granted above is not sub-licensable.
- 2.3. All rights not specifically granted under this License are reserved by GWAEA.

3. Restrictions.

- 3.1. Licensee agrees, except as expressly permitted in the License, the PowerSchool

SIXTH STREET FACILITY

4401 Sixth Street SW
Cedar Rapids, IA 52404
800-332-8488 • Fax: 319-399-6457

33RD AVENUE FACILITY

1120 33rd Avenue SW
Cedar Rapids, IA 52404
800-332-8488 • Fax: 319-399-6474

CORALVILLE FACILITY

2301 Oakdale Boulevard
Coralville, IA 52241
800-854-0446 • Fax: 319-626-1101

Software may not be accessed, used, copied, translated, redistributed, retransmitted, published, sold, leased, marketed, sublicensed, assigned, disposed of, encumbered, transferred, altered, modified or enhanced, whether in whole or in part. Licensee may not remove any proprietary notices, marks, or labels from the PowerSchool Software.

- 3.2. To the extent that Licensee has access to the source code of PowerSchool Software, Licensee acknowledges that the source code remains a confidential trade secret. Licensee agrees that it has no license whatsoever to the source code and shall not disclose the source code under any circumstances or to otherwise inspect, copy, distribute, publish, display or modify the source code, nor compile or assemble the source code into executable files.
- 3.3. Licensee agrees not to reverse-engineer, de-compile or disassemble the PowerSchool Software, or make any attempt to discover the source code to the PowerSchool Software, except and only to the extent that such activity is expressly permitted by applicable law notwithstanding this limitation.
- 3.4. Licensee agrees to not attempt to break or evade any access controls, copy-control protections, or encryption utilized in the PowerSchool Software.
- 3.5. Licensee agrees not to assist others in doing what the Licensee is prohibited from doing.
- 3.6. Licensee agrees that any sublicenses that it grants under the License shall have the same restrictions on the conduct of the sublicensee as are in place on the Licensee. Licensee agrees that GWAEA may terminate this Agreement without warning if Licensee breaches this clause. Licensee indemnifies GWAEA for any damages that GWAEA may suffer to due Licensee's breach of this clause.

4. Obligations of GWAEA.

- 4.1. GWAEA shall be responsible for installation, providing hosting with PowerSchool and maintenance of the PowerSchool Software.
- 4.2. GWAEA shall provide Licensee with access to an instance of the PowerSchool Software that is dedicated to the exclusive use of the Licensee.
- 4.3. GWAEA shall provide Licensee with access to versions of the PowerSchool Software that are stable in the PowerSchool Hosting environment, but GWAEA shall not be required to provide access to the most recent version of the PowerSchool Software made available by PowerSchool Group LLC.
- 4.4. In general, the PowerSchool Software shall be available for use and access by Users 24 hours a day, 7 days a week, except for scheduled maintenance to take place at commercially reasonable times.
- 4.5. GWAEA will thoroughly investigate all problems reported by Licensee. GWAEA will make commercially reasonable efforts to correct the problem and GWAEA will provide: 1) a solution; 2) confirmation that the PowerSchool Software works per design specifications; or 3) confirmation that responsibility for a solution has been passed to

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Powerschool Group LLC. GWAEA will communicate regularly with the Licensee regarding the status of all problems and any solutions.

- 4.6. GWAEA shall provide support via telephone, and email during regular business hours (7:30 am - 4:00 pm Central Time) Monday through Friday except holidays and days the agency is closed or the support team notifies that support will not be available. GWAEA support staff may provide support for severe problems outside of regular business hours at its discretion or as otherwise agreed to by the Licensee. GWAEA shall not be required to provide in-person support.
- 4.7. GWAEA shall not provide support regarding computer or networking hardware installation, support, or maintenance.
- 4.8. GWAEA shall not be required to provide support regarding software other than the PowerSchool Software. If Licensee so requests, GWAEA may diagnose a software problem to the extent of its capability. Software support will be charged per call at the then-current GWAEA pricing schedule.
- 4.9. Support requests will be prioritized by severity of the problem and handled in the order of most severe to least severe, with Technical issues ahead of other problems and questions. Priority is assigned in descending severity: the PowerSchool Software unavailable; a portion of the PowerSchool Software is unavailable; operational questions that are holding up use; operational questions that do not interfere with normal use; enhancement suggestions/requests and requests for custom applications.
- 4.10. The PowerSchool Software shall be available for use and access by Users during back-up activities performed by Licensee or GWAEA or the PowerSchool Hosting environment.
- 4.11. GWAEA shall undertake commercially reasonable efforts to: 1) maintain the security of User Data; 2) not release User Data to any person or entity without the express written consent of the District, except pursuant to an agency or judicial order, provided that GWAEA shall notify the District of such order before releasing any User Data.
- 4.12. GWAEA shall not be responsible for performing back-ups of the PowerSchool Software or User Data, although daily back-ups of the PowerSchool Software and User Data are provided by the PowerSchool Hosting environment.
- 4.13. After the end of the License Period, Licensee may request that GWAEA assist Licensee in obtaining a copy of User Data from PowerSchool Hosting environment as that data existed upon the date of termination of this Agreement. Any such request by Licensee must be made within thirty (30) days of the date of termination of this Agreement. District acknowledges that GWAEA does not have the ability to extract User Data from the PowerSchool Hosting environment.
- 4.14. GWAEA agrees to provide other services as listed in Exhibit A.

5. Obligations of Licensee.

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- 5.1. Licensee agrees to pay GWAEA in the amounts and on the schedule listed in Exhibit A.
- 5.2. Licensee shall designate appropriate contacts with whom GWAEA is to work. When returning contract Licensee should provide these contacts in the provided form. The maximum number of contacts per district is five. Other Licensee personal contacting GWAEA support will be referred to the appropriate contact listed by the Licensee. Contacts should have sufficient technical skill and knowledge of Licensee's computers and the PowerSchool Software to be able to assist GWAEA in resolving any problems.
- 5.3. When reporting a technical issue, Licensee shall provide as accurate and complete description as possible including: 1) details of what menu item or module was being accessed, 2) what Licensee was attempting to do, 3) the exact error message text as well as any other pertinent details. Licensee shall assist in technical issue resolution by providing copies of reports and/or files deemed necessary by GWAEA, via email or uploading files to GWAEA. All materials provided by Licensee during resolution of technical issues shall be considered confidential by GWAEA.
- 5.4. Licensee agrees that it alone is responsible for: 1) use of User Data; and 2) the confidentiality of and use of all usernames, passwords, and accounts, by the Licensee, its Users, employees, agents, and third parties, whether authorized or unauthorized. Licensee agrees to indemnify GWAEA and hold GWAEA harmless for any loss or damage incurred by GWAEA or by any other person as a result of the use or misuse of User Data, usernames, passwords, and accounts that is outside the control of GWAEA.
- 5.5. Licensee agrees to immediately notify GWAEA when it becomes aware of any loss or theft or unauthorized use of any of its usernames, passwords, and/or accounts.
- 5.6. Licensee agrees to abide by acceptable computer and network usage policies published by GWAEA from time to time. Licensee agrees to require its Users to agree to abide by acceptable computer and network usage policies published by GWAEA from time to time. Failure of Licensee to abide by such policies, or to require its Users to abide by such policies, may result in immediate termination of this Agreement or immediate termination of Users access to the PowerSchool Software.
- 5.7. Licensee agrees that it is solely responsible for ensuring the accuracy of User Data. Licensee acknowledges that the PowerSchool Software may provide incorrect information to Licensee; however, Licensee has numerous opportunities to detect the occurrence of such errors and control their effect. Licensee shall have the responsibility to establish and use appropriate measures in its operations to detect the occurrence of such error promptly and to minimize their effect on it. In addition, Licensee shall promptly inform GWAEA of all errors it believes to exist and render all reasonable assistance in correcting said errors.
- 5.8. Licensee agrees that it is responsible for all obligations and liabilities arising out of use and ownership of User Data. This means, without limitation, that Licensee shall be responsible for all third-party requests for User Data, whether by subpoena or otherwise. If a third-party serves GWAEA with a request for User Data, GWAEA will, as soon as practicable, provide the request to Licensee. Licensee shall thereafter be responsible for

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appropriately responding to the request. Licensee shall indemnify and reimburse GWAEA for all reasonable expenses, including attorneys' fees, that GWAEA incurs arising out of the request. Licensee shall not direct third parties to make requests for the User Data to GWAEA, but shall instead direct that requests be made to Licensee. GWAEA will cooperate with Licensee in responding to the request by providing the requested User Data to Licensee or the third-party if so directed by Licensee.

- 5.9. Licensee is responsible for, including all associated costs, all maintenance and installation of: 1) any computers or virtual machines owned or controlled by Licensee, 2) any common carrier equipment, and 3) any communication equipment required for Licensee to access and use of the PowerSchool Software.
- 5.10. Prior to purchase of a third party add-on or tool for the PowerSchool Software, Licensee is responsible for notifying GWAEA of its intent to utilize such an add-on or tool so that GWAEA can determine whether the add-on is compatible with the Licensee's instance of PowerSchool. GWAEA is not responsible for making any add-on or tool function with PowerSchool. GWAEA may assist and additional fees may apply.

6. Ownership.

- 6.1. Title, ownership rights and intellectual property rights in and to the PowerSchool Software shall remain with Powerschool Group LLC and are protected by US and international laws and treaties. Access and use of the PowerSchool Software is licensed, not sold. There is no transfer to Licensee of any title to or ownership of the PowerSchool Software or any software or hardware owned or controlled by GWAEA or the PowerSchool Hosting environment.
- 6.2. Title, ownership rights and intellectual property rights in User Data shall remain with Licensor.

7. Termination.

- 7.1. This Agreement shall terminate at the end of the License Period or upon the occurrence of any of the following events:
- 7.1.1. Failure of Licensee to pay GWAEA any sums or amounts due, where such delinquency is not fully corrected within sixty (60) days of GWAEA written demand; or
- 7.1.2. Failure Licensee or GWAEA to observe, keep or perform any of the terms and conditions of this Agreement where such nonperformance is not corrected by Licensee or GWAEA Within thirty (30) days after prior written notice by the other party.
- 7.2. Except as provided above, upon the expiration or other termination of this Agreement, all rights and obligations of the parties under this Agreement shall cease as of the termination date.

8. Miscellaneous.

- 8.1. No Warranties. GWAEA AND ITS SUPPLIERS DISCLAIM ALL WARRANTIES AND

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33RD AVENUE FACILITY

1120 33rd Avenue SW
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- 8.2. No Liability for Damages. EXCEPT FOR THE EXPRESS REMEDIES AND INDEMNITIES PROVIDED TO THE COMPANY UNDER THIS AGREEMENT, REGARDLESS OF WHETHER ANY REMEDY SET FORTH HEREIN FAILS OF ITS ESSENTIAL PURPOSE, TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, IN NO EVENT SHALL GWAEA OR ITS SUPPLIERS (OR THEIR RESPECTIVE AGENTS, DIRECTORS, EMPLOYEES OR REPRESENTATIVES) BE LIABLE FOR ANY DAMAGES WHATSOEVER (INCLUDING, WITHOUT LIMITATION TO: CONSEQUENTIAL, INCIDENTAL, INDIRECT, SPECIAL, ECONOMIC, PUNITIVE OR SIMILAR DAMAGES, OR DAMAGES FOR LOSS OF BUSINESS PROFITS, LOSS OF GOODWILL, BUSINESS INTERRUPTION, COMPUTER FAILURE OR MALFUNCTION, LOSS OF BUSINESS INFORMATION OR ANY AND ALL OTHER COMMERCIAL OR PECUNIARY DAMAGES OR LOSSES) ARISING OUT OF THE USE OF OR INABILITY TO USE THE POWERSCHOOL SOFTWARE OR THE PROVISION OF OR FAILURE TO PROVIDE SUPPORT SERVICES, HOWEVER CAUSED AND ON ANY LEGAL THEORY OF LIABILITY (WHETHER IN TORT, CONTRACT OR OTHERWISE), EVEN IF GWAEA HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES, OR FOR ANY CLAIM BY ANY OTHER PARTY. LICENSEE ACKNOWLEDGES THAT THE LICENSE FEE REFLECTS THIS ALLOCATION OF RISK. In any event, if any statute implies warranties or conditions not stated in this Agreement, GWAEA's entire liability under any provision of this Agreement shall be limited to the greater of the amount actually paid by Licensee to license the PowerSchool Software and Five United States Dollars (US\$5.00). Because some jurisdictions do not allow the exclusion or limitation of liability for consequential or incidental damages, the above limitation may not apply to Licensee.
- 8.3. No Indemnity. GWAEA shall have no obligation to defend Licensee or to pay any resulting costs, damages, or attorneys' fees for any claims alleging direct or contributory infringement of the PowerSchool Software by: 1) GWAEA's provision of access to the PowerSchool Software; or 2) Licensee's access or use the PowerSchool Software.
- 8.4. Entire Agreement. This Agreement, and any exhibits, constitutes the entire agreement between GWAEA and Licensee with regard to the PowerSchool Software and supersedes any and all prior agreements on this topic. This Agreement shall not be modified except by a written agreement between authorized representatives of GWAEA and Licensee.
- 8.5. Severability. If a court of competent jurisdiction determines that a provision of this Agreement is unenforceable in any jurisdiction, then such provision shall be deemed modified to the minimum extent necessary to make it comply with the applicable law of such jurisdiction.

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8.6. Governing Law. This Agreement is governed by the laws of the State of Iowa and applicable U.S. federal law and the state and federal courts located in Cedar Rapids, Iowa, USA shall have exclusive jurisdiction and venue over any claim arising from this License Agreement.

We the undersigned agree to the terms and conditions set forth in this Agreement and Exhibits.

GRANT WOOD AREA

LICENSEE

EDUCATION AGENCY

Shenandoah CSD

By:



By:

Name: Randy Bauer

Name:

Position: GWAEA Board President

Position:

Date:

Date:

EXHIBIT A

PowerSchool Software means:

The PowerSchool SIS software provided by Powerschool Group LLC, including all of the base functionality plus State Reporting.

K-12 Student Enrollment: 1,043.40

Per Pupil cost: \$9.15

Site Charge: \$500

Whole Grade Sharing Charge: \$0.00

Enrollment Express Tool Charge: \$0.00

Enrollment Express Setup Charge: \$0.00

ECollect Forms Tool Charge: \$0.00

ECollect Forms Setup Charge: \$0.00

UE Public Registration Tool Charge: \$0.00

UE Public Registration Setup Charge \$0.00

Total Cost: \$10,047.11

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License Period: July 1, 2020 - June 30, 2021
Term of this Agreement: July 1, 2020 - June 30, 2021

Billing Schedule

Payment will be made no later than thirty days after invoice. Invoicing will be in September 2020.

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505.6 GRADUATION REQUIREMENTS

Students must successfully complete the courses required by the board and Iowa Department of Education in order to graduate.

It is the responsibility of the superintendent to ensure that students complete grades one through twelve and that high school students complete 50 credits prior to graduation. The following credits will be required:

- 7 credits in Mathematics (Math must be taken every year)
- 7 credits in Science (Science must be taken every year)
- 2 credits in American History
- 2 credits in American Government
- 2 credits in Ninth Grade Social Studies
- 8 credits in Language Arts (2 credits in Language Arts must be taken every year)
- 1/2 credit in Personal Career Readiness
- Physical Education must be taken every year. Written procedures are available for students to be exempt from physical education and health courses. Any waiver will be reviewed by the principal.
- Remainder to be completed with Electives

The required courses of study will be reviewed by the board annually.

Beginning with the class of 2022, graduation requirements for special education students will include successful completion of four years of English, three years of math, three years of social studies, and three years of science.

Legal Reference: Iowa Code §§ 256.7, 11, .11A, .41; 279.8; 280.3, .14.
281 I.A.C. 12.2; .5; 12.3(5).

Cross Reference: 505 Student Scholastic Achievement
603.3 Special Education

Approved 8/8/94

Reviewed 3/13/17

Revised 1/10/11

700 PURPOSE OF NONINSTRUCTIONAL AND BUSINESS SERVICES.....	3
701.1 FISCAL YEAR	4
701.2 DEPOSITORY OF FUNDS	5
701.3 CLASIFICATION OF ACCOUNTS.....	6
701.4 TRANSFER OF FUNDS.....	7
701.5 FINANCIAL RECORDS.....	8
701.6 GOVERNMENTAL ACCOUNTING PRACTICES AND REGULATIONS	10
702 CASH IN SCHOOL BUILDINGS	11
702.1R1 GATE RECIEPTS	12
703.1 BUDGET PLANNING.....	13
703.2 SPENDING PLAN.....	14
703.3 FUND BALANCE REPORTING AND GOVERNMENTAL FUND TYPE DEFINITIONS	15
704.1 LOCAL - STATE - FEDERAL - MISCELLANEOUS REVENUE.....	16
704.2 DEBT MANAGEMENT POLICY.....	17
704.2R1 POST-ISSUANCE COMPLIANCE REGULATION FOR TAX-EXEMPT OBLIGATIONS.....	21
704.3 INVESTMENTS.....	25
704.4 GIFTS - GRANTS - BEQUESTS.....	27
704.5 STUDENT ACTIVITIES FUND	28
704.6 ONLINE FUNDRAISING CAMPAIGNS – CROWDFUNDING	29
705.1 PURCHASING – BIDDING.....	30
705.1R1 SUSPENSION AND DEBARMENT OF VENDORS AND CONTRACTORS PROCEDURE.....	33
705.2 PURCHASING ON BEHALF OF EMPLOYEES.....	34
705.3 REQUISITIONS AND PURCHASE ORDERS	35
705.4 RECEIVING GOODS AND SERVICES.....	36
705.5 PAYMENT FOR GOODS AND SERVICES	37
705.5R1 PAYMENT FOR GOODS AND SERVICES REGULATION	38
705.6 UNPAID WARRANTS.....	39
705.7 PETTY CASH.....	40
705.8 EXPENDITURES FOR PUBLIC PURPOSE.....	41
705.8R1 USE OF PUBLIC FUNDS REGULATION.....	46
706.1 PAYROLL PERIODS.....	48
706.2 PAYROLL DEDUCTIONS	49
706.3 PAY DEDUCTIONS.....	50

706.3R1 PAY DEDUCTION REGULATION	51
707.1 SECRETARY'S REPORTS.....	52
707.2 TREASURER'S ANNUAL REPORT	53
707.3 PUBLICATION OF FINANCIAL REPORTS	54
707.4 AUDIT	55
707.5 INTERNAL CONTROLS.....	56
707.5R1 INTERNAL CONTROLS PROCEDURES.....	57
707.6 AUDIT COMMITTEE.....	58
708 CARE, MAINTENANCE AND DISPOSAL OF SCHOOL DISTRICT RECORDS	59
709.1 INSURANCE PROGRAM	61
709.2 INSURANCE REPORT	62
710.1 SCHOOL NUTRITION PROGRAM	63
710.2 FREE OR REDUCED COST MEALS ELIGIBILITY.....	64
710.3 VENDING MACHINES	65
710.4 RECORDS AND REPORTS	66
710.5 MEAL CHARGES.....	67
711.1 STUDENT SCHOOL TRANSPORTATION ELIGIBILITY	69
711.2 STUDENT CONDUCT ON SCHOOL TRANSPORTATION	70
711.2R1 STUDENT CONDUCT ON SCHOOL TRANSPORTATION REGULATION.....	71
711.2R2 USE OF RECORDING DEVICES ON SCHOOL BUSES REGULATION.....	72
711.3 STUDENT TRANSPORTATION FOR EXTRACURRICULAR ACTIVITIES	74
711.4 TRANSPORTATION EQUIPMENT	75
711.5 SCHOOL VEHICLE ROUTES.....	76
711.6 DISCRETIONARY STOPS BY SCHOOL VEHICLES	77
711.7 SUMMER SCHOOL PROGRAM TRANSPORTATION SERVICE	78
711.8 TRANSPORTATION OF NONRESIDENT AND NONPUBLIC SCHOOL STUDENTS	79
711.9 TRANSPORTATION OF NONSCHOOL GROUPS	80
711.10 SCHOOL BUS SAFETY INSTRUCTION	81
711.11 TRANSPORTATION IN INCLEMENT WEATHER	82
711.12 DISTRICT VEHICLE IDLING	83
711.13 SCHOOL BUS PASSENGER RESTRAINTS.....	84
712 TECHNOLOGY AND DATA SECURITY	85
712R1 SECURITY REQUIREMENTS OF THIRD-PARTY VENDORS REGULATION.....	87

Code No. 700

700 PURPOSE OF NONINSTRUCTIONAL AND BUSINESS SERVICES

This series of the board policy manual is devoted to the goals and objectives for the school district's noninstructional services and business operations that assist in the delivery of the education program. These noninstructional services include, but are not limited to, transportation, the school ~~nutrition~~ program and child care. The board, as it deems necessary, will provide additional noninstructional services to support the education program. To the extent a group of employees has a recognized collective bargaining unit, the provision of the master contract regarding such topics shall prevail.

It is the goal of the board to provide noninstructional services and to conduct its business operations in an efficient manner.

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

Code No. 701.1

701.1 FISCAL YEAR

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

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

Legal Reference: Iowa Code § 24.2 (2009).

Cross Reference: 703 Budget
704 Revenue
705 Expenditures

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

701.2 DEPOSITORY OF FUNDS

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

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

Legal Reference: Iowa Code §§ ~~12C~~; 279.33 ~~(2009)~~.

Cross Reference: 211.1 Annual Meeting
206.43 ~~Secretary~~-Treasurer
704.1 ~~Local – State – Federal – Miscellaneous~~ Revenue

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

Code No. 701.3

701.3 CLASSIFICATION OF ACCOUNTS

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

Legal Reference: Iowa Code §§ 11.23; 291.13 (2009).

Cross Reference: 704 Revenue
705 Expenditures

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

701.4 TRANSFER OF FUNDS

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

It is the responsibility of the ~~board secretary~~ School Business Official to make recommendations to the board regarding transfers and to provide the documentation justifying the transfer.

Legal Reference: Iowa Code §§ 24.21-.22; 279.8; 298A-~~(2009)~~.

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

Formatted: Highlight

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

701.5 FINANCIAL RECORDS

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

Governmental fund type:

- General fund
- Special revenue fund
 - Management levy fund
 - ~~Physical plant and equipment levy fund~~
 - Public education and recreation levy fund
 - Student activity fund
- Capital projects fund
 - Physical plant and equipment levy fund (PEEL)
 - Secure an Advanced Vision for Education (SAVE)
- Debt service fund

Proprietary fund type:

- Enterprise fund
 - School nutrition fund
 - Child care fund
- Internal service fund

Fiduciary funds:

- Trust ~~or agency funds~~
 - --Expendable trust funds
 - --Nonexpendable trust funds
 - ~~Agency funds~~
 - --Pension trust funds
- Agency Funds

Account groups:

- General ~~fixed-capital~~ assets account group
- General long-term debt account group

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

The general fund is used primarily for the education program. Special revenue funds are used to account for monies restricted to a specific use by law. Capital projects funds are used to account for financial resources to acquire or construct major capital facilities (other than those of proprietary funds and trust funds) and to account for revenues from SAVE. A debt service fund is used to account for the accumulation of resources for, and the payment of, general long-term debt principal and interest. Proprietary funds account for operations of the school district operated similar to private business, ~~and/or~~ they account for the costs of providing goods and services provided by one department to other departments on a cost reimbursement basis. Fiduciary funds are used to account for monies or assets held by the school district on behalf of, or in trust for, another entity. The account groups are the accounting records for ~~fixed-capital~~ assets and long-term debt.

The board may establish other funds in accordance with generally accepted accounting principles and may certify other taxes to be levied for the funds as provided by state law. The status of each fund must be included in the annual report.

Code No. 701.5
Page 2 of 2

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

Legal Reference: Iowa Code §§ ~~41.23~~291; 298; 298A-~~(2009)~~.
281 I.A.C. 98

Cross Reference: 704 Revenue
705 Expenditures

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

701.6 GOVERNMENTAL ACCOUNTING PRACTICES AND REGULATIONS

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

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

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

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

Legal Reference: Iowa Code §§ 257.31(4); 279.8; 297.22-25; 298A-~~(2011)~~.
Cross Reference: 701.5 Financial Records
703 Budget
704 Revenue

Approved 04/11/11

Reviewed 02/16/16

Revised 04/11/11

Code No. 702

702 CASH IN SCHOOL BUILDINGS

The amount of cash that may be kept in the school building for any one day is sufficient for that day's operations. Funds raised by students are kept in a secure place.

A minimal amount of cash is kept in the central administration office at the close of the day. Excess cash is deposited in the authorized depository of the school district.

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

Legal Reference: Iowa Code § 279.8 ~~(2009)~~.

Cross Reference: 701.2 Depository of Funds
704 Revenue

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

Code No. 702.1R1

702.1R1 GATE RECIEPTS

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

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

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

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

703.1 BUDGET PLANNING

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

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

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

It is the responsibility of the superintendent to prepare the budget for review by the board prior to the April 15 deadline each year.

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

The proposed budget filed by the board with the board secretary and the time and place for the public hearing on the proposed budget is published in a newspaper designated for official publication in the school district. It is the responsibility of the board secretary to publish the proposed budget and public hearing information at least 10 but no more than 20 days prior to the public hearing.

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

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

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

Legal Reference: Iowa Code §§ 24; 257; 279.8; 297; 298; 618-~~(2009)~~.

Cross Reference: 216 Public Hearings
 703 Budget
 704 Revenue
 705 Expenditures

Approved 08/08/94 Reviewed 02/16/16 Revised 05/09/11

Code No. 703.2

703.2 SPENDING PLAN

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

Legal Reference: Iowa Code § 24.9-~~(2009)~~.

Cross Reference: 703 Budget
704 Revenue

Approved 08/08/94

Reviewed 05/09/11

Revised 05/09/11

703.3 FUND BALANCE REPORTING AND GOVERNMENTAL FUND TYPE DEFINITIONS

Inasmuch as GASB 54, Fund Balance Reporting and Governmental Fund Type Definitions, which establishes accounting and financial reporting standards for all governments that report governmental funds required the District to disclose certain requirements, the District identifies the following as District operating policy.

The fund balance identified as 'committed fund balance' will be determined by the Board of Directors and will require formal board action. An identified committed fund balance should be for a specific purpose pursuant to constraints imposed by the formal action of the Board of Directors. The Board of Directors will take action to 'commit' a fund balance prior to year-end (June 30) of the year the original committed amount is determined. The exact amount of the committed balance may be determined after the year-end; however, in compliance with GASB 54 the intended committed purpose must be identified, prior to the year-end (June 30).

In the event that a committed fund balance is identified subsequent to year-end (June 30), the amount will be reflected on the balance sheet as assigned for that year.

The committed amounts cannot be used for any other purpose unless the Board of Education at a public meeting by formal action makes changes or rescind the committed balance.

The Board of Directors authorizes the School Business Official ~~Manager~~ to assign amounts to a specific purpose in compliance with GASB 54. As assigned Fund Balance should be reported for constraints by the District's intent to be used for specific purpose, but are not restricted or committed.

In accordance with the GASB 54 the District identifies that when an expenditure is incurred, it is applied to the highest level of classification of fund balance and then subsequently applied to honor constraints on the specific purposes for which amounts in those fund balances can be spent.

Legal Reference: Governmental Accounting Standards Board (GASB) Statement 54

Approved 5/9/11

Reviewed 02/16/16

Revised 05/09/11

Code No. 704.1

704.1 LOCAL - STATE - FEDERAL - MISCELLANEOUS REVENUE

Revenues of the school district are received by the board treasurer. Other persons receiving revenues on behalf of the school district will promptly turn them over to the board treasurer.

Revenue, from whatever source, is accounted for and classified under the official accounting system of the school district. It is the responsibility of the board treasurer to deposit the revenues received by the school district in a timely manner. School district funds from all sources will not be used for private gain or political purposes.

Tuition fees received by the school district are deposited in the general fund. The tuition fees for kindergarten through twelfth grade during the regular academic school year are set by the board based upon the superintendent's recommendation in compliance with current law. Tuition fees for summer school, driver's education and adult education are set by the board prior to the offering of the programs.

The board may charge materials fees for the use or purchase of educational materials. Materials fees received by the school district are deposited in the general fund. It is the responsibility of the superintendent to recommend to the board when materials fees will be charged and the amount of the materials fees.

Rental fees received by the school district for the rental of school district equipment or facilities are deposited in the general fund. It is the responsibility of the superintendent to recommend to the board a fee schedule for renting school district property.

Proceeds from the sale of real property are placed in the physical plant and equipment levy (PPEL) fund. The proceeds from the sale of other school district property are placed in the general fund.

The board may claim exemption from the law prohibiting competition with private enterprise for the following activities:

- Goods and services directly and reasonably related to the educational mission;
- Goods and services offered only to students, employees or guests which cannot be provided by private enterprise at the same or lower cost;
- Use of vehicles for charter trips offered to the public, full- or part-time, or temporary students;
- Goods and services which are not otherwise available in the quantity or quality required by the school district;
- Telecommunications other than radio or television stations;
- Sponsoring or providing facilities for fitness and recreation;
- Food service and sales; and,
- Sale of books, records, tapes, software, educational equipment, and supplies.

It is the responsibility of the superintendent to bring to the board's attention additional sources of revenue for the school district.

Legal Reference: Iowa Code §§ 12C; 23A; 257.2; 279.8; 282.2, .6, .24; 291.12, ~~13~~; 297.9-.12, .22; 301.1 ~~(2009)~~.

Cross Reference: 701.2 Depository of Funds
703 Budget
803 Selling and Leasing
905 Use of School District Facilities & Equipment

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

704.2 DEBT MANAGEMENT POLICY

DEBT LIMITS

Credit Ratings

The school district seeks to maintain the highest possible credit ratings for all categories of short- and long-term debt that can be achieved without compromising the delivery of services and the achievement of adopted objectives. The school district recognizes that external economic, natural, or other events may from time to time affect the creditworthiness of its debt. Nevertheless, the school district is committed to ensuring that actions within their control are prudent.

Debt Limits

For general obligation debt, the school district's outstanding debt limit shall be no more than five percent (5%) of the actual value of property within the school district's boundaries, as prescribed the Iowa constitution and statutory restrictions.

For revenue debt, the school district's goal is to provide adequate debt service coverage of at least 1.20 times the annual debt service costs.

In accordance with Iowa law, the school district may not act as a conduit issuer or issue municipal securities to raise capital for revenue-generating projects where the funds generated are used by a third party ("conduit borrower") to make payments to investors.

PURPOSES AND USES OF DEBT

Capital Planning

To enhance creditworthiness and prudent financial management, the school district is committed to systematic capital planning, intergovernmental cooperation and coordination and long-term financial planning.

Capital Financing

The school district may issue long-term debt for capital projects as authorized by Iowa law, which include, but are not limited to, the costs of planning, design, land acquisition, buildings, permanent structures, attached fixtures or equipment, and movable pieces of equipment. Capitalized interest may be included in sizing any capital project debt issue. The types of debt instruments to be used by the school district include:

- General Obligation Bonds
- General Obligation Capital Loan Notes
- Bond Anticipation Notes
- Revenue Anticipation Notes
- School Infrastructure Sales, Services and Use Tax Revenue Bonds
- Lease Purchase Agreements, including Certificates of Participation

Working Capital Financing

The school district may issue debt for working capital for operations after cash flow analysis has determined that there is a mismatch between available cash and cash outflows. The school district shall strive to repay working capital debt by the end of the fiscal year in which the debt was incurred. A Working Capital Reserve may be included in sizing any working capital debt issue.

Refundings

Periodic reviews of all outstanding debt will be undertaken to determine if refunding opportunities exist. Refunding will be considered (within federal tax law restraints) if and when there is a net economic benefit of the refunding or

if the refunding is otherwise in the best interests of the school district, such as to release restrictive bond covenants which affect the operations and management of the school district.

In general, advance refundings for economic savings will be undertaken when a net present value savings exceeds three percent of the refunded debt can be achieved. Current refundings, which produce a new present value savings of less than three percent will be considered on a case by case basis taking into consideration bond covenants and general conditions. Refundings with negative savings will not be considered unless there is a compelling public policy objective for doing so.

DEBT STANDARDS AND STRUCTURE

Length of Debt

Debt will be structured for the shortest period consistent with a fair allocation of costs to current and future beneficiaries or users. Long-term debt will not be issued for periods exceeding the useful life or average useful lives of the project or projects to be financed. All debt issued will adhere to state and federal law regarding the length of time the debt may be outstanding.

Debt Structure

Debt will be structured to achieve the lowest possible net cost to the school district given market conditions, the urgency of the capital project, the type of debt being issued, and the nature and type of repayment source. To the extent possible, the school district will design the repayment of its overall debt to rapidly recapture its credit capacity for future use.

Generally, the school district will only issue fixed-rate debt. In very limited circumstances, the school district may issue variable rate debt, consistent with the limitations of Iowa law and upon a finding of the board that the use of fixed rate debt is not in the best interest of the school district and a statement of the reasons for the use of variable rate debt.

All debt may be structured using discount, par or premium coupons, and as serial or term bonds or notes, or any combination thereof, consistent with Iowa law. The school district should utilize the coupon structure that produces the lowest True Interest Cost (TIC) taking into consideration the call option value of any callable maturities.

The school district will strive to structure their debt in sinking fund installments for each debt issue that achieves, as nearly as practicable, level debt service within an issue or overall debt service within a particular classification of debt.

Derivatives (including, but not limited to, interest rate swaps, caps, collars, corridors, ceiling and floor agreements, forward agreements, float agreements, or other similar financing arrangements), zero-coupon or capital appreciation bonds are not allowed to be issued consistent with State law.

Decision Analysis to Issue Debt

Whenever the school district is contemplating the issuance of debt, information will be developed concerning the following four categories commonly used by rating agencies assessing the school district's credit worthiness, listed below.

Debt Analysis – Debt capacity analysis; purpose for which debt is proposed to be issued; debt structure; debt burden; debt history and trends; and adequacy of debt and capital planning.

Financial Analysis – Stability, diversity, and growth rates of tax or other revenue sources; trend in assessed valuation and collections; current budget trends; appraisal of past revenue and expenditure trends; history and

long-term trends of revenues and expenditures; evidence of financial planning; adherence to GAAP; audit results; fund balance status and trends in operating and debt funds; financial monitoring systems and capabilities; and cash flow projections.

Governmental and Administrative Analysis – Government organization structure; location of financial responsibilities and degree of control; adequacy of basic service provision; intergovernmental cooperation/conflict and extent of duplication; and overall planning efforts.

Economic Analysis – Geographic and location advantages; population and demographic characteristics; wealth indicators; types of employment, industry and occupation; housing characteristics; new construction; evidences of industrial decline; and trend of the economy.

DEBT ISSUANCE

Credit Enhancement

Credit enhancements (i.e., bond insurance, etc.) may be used but only when the net debt service on the debt is reduced by more than the costs of the credit enhancement.

Costs and Fees

All costs and fees related to issuing the debt will be paid out of debt proceeds and allocated across all projects receiving proceeds of the debt issue.

Method of Sale

Generally, all school district debt will be sold through a competitive bidding process. Bids will be awarded on a TIC basis providing other bidding requirements are satisfied.

The school district may sell debt using a negotiated process in extraordinary circumstances when the complexity of the issue requires specialized expertise, when the negotiated sale would result in substantial savings in time or money, or when market conditions of school district credit are unusually volatile or uncertain.

Professional Service Providers

The school district will retain external bond counsel for all debt issues. All debt issued by the school district will include a written opinion by bond counsel affirming that the school district is authorized to issue the debt, stating that the school district has met all Iowa constitutional and statutory requirements necessary for issuance and determining the debt's federal income tax status. The bond counsel retained must have comprehensive municipal debt experience and a thorough understanding of Iowa law as it relates to the issuance of the particular debt.

The school district will retain an independent financial advisor. The financial advisor will be responsible for structuring and preparing all offering documents for each debt issue. The financial advisor retained will have comprehensive municipal debt experience, experience with diverse financial structuring and pricing of municipal securities.

The treasurer shall have the authority to periodically select other service providers (e.g., escrow agents, verification agents, trustees, arbitrage consultants, rebate specialist, etc.) as necessary to meet legal requirements and minimize net debt costs. These services can include debt restructuring services and security or escrow purchases.

Compensation for bond counsel, financial advisor and other service providers will be as economical as possible and consistent with industry standards for the desired qualification levels.

DEBT MANAGEMENT

Investment of Debt Proceeds

The school district shall invest all proceeds received from the issuance of debt separate from the school district's consolidated cash pool unless otherwise specified by the authorizing bond resolution or trust indenture. Investments will be consistent with those authorized by Iowa law and the school district's Investment Policy to maintain safety of principal and liquidity of the funds.

Arbitrage and Record Keeping Compliance

The treasurer shall maintain a system of record-keeping reporting and compliance procedures with respect to all federal tax requirements which are currently, or may become applicable through the lifetime of all tax-exempt or tax credit bonds.

Federal tax compliance, record-keeping reporting and compliance procedures shall include not shall not be limited to:

- 1) post-issuance compliance procedures (including proper use of proceeds, timely expenditure of proceeds, proper use of bond financed property, yield restriction and rebate, and timely return filing);
- 2) proper maintenance of records to support federal tax compliance;
- 3) investments and arbitrage compliance;
- 4) expenditures and assets;
- 5) private business use; and
- 6) designation of primary responsibilities for federal tax compliance of all bond financings.

Financial Disclosure

The school district is committed to full and complete financial disclosure, and to cooperating fully with rating agencies, institutional and individual investors, other levels of government, and the general public to share comprehensible and accurate financial information. The school district is dedicated to meeting secondary disclosure requirements on a timely and comprehensive basis, as promulgated by the Securities and Exchange Commission.

The Official Statements accompanying debt issues, Annual Audits, and Continuing Disclosure statements will meet the standards articulated by the Municipal Securities Rulemaking Board (MSRB), the Government Accounting Standards Board (GASB), the Securities and Exchange Commission (SEC), Generally Accepted Accounting Principles (GAAP) and the Internal Revenue Service (IRS). The treasurer shall be responsible for ongoing debt disclosure as required by any Continuing Disclosure Certificate for any debt issue and for maintain compliance with disclosure standards promulgated by state and federal regulatory bodies.

Legal Reference Iowa Code §§ 74-76; 278.1; 298; 298A-~~(2013)~~.

Cross Reference: 701 Financial Accounting System
704 Revenue

Approved 08/08/94

Reviewed 02/16/16

Revised 03/10/14

704.2R1 POST-ISSUANCE COMPLIANCE REGULATION FOR TAX-EXEMPT OBLIGATIONS

1. Role of Compliance Coordinator/Board Treasurer

The board treasurer shall:

- a) Be responsible for monitoring post-issuance compliance;
- b) Maintain a copy of the transcript of proceedings or minutes in connection with the issuance of any tax-exempt obligations and obtain records that are necessary to meet the requirements of this regulation;
- c) Consult with bond counsel, a rebate consultant, financial advisor, IRS publications and such other resources as are necessary to understand and meet the requirements of this regulation;
- d) Seek out training and education to be implemented upon the occurrence of new developments in the area and upon the hiring of new personnel to implement this regulation.

2. Financing Transcripts' Filing and Retention

The board treasurer shall confirm the proper filing of an IRS 8038 Series return and maintain a transcript of proceedings and minutes for all tax-exempt obligations issued by the school district including, but not limited to, all tax-exempt bonds, notes and lease-purchase contracts. Each transcript shall be maintained until 11 years after the tax-exempt obligation documents have been retired. The transcript shall include, at a minimum:

- a) Form 8038;
- b) Minutes, resolutions and certificates;
- c) Certifications of issue price from the underwriter;
- d) Formal elections required by the IRS;
- e) Trustee statements;
- f) Records of refunded bonds, if applicable;
- g) Correspondence relating to bond financings; and
- h) Reports of any IRS examinations for bond financings.

3. Proper Use of Proceeds

The board treasurer shall review the resolution authorizing issuance for each tax-exempt obligation issued by the school district and the school district shall:

- a) Obtain a computation of the yield on such issue from the school district's financial advisor;
- b) Create a separate Project Fund (with as many sub-funds as shall be necessary to allocate proceeds among the projects being funded by the issue) into which the proceeds of issue shall be deposited;
- c) Review all requisitions, draw schedules, draw requests, invoices and bills requesting payment from the Project Fund;
- d) Determine whether payment from the Project Fund is appropriate and, if so, make payment from the Project Fund (and appropriate sub-fund, if applicable);
- e) Maintain records of the payment requests and corresponding records showing payment;
- f) Maintain records showing the earnings on, and investment of, the Project Fund;
- g) Ensure that all investments acquired with proceeds are purchased at fair market value;
- h) Identify bond proceeds or applicable debt service allocations that must be invested with a yield-restriction and monitor the investments of any yield-restricted funds to ensure that the yield on such investments do not exceed the yield to which such investments are restricted;
- i) Maintain records related to any investment contracts, credit enhancement transactions and the bidding of financial products related to the proceeds.

4. Timely Expenditure and Arbitrage/Rebate Compliance

The board treasurer shall review the Tax-Exemption Certificate (or equivalent) for each tax-exempt obligation issued by the school district and the expenditure records provided in Section 2 of this regulation, above and shall:

- a) Monitor and ensure that proceeds of each such issue are spent within the temporary period set forth in such certificate;
- b) Monitor and ensure that the proceeds are spent in accordance with one or more of the applicable exceptions to rebate as set forth in such certificate if the school district does not meet the "small issuer" exception for said obligation;
- c) Not less than 60 days prior to a required expenditure date, confer with bond counsel and a rebate consultant, if the school district will fail to meet the applicable temporary period or rebate exception expenditure requirements of the Tax-Exemption Certificate. In the event the school district fails to meet a temporary period or rebate exception:
 1. Procure a timely computation of any rebate liability and, if rebate is due, file a Form 8038-T and arrange for payment of such rebate liability;
 2. Arrange for timely computation and payment of yield reduction payments (as such term is defined in the Code and Treasury Regulations), if applicable.

5. Proper Use of Bond Financed Assets

The board treasurer shall:

- a) Maintain appropriate records and a list of all bond financed assets. Such records shall include the actual amount of proceeds (including investment earnings) spent on each of the bond financed assets;
- b) Monitor and confer with bond counsel with respect to all proposed bond financed assets;
 1. management contracts;
 2. service agreements;
 3. research contracts;
 - ~~4.~~ naming rights;
 - ~~4-5.~~ contracts;
 - ~~5-6.~~ leases or sub-leases;
 - ~~6-7.~~ joint venture, limited liability or partnership arrangements;
 - ~~7-8.~~ sale of property; or
 - ~~8-9.~~ any other change in use of such asset.
- c) Maintain a copy of the proposed agreement, contract, lease or arrangement, together with the response by bond counsel with respect to said proposal for at least three years after retirement of all tax-exempt obligations issued to fund all or any portion of bond financed assets; and
- d) Contact bond counsel and ensure timely remedial action under IRS Regulation Sections 1.141-12 in the event the school district takes an action with respect to a bond financed asset, which causes the private business tests or private loan financing test to be met.

6. General Project Records

For each project financed with tax-exempt obligations, the board treasurer shall maintain, until three years after retirement of the tax-exempt obligations or obligations issued to refund those obligations, the following:

- a) Appraisals, demand surveys or feasibility studies;
- b) Applications, approvals and other documentation of grants;
- c) Depreciation schedules;
- d) Contracts respecting the project.

7. Advance Refundings

The board treasurer shall be responsible for the following current, post issuance and record retention procedures with respect to advance refunding bonds. The board treasurer shall:

- a) Identify and select bonds to be advance refunded with advice from internal financial personnel and a financial advisor;
- b) Identify, with advice from the financial advisor and bond counsel, any possible federal tax compliance issues prior to structuring any advance refunding;
- c) Review the structure with the input of the financial advisor and bond counsel, of advance refunding issues prior to the issuance to ensure (i) that the proposed refunding is permitted pursuant to applicable federal tax requirements if there has been a prior refunding of the original bond issue; (ii) that the proposed issuance complies with federal income tax requirements which might impose restrictions on the redemption date of the refunded bonds; (iii) that the proposed issuance complies with federal income tax requirements which allow for the proceeds and replacement proceeds of an issue to be invested temporarily in higher yielding investments without causing the advance refunding bonds to become "arbitrage bonds"; and (iv) that the proposed issuance will not result in the issuer's exploitation of the difference between tax exempt and taxable interest rates to obtain a financial advantage nor overburden the tax exempt market in a way that might be considered an abusive transaction for federal tax purposes;
- d) Collect and review data related to arbitrage yield restriction and rebate requirements for advance refunding bonds. To ensure such compliance, the board treasurer shall engage a rebate consultant to prepare a verification report in connection with the advance refunding issuance. Said report shall ensure said requirements are satisfied;
- e) Whenever possible, purchase State and Local Government Series (SLGS) to size each advance refunding escrow. The financial advisor shall be included in the process of subscribing SLGS. To the extent SLGS are not available for purchase, the Board treasurer shall, in consultation with bond counsel and the financial advisor, comply with IRS regulations;
- f) Ensure, after input from bond counsel, compliance with any bidding requirements set forth by the IRS regulations to the extent as issuer elects to the purchase of a guaranteed investment contract;
- g) In determining the issue price for any advance refunding issuance, obtain and retain issue price certification by the purchasing underwriter at closing;
- h) After the issuance of an advance refunding issue, ensure timely identification of violations of any federal tax requirements and engage bond counsel in attempt to remediate same in accordance with IRS regulations.

8. Continuing Disclosure

The board treasurer shall assure compliance with each continuing disclosure certificate and annually, per continuing disclosure agreements, file audited annual financial statements and other information required by each continuing disclosure agreement. The board treasurer will monitor material events as described in each continuing disclosure agreement and assure compliance with material event disclosure. Events to be reported shall be reported promptly, but in no event not later than 10 business days after the day of the occurrence of the event. Currently, such notice shall be given in the event of:

- a) Principal and interest payment delinquencies;
- b) Non-payment related defaults, if material;
- c) Unscheduled draws on debt service reserves reflecting financial difficulties;
- d) Unscheduled draws on credit enhancements relating to the bonds reflecting financial difficulties;
- e) Substitution of credit or liquidity providers, or their failure to perform;
- f) Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notice of Proposed Issue (IRS Form 5701-TEB), or other material notices, or determinations

with respect to the tax-exempt status of the bonds, or material events affecting the tax-exempt status of the bonds;

- g) Modifications to rights of Holders of the Bonds, if material;
- h) Bond calls (excluding sinking fund mandatory redemptions), if material and tender offers;
- i) Defeasances of the bonds;
- j) Release, substitution, or sale of property securing repayment of the bonds, if material;
- k) Rating changes on the bonds;
- l) Bankruptcy, insolvency, receivership or similar event of the Issuer;
- m) The consummation of a merger, consolidation, or acquisition involving the Issuer or the sale of all or substantially all of the assets of the Issuer, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material; and
- n) Appointment of a successor or additional trustee or the change of name of a trustee, if material.

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

<http://www.irs.gov/taxexemptbond/article/0,,id=243503,00.html>

Cross Reference: 704 Revenue
 707 Fiscal Reports

Approved 03/10/14

Reviewed 02/16/16

Revised 03/10/14

704.3 INVESTMENTS

School district funds in excess of current needs are invested in compliance with this policy. The goals of the school district's investment portfolio in order of priority are:

- To provide safety of the principal;
- To maintain the necessary liquidity to match expected liabilities; and
- To obtain a reasonable rate of return.

In making investments, the school district will exercise the care, skill, prudence and diligence under the circumstances then prevailing that a prudent person acting in a like capacity and familiar with such matters would use to meet the goals of the investment program.

School district funds are monies of the school district, including operating funds. "Operating funds" of the school district are funds which are reasonably expected to be used during a current budget year or within fifteen months of receipt. When investing operating funds, the investments must mature within three hundred and ninety-seven days or less. If, during the current budget year an amount of public funds will exceed operating funds by at thirty-three percent, the amount of public funds that exceed operating funds by greater than thirty-three percent may be invested in certificates of deposit at federally insured depository institutions which mature within sixty-three months or less, in accordance with state and federal laws. When investing funds other than operating funds, the investments must mature according to the need for the funds.

The board authorizes the treasurer to invest funds in excess of current needs in the following investments.

- Interest bearing savings, money market, and checking accounts at the school district's authorized depositories;
- Iowa Schools Joint Investment Trust Program (ISJIT);
- Obligations of the United States government, its agencies and instrumentalities; and,
- Certificates of deposit and other evidences of deposit at federally insured Iowa depository institutions.

It is the responsibility of the treasurer to oversee the investment portfolio in compliance with this policy and the law.

It is the responsibility of the treasurer to bring a contract with an outside person to invest school district funds, to advise on investments, to direct investments, to act in a fiduciary capacity or to perform other services to the board for review and approval. The treasurer will also provide the board with information about and verification of the outside person's fiduciary bond. Contracts with outside persons will include a clause requiring the outside person to notify the school district within thirty days of any material weakness in internal structure or regulatory orders or sanctions against the outside person regarding the services being provided to the school district and to provide the documents necessary for the performance of the investment portion of school district audit. Contracts with The compensation of the outside persons will not be based on the performance of the investment portfolio.

The treasurer is responsible for reporting to and reviewing with the board at its regular meetings the investment portfolio's performance, transaction activity and current investments including the percent of the investment portfolio by type of investment and by issuer and maturities. The report will also include trend lines by month over the last year and year-to-year trend lines regarding the performance of the investment portfolio. It will also be the responsibility of the treasurer to obtain the information necessary to ensure that the investments and the outside persons doing business with the school district meet the requirements outlined in this policy.

It is the responsibility of the superintendent to deliver a copy of this policy to the school district's depositories, auditor and outside persons doing investment business with the school district.

It will also be the responsibility of the superintendent, in conjunction with the treasurer, to develop a system of investment practices and internal controls over the investment practices. The investment practices are designed to prevent losses, to document the officers' and employees' responsibility for elements of the investment process and address the capability of the management.

Legal Reference: Iowa Code §§ 11.2, .6; 12.62; 12B.10, 10A; 12C; 22.1, .14; 28E.2; 257; 279.29; 283A; 285; 502.701; 633.123 ~~(2009)~~.

Cross Reference: 206.43 ~~Secretary~~ Treasurer
704 Revenue

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

Code No. 704.4

704.4 GIFTS - GRANTS - BEQUESTS

The board believes gifts, grants, and bequests to the school district may be accepted when they will further the interests of the school district. The board will have sole authority to determine whether the gift furthers the interests of the school district.

Gifts, grants, and bequests are approved by the board. Once it has been approved by the board, a board member or the superintendent may accept the gift on behalf of the school district.

Gifts, grants, and bequests once accepted on behalf of the school district become the property of the school district. Gifts, grants, and bequests are administered in accordance with terms, if any, agreed to by the board.

Legal Reference: Iowa Code §§ 279.42; 565.6-~~(2009)~~.

Cross Reference: 221 Gifts to Board of Directors
402.4 Gifts to Employees
508.1 Class or Student Group Gifts

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

704.5 STUDENT ACTIVITIES FUND

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 building principal. 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 ~~board secretary~~ School Business Official 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.

Legal Reference: Iowa Code §§ ~~11.23~~-279.8 (2009).

Cross Reference: 504 Student Activities
701 Financial Accounting System

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

704.6 ONLINE FUNDRAISING CAMPAIGNS – CROWDFUNDING

The Shenandoah Community School District Board of Education believes online fundraising campaigns, including crowdfunding campaigns, may further the interests of the district. Any person or entity acting on behalf of the district and wishing to conduct an online fundraising campaign for the benefit of the district shall begin the process by seeking prior approval from the Superintendent. Money or items raised by an online fundraising campaign will be the property of the district only upon acceptance by the board, and will be used only in accordance with the terms for which they were given, as agreed to by the board.

Approval of requests shall depend on factors including, but not limited to:

- Compatibility with the district’s educational program, mission, vision, core values, and beliefs;
- Congruence with the district and school goals that positively impact student performance;
- The district’s instructional priorities;
- The manner in which donations are collected and distributed by the crowdfunding platform;
- Equity in funding; and
- Other factors deemed relevant or appropriate by the district.

If approved, the requestor shall be responsible for preparing all materials and information related to the online fundraising campaign and keeping district administration apprised of the status of the campaign.

The requestor is responsible for compliance with all state and federal laws and other relevant district policies and procedures. All items and money generated are subject to the same controls and regulations as other district property and shall be deposited or inventoried accordingly. No money raised or items purchased shall be distributed to individual employees.

NOTE: Online fundraising campaigns have become an increasingly popular mechanism for individual educators to raise money. “Crowdfunding” can be defined as, the use of small amounts of capital from a large number of individuals to finance a project, business venture, or to fundraise for a specific cause or charity. For examples of organizations dedicated to crowdfunding for education please visit:

- ***DonorsChoose.org, an organization with a mission to empower “public school teachers from across the country to request much-needed materials and experiences for their students.”***
- ***AdoptAClassroom.org, an organization with a mission to give “teachers a hand by providing needed classroom materials so that students can succeed.”***

Legal Reference: Iowa Code §§ 279.8; 279.42; 565.6.

Cross Reference: 508.1 Class or Student Group Gifts
504.6 Student Fundraising
704.4 Gifts – Grants – Bequests
904.2 Advertising and Promotion

Approved _____ Reviewed _____ Revised _____

705.1 PURCHASING – BIDDING

The board supports economic development in Iowa, particularly in the school district community. As permitted by law, purchasing preference will be given to Iowa goods and services from locally-owned businesses located within the school district or Iowa based companies if the cost and other considerations are relatively equal and meet the required specifications. However, purchases by the school district will be made in Iowa for Iowa goods and services from a locally-owned business located within the school district or from an Iowa-based company which offers these goods or services if the cost and other considerations are relatively equal and they meet the required specifications. When spending federal Child Nutrition Funds, geographical preference is allowed only for unprocessed agricultural food items as part of response evaluation. Other statutory purchasing preferences will be applied as provided by law, including goals with regard to procurement from certified targeted small businesses, minority-owned businesses, and female owned businesses.

Prior to August 15 of each year and after analyzing the school district's anticipated procurement level for the current fiscal year, the school board will set a goal of ten percent of the anticipated procurement level to be purchased from certified targeted small businesses. In determining the procurement level, the cost of utilities (heat, electricity, telephone and natural gas) and employees' costs will not be included. After the goal has been established, the superintendent will file the required Targeted Small Business Procurement form with the Department of Education by August 15.

By July 31 of each year, the superintendent will file a report with the Department of Education outlining purchases of goods and services from targeted small businesses for the previous fiscal year.

The school board and superintendent will encourage targeted small businesses which are not certified with the Department of Inspections and Appeals to become certified targeted small businesses.

Goods and Services

The board shall enter into goods and services contract(s) as the board deems to be in the best interest of the school district. It shall be the responsibility of the superintendent to approve purchases, except those authorized by or requiring direct board approval as described below or as provided by in law. The superintendent may coordinate and combine purchases with other governmental bodies to take advantage of volume price breaks. Joint purchases with other political subdivisions will be considered in the purchase of equipment, accessories or attachments with an estimated cost of \$50,000 or more.

Purchases for goods and services shall conform to the following:

- The superintendent will shall have the authority to authorize purchases without prior board approval and without competitive requests for proposals, quotations, or bids for goods and services costing under up to \$5,000 without prior board approval.
- For goods and services costing more than at least \$5,000 and less than up to \$25,000, the superintendent will shall receive proposals, quotations, or bids quote(s) of for the goods and services to be purchased prior to board approval of the board. The quotation process may be informal, and include written or unwritten quotations.
- For goods and services exceeding \$25,000, the competitive request for proposal (RFP) or competitive bid process shall be used and received prior to board approval. RFPs and bids are formal, written submissions via sealed process. Competitive sealed bids are required for purchases, other than emergency purchases, for goods and services that cost \$25,000 or more, including school buses.

When using federal Child Nutrition funds to purchase goods and services, dollars spent annually must be estimated. It is acceptable to categorize (e.g. groceries, milk, produce, small equipment, large equipment, supplies, and chemicals). A formal sealed bid procurement process is required when annual spending in the category exceeds

~~§25,000 annually. An informal process is used for all other purchases under the threshold annually. Documentation of informal procurement activity is kept on file.~~

~~The purchase will be made from the lowest responsible bidder based upon total cost considerations including, but not limited to, the cost of the goods and services being purchased, availability of service and/or repair, delivery date, the targeted small business procurement goal and other factors deemed relevant by the board.~~

~~The board and the superintendent will have the right to reject any or all bids, or any part thereof, and to re-advertise. If it is determined that a targeted small business which bid on the project may be unable to perform the contract, the superintendent will notify the Department of Economic Development. The board will enter into such contract or contracts as the board deems in the best interests of the school district. In the event that only one quotation or bid is submitted, the board may proceed if the quotation or bid meets the contract award specifications.~~

~~The contract award shall be based on the total cost considerations including, but not limited to the following:~~

- ~~• The cost of the goods and services being purchased;~~
- ~~• Availability of service and/or repair;~~
- ~~• The targeted small business procurement goal and other statutory purchasing preferences; and~~
- ~~• Other factors deemed relevant by the board.~~

~~The board may elect to exempt certain professional services contracts from the thresholds and procedures outlined above.~~

~~The thresholds and procedures related to purchases of goods and services do not apply to public improvement projects.~~

Public Improvements

~~The board shall enter into public improvement contract(s) as the board deems to be in the best interest of the school district. 'Public improvement' means "a building or construction work which is constructed under the control of a governmental entity and for which either of the following applies: (1) has been paid for in whole or in part with funds of the governmental entity, (2) a commitment has been made prior to construction by the governmental entity to pay for the building or construction work in whole or in part with funds of the governmental entity. This includes a building or improvement constructed or operated jointly with any public or private agency."~~

~~The district shall follow all requirements, timelines, and processes detailed in Iowa law related to public improvement projects. The thresholds regarding when competitive bidding or competitive quotations is required will be followed. Competitive bidding is required for public improvement contracts exceeding the minimum threshold stated in law. Competitive quotations are required for public improvement projects that exceed the minimum threshold amount stated in law, but do not exceed the minimum set for competitive bidding. The board shall approve competitive bids and competitive quotes. If the total cost of the public improvement does not warrant either competitive bidding or competitive quotations, the district may nevertheless proceed with either of these processes, if it so chooses.~~

~~The award of all contracts for the public improvement shall be awarded to the lowest responsive, responsible bidder. In the event of an emergency requiring repairs to a school district facility that exceed bidding and quotation thresholds, please refer to board policy 802.3 – Emergency Repairs.~~

~~The district shall comply with all federal and state laws and regulations required for procurement, including the selection and evaluation of contractors. The superintendent or designee is responsible for developing an administrative process to implement this policy, including, but not limited to, procedures related to suspension and debarment for transactions subject to those requirements.~~

Legal Reference: Iowa Code §§ ~~18.6(9); 23A26~~; 28E-~~20~~; 72-~~3~~; 73; 73A; 285-~~10(3)~~,~~10(7)297~~; 301-~~(2005)~~.
261 I.A.C. 54.
281 I.A.C. 43.25.
~~481 I.A.C. 25.~~
~~1984 Op. Atty Gen. 115.~~
~~1974 Op. Atty Gen. 171.~~

Cross Reference: 705 Expenditures
801.5 Site Acquisition
802 Maintenance, Operation and Management
802.3 Emergency Repairs
803 Selling and Leasing

Approved 08/08/94

Reviewed 02/16/16

Revised 11/14/11

705.1R1 SUSPENSION AND DEBARMENT OF VENDORS AND CONTRACTORS PROCEDURE

In connection with transactions subject to federal suspension and debarment requirements, the district is generally prohibited from entering into transactions with parties that are debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities.

When soliciting bids or otherwise preparing to enter into such a transaction, the superintendent or designee shall use at least one of the following verification methods to ensure that any parties to the transaction are not suspended or debarred prior to committing to any sub-award, purchase, or contract:

- (1) Obtaining a certification of a party's compliance with the federal suspension and debarment requirements in connection with any application, bid, or proposal;
- (2) Requiring compliance with the federal suspension and debarment requirements as an express condition of any sub-award, purchase, or contract in question; or
- (3) Prior to committing to any sub-award, purchase, or contract, check the online federal System for Award Management to determine whether the relevant party is subject to any suspension or debarment restrictions.

Approved _____ Reviewed _____ Revised _____

Code No. 705.2

705.2 PURCHASING ON BEHALF OF EMPLOYEES

Generally, the school district will not purchase items on behalf of employees. The school district may in unusual and unique circumstances do so. It is within the discretion of the board to determine when unique and unusual circumstances exist.

No purchase is made unless the employee has paid the school district prior to the order being placed and the employee has agreed to be responsible for any taxes or other expenses due.

Legal Reference: Iowa Code § 279.8 ~~(2009)~~.

Cross Reference: 703 Budget

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

Code No. 705.3

705.3 REQUISITIONS AND PURCHASE ORDERS

Supplies, equipment, and services may only be approved for purchase by the superintendent. Requisition for supplies, equipment, and services shall be made by employees to their immediate supervisor. Only those purchases approved by the superintendent shall be processed by the school district.

The superintendent may authorize a procedure for the purchase of small, emergency items, usually at a cost of \$500 or less.

Legal Reference: Iowa Code § 279.8 (2009).

Cross Reference: 705 Expenditures

Approved 08/08/94

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Revised 05/09/11

Code No. 705.4

705.4 RECEIVING GOODS AND SERVICES

To assure goods and services procured by the school district are properly accounted for and are of the quality and type ordered, goods will be received by the board secretary. Goods and services which do not meet the requirements specified in the purchase order or contract will not be paid for or accepted.

If goods must be delivered to and received by someone other than the board secretary, it shall be the responsibility of that person to inform the board secretary, to assure the goods and services are properly accounted for, and to ensure they are of the quality and type ordered.

Legal Reference: Iowa Code § 279.8 (2009).

Cross Reference: 705 Expenditures

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

705.5 PAYMENT FOR GOODS AND SERVICES

The board authorizes the issuance payment of claims against the school district for goods and services. The board will allow the payment after the goods and services have been received and accepted in compliance with board policy.

The board authorizes the board secretary, upon approval of the superintendent, to issue payment for verified bills, for reasonable and necessary expenses, when the board is not in session. The board secretary will examine the claims and verify bills. The board will approve the bills at its next regular meeting.

The secretary will determine to the secretary's satisfaction that the claims presented to the board are in order and are legitimate expenses of the school district. It is the responsibility of the secretary to bring claims to the board.

The board president and board secretary may sign warrants by use of a signature plate or rubber stamp. If the board president is unavailable to personally sign warrants, the vice president may sign warrants on behalf of the president.

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

Legal Reference: Love v. City of Des Moines, 210 Iowa 90, 230 N.W. 373 (1930).
Iowa Code §§ 279.8, .29, .30, .36; 291.12; 721.2(5) ~~(2009)~~.
281 I.A.C. 12.3(1).
~~1980 Op. Att'y Gen. 102, 160, 720.~~
~~1976 Op. Att'y Gen. 69.~~
~~1972 Op. Att'y Gen. 130, 180, 392, 456, 651.~~
~~1936 Op. Att'y Gen. 375.~~

Cross Reference: 705 Expenditures

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

Code No. 705.5R1

705.5R1 PAYMENT FOR GOODS AND SERVICES REGULATION

The board secretary may pay bills for approved registrations, claims offering a discount for early payment, approved travel expenses, approved goods and services delivered C.O.D. and other verified bills filed with the secretary when the board is not in session prior to payment of these claims and prior to audit and approval by the board.

For bills and claims to be paid prior to board approval the board secretary shall:

- Examine claims and verify the bills
- Receive approval of the superintendent to pay bills
- Notify Board President of bills prior to being paid

The secretary and the board president may sign checks by use of a signature plate or rubber stamp. If personal signatures are used, the board vice-president may sign checks in the absence of the board president.

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Code No. 705.6

705.6 UNPAID WARRANTS

Generally, the board shall authorize claims to be paid only when sufficient revenue is available for such claims. The board may authorize the payment of claims for which insufficient funds are available.

When the board deems it necessary to authorize warrants without sufficient funds available, stamped warrants or anticipatory warrants may be authorized.

It shall be the responsibility of the board secretary to issue anticipatory warrants when needed.

Legal Reference: Iowa Code chs. 74; 74A (2009).

Cross Reference: 705 Expenditures

Approved 08/08/94

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Revised 05/09/11

Code No. 705.7

705.7 PETTY CASH

A petty cash fund shall be maintained by the school district in each building's administrative office for incidental expenditures from the petty cash fund.

Legal Reference: Iowa Code § 279.8 (2009).

Cross Reference: 702 Cash in School Buildings
705 Expenditures

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

705.8 EXPENDITURES FOR PUBLIC PURPOSE

Public Purpose

~~The Iowa Constitution requires District funds are to be expended only for legitimate public purposes and not for private personal gain for which services of comparable value have not been rendered to the District.~~

~~The Board of Directors recognizes and supports the principle that school District all funds received by the District are considered public funds, and as such, are to should be used to further a public purpose and the overall educational mission of the school community, expended only for legitimate public purposes and not for private personal gain for which services of comparable value have not been rendered to the District. The district is committed to managing and spending public funds in a transparent and responsible manner. Prior to making a purchase with public funds, an individual should be comfortable defending the purchase/reimbursement to the taxpayers in the district. If the individual is uncomfortable doing so, the purchase may not fulfill a public purpose and additional guidance should be sought before the purchase is made. The Board of Directors, therefore, believes it is important to designate those expenditures for officers, directors, employees, and volunteers, which are in addition to salaries and benefits authorized and/or specified in policy or contract and legitimate expense reimbursements which serve a legitimate public purpose.~~

~~Individuals who have concerns about the public purpose of a purchase or reimbursement should utilize the district's Internal Controls policy and regulation as a resource for questioning a purchase. Concerns should be reported to the superintendent and/or the board president.~~

~~The superintendent shall develop a process for approving expenditures of public funds. The board will review expenditures and applicable reports as necessary to ensure proper oversight of the use of public funds. To the extent possible, expenditures shall be pre-approved by the district prior to expending the funds. Purchases of food and refreshment for district staff, even within district, should comply with the district's Employee Travel Compensation policy, and all other applicable policies. All purchases/reimbursements shall comply with applicable laws, board policies and district accounting requirements.~~

~~Additional guidance regarding appropriate expenditures of school funds is provided in the regulation accompanying this policy.~~

~~**NOTE: All use of public funds should directly serve a public purpose in a clear and transparent manner. Districts should consider what purchasing and reimbursement flexibility is needed for their district and apply all restrictions equally.**~~

~~Expenditures of District funds for District officers, directors, employees, and volunteers for the following purposes or such similar purchases, are commonly granted benefits for employees and volunteers in public and private organizations which aid in recruitment of personnel, promote improvement of staff morale and cooperation, and assist in building a commitment to the District, thus assisting in creating a more productive learning environment. These types of general expenditures are listed below~~

- ~~1. Mementoes for employee recognition for service to the District~~
- ~~2. Retirement appreciation function to recognize retiring employees~~
- ~~2. Recognition item upon the retirement of an employee~~
- ~~2. Recognition item upon the end of service by a Board member~~
- ~~2. Volunteer appreciation~~
- ~~2. Food items and refreshments for Board members and staff during Board meetings and/or work sessions~~
- ~~2. Food items and refreshments for Board committees or superintendent committees during meeting~~

District awards or tokens of recognition shall be determined by the School Board and/or the Superintendent or designee in advance and shall be paid for with "central" District funds under the control of the Superintendent or designee.

Examples of Appropriate and Inappropriate Use of Public Monies

This section identifies specific practices and procedures to be followed by all District employees when using public funds. The following list is intended to provide examples and may not be all-inclusive.

~~— Food and Refreshments~~

~~— Alcohol~~

~~The purchase of alcohol is never an acceptable use of public monies.~~

~~— Meetings and Conferences~~

~~Meals and snacks are normally a personal expense. Any meal or snack paid for with public funds must be a part of employment duties.~~

~~Meals and snacks can be paid for with public funds if:~~

- ~~— The meeting is four (4) hours or more and separate breaks would be disruptive to the meeting objectives.~~
- ~~— The meeting is a breakfast, lunch or dinner meeting where the meeting is shorter than four hours in duration and attendance during meal time(s) is a requirement of an employee's job duties.~~

Code No. 705.8

Page 2 of 4

~~The number of District employees in attendance for this meeting where food is provided must be noted on the receipt. All food receipts must be itemized—this includes catered meals.~~

~~— Coffee and Beverages~~

~~Coffee and other beverages are normally a personal expense. A voluntary collection can be made from those who desire to have coffee and other beverages in the school/department. Except for meetings and conferences (Item B), public areas (Item G), and School Board meetings (Item H), coffee and beverages shall not be purchased with public funds.~~

~~— Employee Break Room Supplies~~

~~Public funds should not be used to stock supplies such as plastic ware and paper products in employee break rooms. A voluntary collection can be made from those who desire to have such supplies.~~

~~— Individual Receptions~~

~~Receptions for individual employees should never be paid from public funds. This includes retirement dinners, staff meals, welcome aboard receptions, and similar gatherings where food and/or refreshments may be served. Voluntary collections can be taken from those attending such gatherings.~~

~~— Acceptance Occasions~~

~~The School Board and/or Superintendent may determine that the serving of food or refreshments is appropriate for~~

selected occasions. The annual retirement reception for all District employees is one example as a way to show general appreciation and increase staff morale.

— Public Areas

In some cases, a building or part of a building is routinely open to the public for conducting District business. The Superintendent's Office and school principals' offices are such locations.

Having refreshments of nominal value available to members of the public, such as coffee and other nominal snacks/beverages, are considered a courtesy and are authorized in these specific locations.

— School Board Meetings

The School Board meets at a time that is intended to be convenient for the general public. Meetings routinely span the normal dinner hour. Serving meals of reasonable value to Board members and staff required to attend Board meetings is considered an appropriate expense to maintain convenient meeting times for the public and ensure efficiently run meetings by avoiding the need for meal breaks.

Code No. 705.8
Page 3 of 4

— Student Incentives

Incentives purchased for qualifying groups of students from public funds as a part of an initiative, program, or recognition (e.g., rewards, honor roll) shall be of nominal value and authorized by the school principal. The incentive purchases are designed to increase student morale and promote and reward exemplary behavior.

— Gifts

— Employee Gifts

Expenditures of public funds for gifts, or gift cards to staff and employees are not authorized. This includes gifts purchased for staff birthdays or other personal occasions. Voluntary collections from staff would be an acceptable way of purchasing employee gifts.

— Tokens/Clothing

The purchase of tokens of appreciation, or personal clothing (e.g., coffee mugs, pens, tote bags, T-shirts/apparel, etc.) is not authorized.

— Flowers

— Sympathy and Congratulations

The use of public funds for the purchase of flowers is restricted to the few occasions where a public expression of sympathy or congratulations has been determined by the School Board or the Superintendent to be in the best interests of the District. Personal donations can be made in lieu of flowers if requested by the family. Written expressions of condolence are encouraged for all other occasions where flowers are not appropriate.

— Individual Achievements

~~Unless they are part of the award ceremony, flowers are not appropriate for individual achievements. Graduations have been an exception to this provision.~~

~~— School Activities~~

~~Flowers/decorations purchased for proms, dances, homecomings, etc., may be purchased out of school activity funds, if authorized by the school principal.~~

~~— Awards and Recognition~~

~~— District Awards and Recognition~~

~~At times, awards or tokens of recognition are appropriate for presentation to District staff in recognition of service and/or appreciation (Example: American Education Week, National Hot Lunch Week). District awards or tokens of recognition shall be determined by the School Board and/or the Superintendent or designee in advance and shall be paid for with "central" District funds under the control of the Superintendent or designee.~~

Code No. 705.8

Page 4 of 4

~~— Break Room Equipment~~

~~Microwaves, refrigerators, coffee pots, toaster ovens and other similar equipment items may be procured with public funds for use in public reception areas and employee break rooms in order to encourage employee efficiency and improve employee morale. Otherwise, these items must be purchased with personal funds. In all instances, all fire marshal safety restrictions must be observed. These items are not authorized in classrooms and offices.~~

~~V. — Holiday Parties, Decorations and Cards~~

~~— Holiday Decorations~~

~~Office holiday decorations shall not be purchased with public funds.~~

~~— Holiday Cards~~

~~Holiday cards shall not be purchased with public funds.~~

~~— Holiday Parties~~

~~Staff holiday parties and meals are a personal expense. Voluntary collections may be taken to fund holiday events. Public funds shall not be used for holiday parties.~~

~~V. — Student Activity Funds~~

~~Student Activity Funds are public funds and are to be used to finance a program of co-curricular school activities supplementing, but not replacing, the activities provided by the District. Student Activity Funds are derived from the student body as a whole and shall be so expended in accordance with Iowa law to benefit the student body as a whole.~~

Legal References: Iowa Constitution Article III, Section 31;
Iowa Code §§ 68A.505; 279.8; 721.2(5) Code of Iowa.
281 I.A.C. 98.70

Cross References: 401.12 Employee Travel Compensation
704.1 Local-State-Federal-Miscellaneous Revenue
704.5 Student Activities Funds
705.1 Purchasing-Bidding
705.2 Purchasing on Behalf of Employees
705.5 Payment for Goods and Services
707.5 Internal Controls
905.1 Community Use of School District Facilities & Equipment

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705.8R1 USE OF PUBLIC FUNDS REGULATION

The following is a list of examples organized by activity for what is allowable, or not allowable as a purchase/reimbursement using public funds. This regulation is intended as guidance and there may be situations that are not listed here. Any questions regarding the appropriateness of an expenditure should be submitted to administration prior to expending funds.

Reimbursements to an Individual

- Use of Credit/Procurement Card: All purchases through a district-owned credit or procurement card shall be pre-approved and comply with the district's policy 401.10 – Credit and Procurement Cards.
- Mileage: Individuals who are required to travel (other than to and from work) as part of fulfilling their job duties to the district shall be reimbursed for mileage costs in accordance with the requirements stated in the district's Employee Travel Compensation policy.
- Travel accommodations: Employees who are required to travel and stay overnight as part of fulfilling their job duties to the district shall be reimbursed for costs in accordance with the requirements stated in the district's Employee Travel Compensation policy.
- Alcohol: Alcohol is a personal expense and is never allowable for purchase or reimbursement using public funds.
- Food/Refreshments: Food and refreshments are typically a personal expense. Meetings spanning meal times should be avoided when possible. When a district meeting is required to take place spanning a customary meal time, the superintendent or designee shall determine whether food and/or refreshment will be provided to employees whose presence is required during the meeting. The cost of food and refreshment for employees shall be reasonable, and when possible, a separate itemized receipt for each employee is required. If an itemized receipt is not available, approval is required by the school business official prior to reimbursement. In all cases, the names and number of employees shall be noted on the receipt.
- Apparel/Personal Items: Apparel and personal items including, but not limited to items such as t-shirts, hats, mugs, etc. provide personal benefit to individuals and are a personal expense. These items shall not be purchased or reimbursed with public funds.
- Gifts: Gift cards or gifts given to individuals are personal expenses and public funds should not be used (except for recognition/staff retirement, listed below) for these purposes. Voluntary collections from staff would be an acceptable way of purchasing gifts.
- Retirement and Recognition Gifts: Recognizing an employee or volunteer's years of dedication to educating the community and commitment to the district serves a public purpose by honoring individuals with a token gift, or honorarium, in recognition of their service. The same is true for individual awards, mementos, or items purchased in recognition of employee service to the district. These purchases may use public funds, provided the expenditures are modest and approved by the superintendent.
- Honoraria: District employees may at times receive an honorarium from an outside source as compensation for the employee's time devoted to preparing and delivering a presentation within the scope of their professional field. Honorariums may only be accepted by employees when the employee has used their personal time outside of their work for the district to prepare and deliver the presentation. If the employee uses district time or resources to prepare or deliver a presentation, any honorarium shall be given to the district.

Supplies for Public Areas

- Limited refreshments such as water and coffee may be available in public reception areas of the district including, but not limited to the central office, the building administrator's office, etc. These refreshments may be purchased with the use of public funds, as they provide light refreshment to members of the

community.

Staff Parties/Receptions

- Parties and receptions to benefit individual staff members are considered a personal expense and should not be purchased or reimbursed with public funds. This includes but is not limited to holiday parties.
- Hosting a group reception to honor all employees retiring from the district in a given school year is allowable as a public expense. Hosting a retirement reception provides a direct benefit to the community as an opportunity for the community to attend and honor the retiring employees' years of dedication and service to the district.

School/ Student Activity Banquets

- School/student activity banquets are typically a personal expense and will not be purchased or reimbursed with public funds unless the public purpose is submitted for review and pre-approved by the superintendent.

Memorial Gifts

- Memorial flowers to convey sympathy or congratulations are allowable as a public expense if they have been approved by the superintendent. Memorial cards are always appropriate.
- Memorial gifts of any sort other than flowers and a card are a personal expense.

Student Incentives

- It is within the discretion of the building principal to authorize the purchase of awards holding a nominal value to commemorate the achievements of a student or group of students. These awards should be designed to reward behavior and values that exemplify the educational and community mission of the district. Awards should not be gift cards or other monetary awards.
- Flowers and decorations for school dances held as part of the district's student activity program are an allowable expense paid out of the student activity fund, provided the purchases are approved by the building principal.

Meetings

- To the extent possible, meetings which span normal meal times should be avoided.
- Meetings of the district's board of directors and board committees are made up of individuals who volunteer a large amount of their personal time to serve the needs of the school community. These meetings are also scheduled at time most convenient for the public, and often span normal meal hours. Food and refreshment purchased for board members is an acceptable use of public funds. The service of these unpaid volunteers directly benefits the entire school community. The superintendent has discretion to purchase/reimburse reasonable expenses for providing food and refreshment to these unpaid volunteers during these meetings.

Some expenditures will be considered personal expenses regardless of the context. These include purchase or reimbursement of alcohol, and personal items not included as retirement or memorial gifts listed above.

Code No. 706.1

706.1 PAYROLL PERIODS

The payroll period for the school district is monthly. Employees are paid on the 20th day of each month. If this day is a holiday, recess, or weekend, the payroll is paid on the last working day prior to the holiday, recess or weekend.

It is the responsibility of the ~~board secretary~~ School Business Official to issue payroll to employees in compliance with this policy.

The requirements stated in the ~~Handbook~~ Master Contract between employees in a certified collective bargaining unit and the board regarding payroll periods of such employees will be followed.

Legal Reference: Iowa Code §§ ~~20.9; 91A.2(4), .3 (2009)~~

Cross Reference: 706.2 Payroll Deductions

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

706.2 PAYROLL DEDUCTIONS

Ease of administration is the primary consideration for payroll deductions, other than those required by law. Payroll deductions are made for federal income tax withholdings, Iowa income tax withholdings, social security, Medicare and the Iowa Public Employees' Retirement System (IPERS).

Employees may elect to have ~~payments amounts withheld for professional dues, district related and mutually agreed upon group insurance coverage, and/or tax sheltered annuity programs from their pay for items authorized by law, subject to agreement of the district.~~ Requests for these deductions will be made in writing to the superintendent. ~~Requests for purchase or change of tax sheltered annuities may be made once each year.~~

It is the responsibility of the superintendent to determine which additional payroll deductions will be allowed.

The requirements stated in the ~~Handbooks, Master Contract~~ between employees in a certified collective bargaining unit and the board regarding payroll deductions of such employees will be followed.

Legal Reference: Iowa Code §§ 91A.2(4), .3; 294.8-.9, ~~.15-.16; 422 (2009).~~

Cross Reference: 406.6 Licensed Employee Tax Shelter Programs
412.4 Classified Employee Tax Shelter Programs
706.1 Payroll Periods

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

706.3 PAY DEDUCTIONS

The district provides leaves of absences to allow employees to be absent from work to attend to important matters outside of the workplace. As public employers, school districts are expected to record and monitor the work that employees perform and to conform to principles of public accountability in their compensation practices.

Consistent with principles of public accountability, it is the policy of the district that, when an employee is absent from work for less than one work day and the employee does not use accrued leave for such absence, the employee's pay will be reduced or the employee will be placed on leave without pay if:

- the employee has not sought permission to use paid leave for this partial-day absence,
- the employee has sought permission to use paid leave for this partial-day absence and permission has been denied,
- the employee's accrued paid leave has been exhausted, or,
- the employee chooses to use leave without pay.

In each case in which an employee is absent from work for part of a work day, a deduction from compensation will be made or the employee will be placed on leave without pay for a period of time which is equal to the employee's absence from the employee's regularly scheduled hours of work on that day.

Legal Reference: 29 U.S.C. Sec. 2 13(a)
29 C.F.R. Part 541

Cross References: 409.8 Licensed Employee Unpaid Leave
414.8 Classified Employee Unpaid Leave

Approved _____ Received _____ Revised _____

Code No. 706.3R1

706.3R1 PAY DEDUCTION REGULATION

The district complies with all applicable laws with respect to payment of wages and benefits to employees including laws such as the federal Fair Labor Standards Act and the Iowa Wage Payment Collection Act. The district will not make pay deductions that violate either the federal or state laws.

Any employee who believes that the district has made an inappropriate deduction or has failed to make proper payment regarding wages or benefits is encouraged to immediately consult with the appropriate supervisor. Alternatively, any employee may file a formal written complaint with the School Business Official. Within 15 business days of receiving the complaint, the School Business Official will make a determination as to whether the pay deductions were appropriate and provide the employee with a written response that may include reimbursement for any pay deductions that were not appropriately made.

This complaint procedure is available in addition to any other complaint process that also may be available to employees.

Code No. 707.1

707.1 SECRETARY'S REPORTS

The board secretary will report to the board each month about the receipts, disbursements and balances of the various funds. This report will be in written form and sent to the board with the agenda for the board meeting.

Legal Reference: Iowa Code §§ 279.8; 291.7 ~~(2009)~~.

Cross Reference: 206.3 Secretary ~~Treasurer~~
211.1 Annual Meeting
707 Fiscal Reports

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

Code No. 707.2

707.2 TREASURER'S ANNUAL REPORT

At the annual meeting, the treasurer will give the annual report stating the amount held over, received, paid out, and on hand in the general and schoolhouse funds. This report is in written form and sent to the board with the agenda for the board meeting. The treasurer will also furnish the board with a sworn statement from each depository showing the balance then on deposit.

It is the responsibility of the treasurer to submit this report to the board annually.

Legal Reference: Iowa Code §§ 279.31, .33 ~~(2009)~~.

Cross Reference: 206.3 Secretary ~~Treasurer~~
211.1 Annual Meeting
707 Fiscal Reports

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

Code No. 707.3

707.3 PUBLICATION OF FINANCIAL REPORTS

Each month the schedule of bills allowed by the board is published in a newspaper designated as a newspaper for official publication. Annually, the total salaries paid to employees regularly employed by the school district will also be published in a newspaper designated as a newspaper for official publication.

It is the responsibility of the board secretary to publish these reports in a timely manner.

Legal Reference: Iowa Code §§ 279.35, .36; 618-~~(2009)-~~
~~1952 Op. Atty Gen. 133.~~

Cross Reference: 206.3 Secretary-~~Treasurer~~

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

Code No. 707.4

707.4 AUDIT

To review the funds and accounts of the school district, the board will employ an auditor to perform an annual audit of the financial affairs of the school district. The superintendent will use a request for proposal procedure in selecting an auditor. The administration will cooperate with the auditors.

Legal Reference: Iowa Code § 11.6 ~~(2009)~~.

Cross Reference: 701 Financial Accounting System
707 Fiscal Reports

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

707.5 INTERNAL CONTROLS

The board expects all board members, employees, volunteers, consultants, vendors, contractors, students and other parties maintaining any relationship with the school district to act with integrity, due diligence, and in accordance with all laws in their duties involving the school district's resources. The board is entrusted with public dollars and no one connected with the school district should do anything to erode that trust.

Internal controls are used to help ensure the integrity of district financial and accounting information. Adherence to district-established internal control procedures is the responsibility of all employees of the school district. The superintendent, school business official and board secretary shall be responsible for developing internal controls designed to prevent and detect fraud, financial impropriety, or fiscal irregularities within the school district subject to review and approval by the board. Administrators shall be alert for any indication of fraud, financial impropriety, or irregularity within the administrator's area of responsibility.

Any employee who suspects fraud, impropriety, or irregularity shall report their suspicions immediately to his/her immediate supervisor and/or the superintendent. The superintendent shall have primary responsibility for any necessary investigations and shall coordinate investigative efforts with the board's legal counsel, auditing firm, the Auditor of State's office and other internal or external departments and agencies, including law enforcement officials, as the superintendent may deem appropriate.

Employees bringing forth a legitimate concern about a potential impropriety will not be retaliated against and those who do retaliate against such an employee will be subject to disciplinary action up to, and including, discharge.

In the event the concern or complaint involves the superintendent, the concern shall be brought to the attention of the board president or vice-president, who shall be empowered to contact the board's legal counsel, Auditor of State's office, insurance agent, auditing firm, and any other agency to investigate the concern or complaint.

The superintendent or board president shall ensure the Auditor of State's office is notified of any suspected embezzlement, theft or other financial irregularity pursuant to Iowa law. The superintendent and/or board president in coordination with the Auditor of State's office, will determine whether to conduct a complete or partial audit. The superintendent is authorized to order a complete forensic audit if, in the superintendent's judgment, such an audit would be useful and beneficial to the school district. In the event there is an investigation, records will be maintained for use in the investigation. Individuals found to have altered or destroyed records will be subject to disciplinary action, up to and including termination.

Legal References: American Competitiveness and Corporate Accountability Act of 2002, Pub. L. No. 107-204,
Iowa Code §§ 11, 279.8.

Cross References: 401.20 Employee Use of Cell Phones
707.6 Audit Committee

Approved _____ Revised _____ Reviewed _____

707.5R1 INTERNAL CONTROLS PROCEDURES

Fraud, financial improprieties, or fiscal irregularities include, but are not limited to:

- Forgery or unauthorized alteration of any document or account belonging to the district.
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document.
- Misappropriation of funds, securities, supplies, or other assets.
- Impropriety in the handling of money or reporting of financial transactions.
- Profiteering because of "insider" information of district information or activities.
- Disclosing confidential and/or proprietary information to outside parties.
- Accepting or seeking anything of material value, other than items used in the normal course of advertising, from contractors, vendors, or persons providing services to the district.
- Destroying, removing, or inappropriately using district records, furniture, fixtures, or equipment.
- Failing to provide financial records to authorized state or local entities.
- Failure to cooperate fully with any financial auditors, investigators or law enforcement.
- Any other dishonest or fraudulent act involving district monies or resources.
- Acting for purposes of personal financial gain, rather than in the best interests of the district.
- Providing false, inaccurate, or misleading financial information to district administrators or the board of directors.

The superintendent, or the board president if the investigation centers on the superintendent, shall investigate reports of fraudulent activity in a manner that protects the confidentiality of the parties and the facts. All employees involved in the investigation shall be advised to keep information about the investigation confidential. The superintendent, or the board president if the investigation centers on the superintendent, may engage qualified independent auditors to assist in the investigation.

If an investigation substantiates the occurrence of a fraudulent activity, the superintendent, or the board president if the investigation centers on the superintendent, shall issue a report to the board and appropriate personnel. The final disposition of the matter and any decision to file or not file a criminal complaint or to refer the matter to the appropriate law enforcement and/or regulatory agency for independent investigation shall be made in consultation with district legal counsel. The results of the investigation shall not be disclosed to or discussed with anyone other than those individuals with a legitimate right to know until the results are made public.

707.6 AUDIT COMMITTEE

The board recognizes that it is charged with raising tax revenues and related expenditures to maintain the educational program for the school district. Public funds are held in trust by the board to be spent appropriately on the educational program. To further ensure funds are spent appropriately, the board establishes an audit committee to assist the board on internal financial matters and with the annual audit.

The audit committee is comprised of:

[List members that may include board members, administrators and public members. It's recommended that there be a balance between internal and external members.]

The audit committee chair is selected by [either the board or the audit committee – insert appropriate process.]

The major responsibilities of the audit committee are to:

- Recommend an auditor to the board [insert frequency, every three years, annually, etc.]
- Oversee the selection of the independent auditor and the resolution of audit findings including compliance with the mandatory request for proposal process.
- Act as a liaison between the board and the auditor during the audit process.
- Annually report to the board about the annual audit.
- Recommend internal changes that may need to be made to ensure appropriate internal controls are being implemented.

_____ (insert other duties as desired by the board)

The audit committee will meet as directed by its chair. The audit committee is subject to the open meetings law.

Legal References: American Competitiveness and Corporate Accountability Act of 2002, Pub. L. No. 107-204.
Iowa Code ch. 11, 279.8.

Cross References: 209.1 Ad Hoc Committees
707.5 Internal Controls

Approved _____ Revised _____ Reviewed _____

708 CARE, MAINTENANCE AND DISPOSAL OF SCHOOL DISTRICT RECORDS

School district records are housed in the central administration office of the school district. It is the responsibility of the superintendent to oversee the maintenance and accuracy of the records. The following records are kept and preserved according to the schedule below:

Secretary's financial records	Permanently
Treasurer's financial records	Permanently
<u>Open meeting Minutes</u> of the Board of Directors	Permanently
Annual audit reports	Permanently
Annual budget	Permanently
Permanent record of individual pupil	Permanently
<u>School election results</u>	<u>Permanently</u>
<u>Real property records (e.g., deeds, abstracts)</u>	<u>Permanently</u>
Records of payment of judgments against the school district	20 years
Bonds and bond coupons	10 years <u>11 years after maturity, cancellation, transfer, redemption, and/or replacement</u>
Written contracts	10 years
Cancelled warrants, check stubs, bank statements, bills, invoices, and related records	5 years
Recordings <u>and minutes</u> of closed meetings	1 year
Program grants	As determined by the grant
Nonpayroll personnel records	7 years <u>10 years after leaving the district</u>
<u>Employment applications</u>	<u>2 years</u>
Payroll records	3 years
<u>School meal program accounts/records</u>	<u>3 years after submission of the final claim for reimbursement</u>

In the event that any federal or state agency requires a record be retained for a period of time longer than that listed above for audit purposes or otherwise, the record shall be retained beyond the listed period as long as is required for the resolution of the issue by the federal or state agency.

Employees' records are housed in the central administration office of the school district. The employees' records are maintained by the superintendent, the building administrator, the employee's immediate supervisor, and the board secretary.

An inventory of the furniture, equipment, and other nonconsumable items other than real property of the school district is conducted annually under the supervision of the superintendent. This report is filed with the board secretary.

The permanent and cumulative records of students currently enrolled in the school district are housed in the central administration office of the attendance center where the student attends. Permanent records ~~must~~ shall be housed in a ~~fireproof resistant safe~~ or vault or electronically with a secure backup file. The building administrator is responsible for keeping these records current. Permanent ~~Per~~ records of students who have graduated or are no longer enrolled in the school district are housed in the high school office. These records will be maintained by the superintendent.

Special education records shall be maintained in accordance with law.

The superintendent may ~~digitally archive~~ digitize or otherwise electronically retain school district records and may destroy paper copies of the records ~~if they are more than three years old. A properly authenticated reproduction of a digital record meets the same legal requirements as the original record.~~ An electronic record which accurately reflects the information set forth in the paper record after it was first generated in its final form as an electronic record, and which remains accessible for later reference meets the same legal requirements for retention as the original paper record.

Legal Reference: 7 C.F.R. § 210.23(c)
Iowa Code §§ 22.3, 22.7, 279.8, 291.6, 554D.114, 554D.119, 614.1(12), 15, 16, 304 (2009)
281 I.A.C. 12.3(46); 41.624
City of Sioux City v. Greater Sioux City Press Club, 421 N.W.2d 895 (Iowa 1988).
City of Dubuque v. Telegraph Herald, Inc., 297 N.W.2d 523 (Iowa 1980).
~~Iowa Code §§ 22.3, 7, 279.8, 15, 16, 304 (2009);~~
~~281 I.A.C. 12.3(6);~~

Cross Reference: 206.3 Secretary ~~Treasurer~~
21~~85~~ Board of Directors' Records
401.~~56~~ Employee Records
506 Student Records
901.1 Public Examination of School District Records

709.1 INSURANCE PROGRAM

The board will maintain a comprehensive insurance program to provide adequate coverage against major types of risk, loss, or damage, as well as legal liability. The board will purchase insurance at replacement values, when possible, after reviewing the costs and availability of such insurance. The comprehensive insurance program is reviewed once every three years. Insurance will only be purchased through legally licensed Iowa insurance agents.

The school district will assume the risk of property damage, legal liability, and dishonesty in cases in which the exposure is so small or dispersed that a loss does not significantly affect the operation of the education program or financial condition of the school district.

Insurance of buildings, structures, or property in the open will not generally be purchased to cover loss exposures below \$1,000 unless such insurance is required by statute or contract.

The board may retain a private organization for fixed assets management services.

Administration of the insurance program, making recommendations for additional insurance coverage, placing the insurance coverage and loss prevention activities is the responsibility of the superintendent. The ~~business managers~~ school business official is responsible for maintaining the ~~fixed capital~~ assets management system, processing claims and maintaining loss records.

- Legal Reference: Iowa Code §§ 20.9; 85.2; 279.12, .28; 285.5(6), .10(6); 296.7; 298A; 517A.1; 670.7
~~(2009).~~
~~1974 Op. Att'y Gen. 171.~~
~~1972 Op. Att'y Gen. 676.~~
- Cross Reference: 205.12 Board Member Liability
804 Safety Program

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

Code No. 709.2

709.2 INSURANCE REPORT

At the annual meeting each year, the board shall receive a written report indicating the types, amounts of, and cost of the insurance for the school district. This report shall include bonds purchased for employees and board officers. It shall be in written form and sent to the board with the agenda for the board meeting.

It is the responsibility of the ~~school business official~~board secretary to file this report with the board.

Legal Reference: Iowa Code § 279.8 (2009).

Cross Reference: 709.1 Insurance Program

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

710.1 SCHOOL ~~FOOD-NUTRITION~~ PROGRAM

The school district will operate a school ~~lunch and breakfast~~ nutrition program in each attendance center. The school ~~food-nutrition~~ program ~~services~~ will include ~~hot lunches~~ meals through participation in the National School Lunch Program, ~~and supplementary foods for students during the school day~~. Students may bring their lunches from home and purchase milk or juice and other incidental items.

School ~~food-nutrition~~ program ~~service~~ facilities are provided to serve students and employees when school is in session and during school-related activities. They may also be used under the supervision of the food service director for food service to employee groups, parent-teacher meetings, civic organizations meeting for the purpose of better understanding the schools, and senior citizens in accordance with law and board policy.

The school ~~food-nutrition~~ program is operated on a nonprofit basis. The revenues of the school ~~food-nutrition~~ program will be used only for ~~paying the regular operating costs of the school food program~~ the operation or improvement of such programs. Supplies of the school ~~nutrition~~ food program will only be used for the school ~~nutrition~~ food program.

The board will set, and ~~periodically~~ annually review, the prices for school ~~lunches, breakfast and special~~ milk ~~nutrition~~ programs. It is the responsibility of the superintendent to make a recommendation regarding the prices of the school ~~lunch, breakfast and milk~~ nutrition program.

It is the responsibility of the food service director to administer the program and to cooperate with the superintendent and ~~head cook~~ appropriate personnel for the proper functioning of the school ~~nutrition~~ food program.

The district shall comply with all federal and state laws and regulations required for procurement, including the selection and evaluation of contractors. The superintendent or designee is responsible for developing an administrative process to implement this policy, including, but not limited to, procedures related to suspension and debarment for transactions subject to those requirements.

Legal Reference: 42 U.S.C. §§ 1751 *et seq.* ~~(1994)~~;
7 C.F.R. Pt. 210 *et seq.* ~~(2002)~~;
Iowa Code ch. 283A ~~(2009)~~;
281 I.A.C. 58.

Cross Reference: ~~710 — School Food Services~~ 710.2 Free or Reduced Cost Meals Eligibility
710.3 Vending Machines
710.5 Meal Charge Policy
905 Use of School District Facilities and Equipment

Approved 08/08/94Reviewed 02/16/16Revised 05/09/11

710.2 FREE OR REDUCED COST MEALS ELIGIBILITY

Students enrolled and attending school in the school district, who ~~meet USDA eligibility guidelines are unable to afford the special milk program, the cost or a portion of the cost of the school lunch, breakfast and supplemental foods,~~ will be provided the school ~~nutrition~~ food program services at no cost or at a reduced cost. The school district shall make reasonable efforts to prevent the overt identification of students who are eligible for free and reduced price meals.

The district shall at least twice annually notify all families of the availability, eligibility criteria, and application procedures for free or reduced price meals in accordance with state and federal law.

It is the responsibility of the ~~building principal~~ food service director to determine ~~if a student qualifies~~ the eligibility of students for free or reduced ~~price school nutrition programs, in accordance with criteria established by state and federal law, cost school food services.~~ price school nutrition programs, in accordance with criteria established by state and federal law. ~~Students, whom the principal believes are improperly nourished, will not be denied the school food program services simply because the paperwork has not been completed. If school personnel have knowledge of a student who is in need of free or reduced-price meals, school personnel shall contact the food service director.~~

If a student owes money for five or more meals, the food service director may contact the student's parent or guardian to provide information regarding the application for free or reduced price meals. The school is encouraged to provide reimbursable meals to students who request reimbursable meals unless the students' parent or guardian has specifically provided written direction to the school to withhold a meal from the student.

Employees, ~~students and others~~ will be required to ~~purchase tickets~~ pay for meals consumed.

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

Legal Reference: 42 U.S.C. §§ 1751 ~~et seq. (1994).~~
7 C.F.R. ~~Part~~ §§ 210 ~~et seq. (2002).~~
Iowa Code ~~ch. §~~ 283A ~~(2009).~~
281 I.A.C. 58.

Cross Reference: 710.1 School ~~Food Services~~ Nutrition Program
710.3 Vending Machines
710.4 Meal Charges

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

Code No. 710.3

710.3 VENDING MACHINES

Food served or purchased by students during the school day and food served or purchased for other than special circumstances is approved by the superintendent. Vending machines in the school building are the responsibility of the building principal. Purchases from the vending machines, ~~other than juice machines,~~ will reflect the guidelines in the Wellness policy 507.9~~not be made during the lunch periods.~~

It is the responsibility of the superintendent to develop administrative regulations for the use of vending machines and other sales of food to students.

Legal Reference: 42 U.S.C. §§ 1751 *et seq.* ~~(1994)~~,
7 C.F.R. Pt. 210 *et seq.* ~~(2002)~~,
Iowa Code ch. 283A ~~(2009)~~,
281 I.A.C. 58.

Cross Reference: 504.6 Student Fund Raising
710 School Food Services

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

Code No. 710.4

710.4 RECORDS AND REPORTS

The records of the school food program shall be accurate and up-to-date. It shall be the responsibility of the food service director to maintain the records of the program in compliance with this policy and the accounting system of the school district.

The food service director shall report the food service activities to the board on a monthly basis.

Legal Reference: 42 U.S.C. §§ 1751 *et seq.* (2004).
7 C.F.R. Pt. 210 *et seq.* (2001).

Cross Reference: 710 School Food Services

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

710.5 MEAL CHARGES

In accordance with state and federal law, the Shenandoah Community School District adopts the following policy to ensure school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day, prevent the overt identification of students with insufficient funds to pay for school meals, and maintain the financial integrity of the nonprofit school nutrition program.

Payment of Meals Students have use of a meal account. ~~When the balance reaches \$0.00, a~~ student shall not be allowed to ~~purchase or~~ charge meals or a la carte items ~~until there are~~ when funds ~~are not~~ available in the account. ~~Deposits into lunch accounts may~~ Payments can be made ~~online or~~ at the school offices ~~at Shenandoah High School, Shenandoah K-8, Logan Administration Office or at either Lunchroom Office. You may pay by cash, check or by our electronic option of MySchoolBucks. Directions to MySchoolBucks are on our school website or by calling a secretary for assistance.~~

~~Students will be provided a reimbursable meal if they do not have funds available or have a negative balance from a previous purchase in their account.~~ Students who are eligible for free lunch will be provided a reimbursable meal regardless of the account balance. Students with outstanding meal charge debt shall be allowed to purchase a la carte items and or a different meal option if the student pays for the meal when it is received. Schools are encouraged to provide a reimbursable meal to students with outstanding meal charge debt. If an alternate meal is provided, the meal must be the same meal presented in the same manner to any student requesting an alternate meal.

Employees may use a meal account, but may not charge against this account. An employee shall not be allowed to charge meals or a la carte items.

Negative Account Balances

The school district will make reasonable efforts to notify families when meal account balances are low or at a zero balance. Additionally, the school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. The school district will coordinate communications with families to resolve the matter of unpaid charges. Negative balances of more than \$5.00, not paid prior to June 30th will be turned over to the business office for collection. Options may include: collection agencies, small claims court, or any other legal method permitted by law.

Unpaid Student Meals Account

The district will establish an unpaid student meals account in a school nutrition fund. Funds from private sources and funds from the district flexibility account may be deposited into the unpaid school meals account in accordance with law. Funds deposited into this account shall be used only to pay individual student meal debt.

Communication of the Policy

The policy and supporting information regarding meal charges shall be provided in writing to:

- All households at or before the start of each school year;
- Students and families who transfer into the district, at time of transfer; and
- All staff responsible for enforcing any aspect of the policy.

Records of how and when the policy and supporting information was communicated to households and staff will be retained.

~~It is the responsibility of the superintendent mayto develop an administrative regulations~~process~~ forto implementing this policy.~~

Code No. 710.5
Page 2 of 2

Legal Reference: 42 U.S.C. §§ 1751 *et seq.*
7 C.F.R. §§ 210 *et seq.*
U.S. Dep't of Agric., SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016).
U.S. Dep't of Agric. SP 46-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016).
U.S. Dep't of Agric., Sp 57-2016, Unpaid Meal Charges: Guidance and Q&A (2016).
Iowa Code 283A.
281 I.A.C. 58.

Cross Reference: 710.1 School Food Program
710.2 Free or Reduced Cost Meals Eligibility
710.3 Vending Machine

Approved _____ Reviewed _____ Revised _____

711.1 STUDENT SCHOOL TRANSPORTATION ELIGIBILITY

Elementary and middle school students living more than two miles from their designated school attendance centers and high school students living more than three miles from their designated attendance centers are entitled to transportation to and from their attendance center at the expense of the school district.

Transportation of students who require special education services will generally be provided as for other students, when appropriate. Specialized transportation of a student to and from a special education instructional service is a function of that service and, therefore, an appropriate expenditure of special education instructional funds generated through the weighting plan.

Transportation of a student to and from a special education support service is a function of that service, and is specified in the individualized education program (IEP) or the individualized family service plan (IFSP). When the IEP or IFSP team determines that unique transportation arrangements are required and the arrangements are specified in the IEP or IFSP, the school district will provide one or more of the following transportation arrangements for instructional services and the AEA for support services:

- Transportation from the student's residence to the location of the special education and back to the student's residence, or child care placement for students below the age of six.
- Special assistance or adaptations in getting the student to and from and on and off the vehicle, en route to and from the special education.
- Reimbursement of the actual costs of transportation when by mutual agreement the parents provide transportation for the student to and from the special education.

The school district is not required to provide reimbursement to parents who elect to provide transportation in lieu of agency-provided transportation.

A student may be required, at the board's discretion, to meet a school vehicle without reimbursement up to three-fourths of a mile. The board may require the parent to transport their children up to two miles to connect with school bus vehicles at the expense of the school district when conditions deem it advisable. It is within the discretion of the board to determine such conditions. Parents of students who live where transportation by bus is impracticable or unavailable may be required to furnish transportation to and from the designated attendance center at the expense of the school district. Parents, who transport their children at the expense of the school district, are reimbursed at the rate per mile set by the state.

Transportation arrangements made by agreement with a neighboring school district will follow the terms of the agreement. Students, who choose to attend a school in a school district other than their resident school district, will provide transportation to and from the school at their own expense.

Legal Reference: 20 U.S.C. §§ 1401, 1701 *et seq.* ~~(1994)~~;
34 C.F.R. Pt. 300 *et seq.* ~~(2002)~~;
Iowa Code §§ 256B.4; 285; 321 ~~(2009)~~;
281 I.A.C. 41.~~41298; 43.~~

Cross Reference: 501.17 Homeless Children and Youth
507.9 Student Special Health Services
603.3 Special Education
711 Transportation

Approved 08/08/94Reviewed 02/16/16Revised 05/09/11

711.2 STUDENT CONDUCT ON SCHOOL TRANSPORTATION

Students utilizing school transportation will conduct themselves in an orderly manner fitting to their age level and maturity with mutual respect and consideration for the rights of the school vehicle driver and the other passengers. Students who fail to behave in an orderly manner will be subject to disciplinary measures.

The driver will have the authority to maintain order on the school vehicle. It is the responsibility of the driver to report misconduct to the building administrator.

The board supports the use of video cameras on school buses used for transportation to and from school as well as for field trips, curricular or extracurricular events. The video cameras will be used to monitor student behavior and may be used as evidence in a student disciplinary proceeding. The videotapes are student records subject to school district confidentiality, board policy and administrative regulations.

After two warnings for bad conduct, the building principal will have the authority to suspend transportation privileges of the student or impose other appropriate discipline.

It is the responsibility of the superintendent, in conjunction with the building principal, to develop administrative regulations regarding student conduct and discipline when utilizing school district transportation.

Legal Reference: Iowa Code §§ 279.8; 285; 321-~~(2009)~~.

Cross Reference: 503 Student Discipline
506 Student Records

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

711.2R1 STUDENT CONDUCT ON SCHOOL TRANSPORTATION REGULATION

All persons riding in school district vehicles will adhere to the following rules. The driver, sponsor or chaperones are to follow the school bus discipline procedure for student violations of this policy. Video cameras may be in operation on the school buses.

1. Bus riders will be at the designated loading point before the bus arrival time.
2. Bus riders will wait until the bus comes to a complete stop before attempting to enter.
3. Riders must not extend arms or heads out of the windows at any time.
4. Aisles must be kept cleared at all times.
5. All bus riders will load and unload through the right front door. The emergency door is for emergencies only.
6. A bus rider will depart from the bus at the designated point unless written permission to get off at a different location is given to the driver.
7. A rider may be assigned a seat by the driver.
8. Riders who damage seats or other equipment will reimburse the district for the cost of the repair or replacement.
9. Riders are not permitted to leave their seats while the vehicle is in motion.
10. Waste containers are provided on all buses for bus riders' use.
11. Permission to open windows must be obtained from the driver.
12. Classroom conduct is to be observed by students while riding the bus except for ordinary conversation.
13. The driver is in charge of the students and the vehicle, and the driver is to be obeyed promptly and cheerfully.
14. Students will assist in looking after the safety and comfort of younger students.
15. A bus rider who must cross the roadway to board or depart from the bus will pass in front of the bus (no closer than 10 feet), look in both directions and proceed to cross the road or highway only on signal from the driver.
16. Students will not throw objects about the vehicle nor out through the windows.
17. Shooting paper wads, squirt guns or other material in the vehicle is not permitted.
18. Students will keep feet off the seats.
19. Roughhousing in the vehicle is prohibited.
20. Students will refrain from crowding or pushing.
21. The use or possession of alcohol, tobacco or look-alike substances is prohibited in the vehicle.
22. The Good Conduct Rule is in effect.

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

711.2R2 USE OF ~~VIDEO CAMERAS~~RECORDING DEVICES ON SCHOOL BUSES REGULATION

The board supports the use of ~~recording devices~~video cameras on school buses as a means to monitor and maintain a safe environment for students and employees. The ~~recording devices~~video cameras may be used on buses used for transportation to and from school, field trips, curricular events and extracurricular events. The contents of the ~~recordings~~videotapes may be used as evidence in a student disciplinary proceeding.

Student Records

The content of the ~~recordings~~videotapes is a student record subject to board policy and administrative regulations regarding confidential student records. Only those persons with a legitimate educational purpose may view the ~~recordings~~videotapes. In most instances, those individuals with a legitimate educational purpose may be the superintendent, building principal, transportation director, bus driver and special education staffing team. A parent may view the ~~recordings~~video without consent from any student or parent also shown in the ~~recording~~video if the other students are ~~just~~-bystanders. But if there is an altercation between multiple students, then all parents must give consent in order for the ~~recordings~~video to be viewed by parents.

A ~~videotape~~-~~record~~inged during a school-sponsored trip, such as an athletic event, may also be accessible to the sponsor or coach of the activity. If the content of the ~~recording~~videotape becomes the subject of a student disciplinary proceeding, it will be treated like other evidence in the proceeding.

Notice

The school district will annually provide the following notice to students and parents:

The Shenandoah Community School District Board of Directors has authorized the use of ~~recording devices~~video cameras on school district buses. The ~~recording devices~~video cameras will be used to monitor student behavior to maintain order on the school buses to promote and maintain a safe environment. Students and parents are hereby notified that the content of the ~~recordings~~videotapes may be used in a student disciplinary proceeding. The content of the ~~recordings~~videotapes are confidential student records and will be retained with other student records. ~~Recordings~~Videotapes will only be retained if necessary for use in a student disciplinary proceeding or other matter as determined necessary by the administration. Parents may request to view ~~the recordings~~videotapes of their child if the ~~recordings~~videotapes are used in a disciplinary proceeding involving their child.

The following notice will also be placed on all school buses equipped with ~~recording devices~~a video camera:

This bus is equipped with a ~~recording~~video/audio monitoring system.

Review of Recording Devices~~Videotapes~~

The school district will review ~~the recordings~~videotapes when necessary as a result of an incident reported by a bus driver or student. The ~~recordings~~videotapes may be recirculated for erasure after 10 days.

Viewing of ~~the recordings~~videotapes is limited to the individuals having a legitimate educational purpose. A written log will be kept of those individuals viewing the ~~recordings~~videotapes stating the time, name of individual viewing and the date the ~~recording~~videotape was viewed.

Recording~~Video~~ Monitoring System

~~Recording devices~~Video cameras will be rotated randomly on school district buses.

Determination of how ~~recording devices~~video cameras will be used and which school buses will be equipped with

| ~~recording~~ ~~videe~~ equipment will be made by the superintendent in consultation with the building principals and transportation director.

Code No. 711.2R2
Page 2 of 2

| Student Conduct

Students are prohibited from tampering with the ~~recording devices~~ ~~video cameras~~ on the school buses. Students found in violation of this regulation will be disciplined in accordance with the school district discipline policy and Good Conduct Rule and will reimburse the school district for any repairs or replacement necessary as a result of the tampering.

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

711.3 STUDENT TRANSPORTATION FOR EXTRACURRICULAR ACTIVITIES

The board in its discretion may provide school district transportation for extracurricular activities including, but not limited to, transporting student participants and other students to and from extracurricular events.

Students participating in extracurricular events, other than those held at the school district facilities, may be transported to the extracurricular event by school district transportation vehicles or by another means approved by the superintendent. ~~Students attending extracurricular events, other than those held at the school district facilities may be transported to the extracurricular event by school district transportation vehicles.~~

Students, who are provided transportation in school district transportation vehicles for extracurricular events, will ride both to and from the event in the school vehicle unless arrangements have been made with the building principal prior to the event. A student's parent may personally appear and request to transport the student home from a school-sponsored event in which the student traveled to the event on a school district transportation vehicle.

It is the responsibility of the superintendent to make a recommendation to the board annually as to whether the school district will provide the transportation authorized in this policy. In making the recommendation to the board, the superintendent will consider the financial condition of the school district, the number of students who would qualify for such transportation, and other factors the board or superintendent deem relevant.

Legal Reference: Iowa Code §§ 256B.4; 285.1-.4; 321 ~~(2009)~~.
281 I.A.C. 41. ~~41298; 43.~~

Cross Reference: 504 Student Activities
711 Transportation

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

Code No. 711.4

711.4 TRANSPORTATION EQUIPMENT

The school district shall purchase transportation vehicles which meet the requirements of the board and Iowa Department of Education. The purchase of such vehicles shall be in compliance with board policy.

School district student transportation vehicles shall be inspected by the Iowa Department of Education. It shall be the responsibility of the superintendent to arrange for the inspection of the school district transportation vehicles requiring inspection and to develop a program for routine maintenance of school district vehicles.

Legal Reference: Iowa Code § 285.10(3) (2009).
281 I.A.C. 43.30-.31, .41

Cross Reference: 705.1 Purchasing-Bidding
711 Transportation

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

Code No. 711.5

711.5 SCHOOL VEHICLE ROUTES

It shall be the responsibility of the superintendent to develop the school bus routes keeping in mind the safety of the student, the size of the school buses, the length of the route, the cost to the school district, and other factors deemed relevant by the superintendent. The superintendent shall also develop emergency school bus routes that may be necessary due to weather or other conditions.

Legal Reference: Iowa Code §§ 285.10-.11 (2009).
281 I.A.C. 43.1-.2

Cross Reference: 711 Transportation

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

Code No. 711.6

711.6 DISCRETIONARY STOPS BY SCHOOL VEHICLES

The school district is required to provide a certain level of transportation service to its resident students. The board has complete discretion to provide additional transportation service to its resident and nonresident students. School district transportation vehicles may, at the discretion of the board, make special stops on the bus route as a courtesy to the passengers. Changes in the bus route for discretionary stops must be reviewed by the board.

It shall be the responsibility of the superintendent to recommend to the board whether a school vehicle will make a discretionary stop. In making this recommendation, the superintendent shall consider the safety of the students, the size of the school buses, the length of the route, the cost to the school district, and other factors deemed relevant by the board or superintendent.

Legal Reference: Iowa Code § 285.10 (2009).
281 I.A.C. 43.10.

Cross Reference: 711 Transportation

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

711.7 SUMMER SCHOOL PROGRAM TRANSPORTATION SERVICE

The school district may use school vehicles for transportation to and from summer extracurricular activities. The superintendent will make a recommendation to the board annually regarding their use.

Transportation to and from the student's attendance center for summer school instructional programs is within the discretion of the board. It is the responsibility of the superintendent to make a recommendation regarding transportation of students in summer school instructional programs at the expense of the school district. In making the recommendation to the board, the superintendent will consider the financial condition of the school district, the number of students involved in summer school programs, and other factors deemed relevant by the board or the superintendent.

Legal Reference Iowa Code § 285.10 ~~(2009)~~.
 281 I.A.C. 43.10.
 [281 I.A.C. 41.412](#)

Cross Reference: 603.2 Summer School Instruction
 711 Transportation

Approved 08/08/94

Reviewed 02/16/16

Revised 05/09/11

711.8 TRANSPORTATION OF NONRESIDENT AND NONPUBLIC SCHOOL STUDENTS

The board has sole discretion to determine the method to be utilized for transporting nonresident and nonpublic students. Nonresident students paying tuition may be, and resident students attending a nonpublic school accredited by the State Department of Education, will be transported on an established public school vehicle route as long as such transportation does not interfere with resident public students' transportation. Nonresident and nonpublic school students will obtain the permission of the superintendent prior to being transported by the school district.

Parents of resident students who provide transportation for their children attending a nonpublic school accredited by the Iowa Department of Education will be reimbursed at the established state rate. This reimbursement is paid only if the school district receives the funds from the state. If less than the amount of funds necessary to fully reimburse parents of the nonpublic students is received by the school district, the funds will be prorated.

The charge to the nonresident students is determined based on the students' pro rata share of the actual costs for transportation. The parents of these students are billed for the student's share of the actual costs of transportation. The billing is according to the schedule developed by the superintendent. It is the responsibility of the superintendent to determine the amount to be charged and report it to the ~~school business official~~~~board secretary~~ for billing.

Continued transportation of nonresident and nonpublic school students on a public school vehicle route will be subject to resident public school students' transportation needs. The superintendent will make a recommendation annually to the board regarding the method to be used. In making a recommendation to the board, the superintendent will consider the number of students to be transported, the capacity of the school vehicles, the financial condition of the school district and other factors deemed relevant by the board or the superintendent.

Nonresident and nonpublic school students are subject to the same conduct regulations as resident public students as prescribed by board policy, and to other policies, rules, or regulations developed by the school district regarding transportation of students by the school district.

Legal Reference: Iowa Code §§ 285.1-2, .10, .16-~~(2009)~~.

Cross Reference: 711 Transportation

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711.9 TRANSPORTATION OF NONSCHOOL GROUPS

School district vehicles may be available to local nonprofit entities which promote cultural, educational, civic, community, or recreational activities for transporting to and from nonschool-sponsored activities within the state as long as the transportation does not interfere with or disrupt the education program of the school district and does not interfere with or delay the transportation of students. The local nonprofit entity must pay the cost of using the school district vehicle as determined by the superintendent. Prior to making the school district transportation vehicle available to the local nonprofit entity, the "school bus" signs will be covered and the flashing warning lamps and the stop arm made inoperable.

It is the responsibility of the superintendent to develop administrative regulations for use of school district transportation vehicles to transport students and others to school-sponsored events within the state and for application for, use of, and payment for using the school district transportation vehicles by local nonprofit entities for a nonschool-sponsored activity.

Legal Reference: Iowa Code §§ 285.1(21), .10(9), (10)~~(2009)~~.
281 I.A.C. 43.10.

Cross Reference: 711 Transportation
900 Principles and Objectives for Community Relations

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Reviewed 02/16/16

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711.10 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, once in the fall and once in the spring, for students who utilize school district transportation. Documentation of these safety drills will be maintained by the district for five years and made available upon request.

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.

Legal Reference: Iowa Code §§ 279.8; 321-~~(2009)~~.
281 I.A.C. 41.412; 43.40.

Cross Reference: 503 Student Discipline
507 Student Health and Well-Being
804.2 Warning Systems and Emergency Plans

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711.11 TRANSPORTATION IN INCLEMENT WEATHER

School district buses will not operate when weather conditions due to fog, rain, snow or other natural elements make it unsafe to do so. Because weather conditions may vary around the school district and may change quickly, the best judgment possible will be used with the information available.

The final judgment as to when conditions are unsafe to operate will be made by the superintendent. The superintendent will be assisted by the actual "on location" ~~decisions and~~ reports of the drivers.

Several drivers each year will be specially designated to report weather and road conditions by bus radio when requested to do so. Other employees and students will be notified by commercial radio when school is cancelled or temporarily delayed. When school is cancelled because of weather anywhere in the school district, all schools will be closed.

When weather conditions deteriorate during the day after school has begun, cancellation notices will be announced by commercial radio. Students will be returned to their regular drop-off sites unless weather conditions prevent it. In that case, students will be kept at or returned to school until they are picked up by the parents.

Legal Reference: Iowa Code § 279.8 ~~(2009)~~.

Cross Reference: 601.2 School Day

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Code No. 711.12

711.12 DISTRICT VEHICLE IDLING

The board recognizes that it has a role in reducing environmental pollutants and in assisting students and others be free from pollutants that may impact their respiratory health. Unnecessary vehicle idling emits pollutants and wastes fuel. The board directs the superintendent, in conjunction with the Director of Transportation, to work on administrative regulations to implement this policy and reduce school vehicle idling time.

Legal References: Iowa Code §279.8

Cross References: 403 Employee Health and Well-Being
507 Student Health and Well-Being
711 Transportation

Approved _____ Reviewed _____ Revised _____

Code 711.13

711.13 SCHOOL BUS PASSENGER RESTRAINTS

The district shall utilize three-point lap-shoulder belts on district school buses as required by state law. All three-point lap-shoulder belts available on district buses will be used by passengers when the vehicle is in any non-stationary gear.

Legal Reference: 281 I.A.C. 43.10(6)

Cross Reference: 711.10 School Bus Safety Instruction

Approved

Reviewed

Revised

712 TECHNOLOGY AND DATA SECURITY

The Shenandoah Community School District recognizes the increasingly vital role technology plays in society. It is the goal of the district to embrace technology as a resource to further educate our students, and better prepare students for the future. It is the intent of the district to support secure data systems in the district, including security for all personally identifiable information (PII) that is stored digitally on district-maintained devices, computers and networks. Technology also has incredible potential to support increased efficiency, communication and growth through collaboration among administration, students, staff, employees and volunteers.

However, with this growth opportunity comes increased potential for valuable sensitive data to become public. The district takes seriously its responsibility to protect private data. The purpose of this policy is to ensure the secure use and handling of all district data, computer systems, devices and technology equipment by district students, employees, and data users.

The district supports the use of third-party vendors to perform necessary education functions for the district. Utilizing third party vendors to outsource functions the district would traditionally perform provides a cost-effective means to deliver high quality educational opportunities to all students. However, it is paramount that third party vendors with access to sensitive data and PII of district students, employees and data users be held to the highest standards of data privacy and security.

The selection of third-party vendors shall be in accordance with appropriate law and policy. Third-party vendors with access to PII shall meet all qualifications to be designated as a School Official under the Family Educational Rights and Privacy Act (FERPA). The board shall ensure that any approved contract with a third-party vendor will require that the vendor comply with all applicable state and federal laws, rules, or regulations, regarding the privacy of PII.

It is the responsibility of the superintendent to develop procedures for the district to enhance the security of data and the learning environment. The procedures shall address, but not be limited to, the following topics:

Access Control –Access control governs who may access what information within the district and the way users may access the information. Increased access to secure networks and data will inevitably increase the risk of security compromise to those networks and data. It is the responsibility of the superintendent to develop procedures for determining which individuals will have access to district networks, devices and data; and to what extent such access will be granted. System and network access will be granted based upon a need-to-have requirement, with the least amount of access to data and programs by the user as possible.

Security Management –Security management addresses protections and security measures used to protect digital data. These include measures related to audits and remediation, as well as security plans for responding to, reporting and remediating security incidents. It is the responsibility of the superintendent to develop procedures to govern the secure creation, storage and transmission of any sensitive data and personally identifiable information (PII). The superintendent or designee shall implement network perimeter controls to regulate data moving between trusted internal resources to external entities.

Technology and Data Use Training – Technology and data use training addresses acceptable use best practices to safeguard data for students, employees and staff. It is the responsibility of the superintendent to develop procedures for creating and administering a training program on proper data and technology use. The training shall address the proper use and security of all district owned or controlled technology, devices, media and data. Training should be administered to all district data users. The training program should be updated and presented to the school board for approval on an annual basis.

712R1 SECURITY REQUIREMENTS OF THIRD-PARTY VENDORS REGULATION

The District must ensure proper safeguards and procedures exist to use third-party vendors as a resource to further educational functions. The following procedures shall be used to investigate and contract only with qualifying third-party vendors for the performance of necessary educational functions of the district; and to ensure that third-party vendors meet the required standards to be designated under the Family Educational Rights and Privacy Act (FERPA) as a School Official to handle personally identifiable information (PII) within the district.

Third-party vendors may be designated by the district as a School Official when the vendor:

1. Performs an institutional service or function for which the school or district would otherwise use its own employees;
2. Has met the criteria set forth in the district's annual notification of FERPA rights for being a school official with a legitimate educational interest in the education records;
3. Is under the direct control of the district regarding the use and maintenance of education records; and
4. Uses education records only for authorized purposes and may not re-disclose PII from education records to other parties (unless the provider has specific authorization from the district to do so and is otherwise permitted by FERPA).

Third party vendor data use requirements shall include, but not be limited to the following:

1. The vendor implement and maintain security procedures and practices consistent with current industry standards; and
2. The vendor be prohibited from collecting and using PII for:
 - a. Targeted advertising;
 - b. Amassing a profile about a student or students except in furtherance of educational purposes;
 - c. Selling or renting PII for any purpose other than those expressly permitted by law; and
 - d. Disclosing PII for any purposes other than those expressly permitted by law.

Approved

Reviewed

Revised

800 OBJECTIVES OF BUILDINGS & SITES	2
801.1 BUILDINGS & SITES LONG RANGE PLANNING.....	3
801.2 BUILDINGS & SITES SURVEYS	4
801.3 EDUCATIONAL SPECIFICATIONS FOR BUILDINGS & SITES	5
801.4 SELECTION OF AN ARCHITECT.....	6
801.5 SITE ACQUISITION	7
801.6 BIDS AND AWARDS FOR CONSTRUCTION CONTRACTS	8
801.7 FINANCING SITES AND CONSTRUCTION	9
801.8 SUPERVISION OF CONSTRUCTION	10
802.1 MAINTENANCE SCHEDULE.....	11
802.2 REQUESTS FOR IMPROVEMENTS.....	12
802.3 EMERGENCY REPAIRS	13
802.4 FIXED ASSETS MANAGEMENT SYSTEM.....	14
802.4R1 FIXED ASSETS MANAGEMENT SYSTEM REGULATION	16
802.4R2 FIXED ASSETS MANAGEMENT SYSTEM DEFINITIONS.....	21
802.5 BUILDINGS & SITES ADAPTATION FOR PERSONS WITH DISABILITIES.....	24
802.6 VANDALISM	25
802.7 ENERGY CONSERVATION	26
802.8 CONTRACT FOR MAINTENANCE SERVICES	27
802.9 CAPITAL ASSETS	28
802.10 INTANGIBLE ASSET REPORTING.....	29
803.1 DISPOSITION OF OBSOLETE EQUIPMENT	30
803.2 LEASE, SALE OR DISPOSAL OF SCHOOL DISTRICT BUILDINGS & SITES.....	31
804.1 FACILITIES INSPECTIONS	32
804.2 WARNING SYSTEM AND EMERGENCY PLANS.....	33
804.3 FACILITIES SECURITY	34
804.4 BOMB THREATS	35
804.5 ASBESTOS CONTAINING MATERIAL.....	36

800 OBJECTIVES OF BUILDINGS & SITES

This series of the board policy manual sets forth the board objectives and goals for the school district's buildings and sites. It is the goal of the board to provide sufficient school district buildings and sites for the education program. The board will strive to provide an environment which will encourage and support learning.

In providing this environment the school district buildings and sites will accommodate the organizational and instructional patterns that support the education program. The board has final authority to determine what is necessary to meet the needs of the education program.

It is the responsibility of the superintendent to oversee the day-to-day operations of the school buildings and sites and to notify the board of areas in need of improvement.

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801.1 BUILDINGS & SITES LONG RANGE PLANNING

As part of the board's long-range plan for the school district's education program, the board will include the buildings and sites needs for the education program. The long-term needs for building and will be discussed and determined by the board.

It is the responsibility of the superintendent to provide information including, but not limited to, enrollment projections and education program requirements to the board.

Legal Reference: Iowa Code §§ 280.3, .12, .14; 297-~~(2009)~~.

Cross Reference: 105 Long-Range Needs Assessment
~~211.4 — Work Sessions~~

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801.2 BUILDINGS & SITES SURVEYS

The board may engage the services of consultants or other personnel to study the needs of the school district's buildings and sites in providing the education program. The results of these services will be considered in planning the education program and in making decisions about the improvement and acquisition of additional buildings and sites.

It is the responsibility of the superintendent to make a recommendation to the board regarding the need for such services and who should perform such services for the board.

Legal Reference: Iowa Code §§ 280.3, .14; 297-~~(2009)~~.

Cross Reference: 105 Long-Range Needs Assessment
801 Site Acquisition and Building Construction

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801.3 EDUCATIONAL SPECIFICATIONS FOR BUILDINGS & SITES

Buildings and sites considered for purchase or construction by the board or currently owned by the school district and used for the education program must meet, or upon improvement be able to meet, the specifications set by the board. The board will make this determination.

Prior to remodeling or other construction of buildings and sites, the board may appoint a committee of consultants, employees, citizens, or others to assist the board in developing the specifications for the new or improved buildings and sites. These specifications will be consistent with the education program, and they will provide the architect with the information necessary to determine what is expected from the facility. It is within the discretion of the board to determine whether a committee is appointed.

The education specifications will include, but not be limited to, the financial resources available for the project, the definition and character of classrooms, the functional use to be made of the rooms, description of specialized needs, and other pertinent information as the board deems necessary.

It is the responsibility of the superintendent to make a recommendation to the board regarding the specifications of buildings and sites.

Legal Reference: Cedar Rapids Community School District, Linn County v. City of Cedar Rapids, 252 Iowa 205, 106 N.W.2d 655 (1960).
Iowa Code §§ ~~8A.73A.2, .18~~; 280.3, .14; 297; 544A ~~(2009)~~.
~~1974 Op. Att'y Gen. 529.~~

Cross Reference: 801 Site Acquisition and Building Construction

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801.4 SELECTION OF AN ARCHITECT

The board shall have the authority to select the architect for construction requiring these services. The financial condition of the school district, the ability of the architect to meet the specifications of the board and the State Department of Education if necessary, the experience of the architect and other factors deemed relevant by the board will be considerations for selection of an architect.

It shall be the responsibility of the board to interview the architects and make a decision.

Legal Reference: Iowa Code chs. 297; 544A (2009)

Cross Reference: 801 Site Acquisitions and Building Construction

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801.5 SITE ACQUISITION

Sites acquired by the board will meet or, upon improvement, be able to meet the specifications set out by the board prior to using the site for the education program. The board may meet in closed session to discuss potential purchases of sites.

It is the responsibility of the superintendent to assist the board and to make recommendations concerning the acquisition of sites.

Legal Reference: Iowa Code §§ 21.5(j); 297-~~(2009)~~.

Cross Reference: 213 Closed Sessions
705.1 Purchasing - Bidding
801 Site Acquisition and Building Construction
~~801.3 Educational Specifications for Buildings & Sites~~

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~~801.6 BIDS AND AWARDS FOR CONSTRUCTION CONTRACTS~~

~~The board supports economic development in Iowa, particularly in the school district community. Construction contracts will be made in the school district community or in Iowa from Iowa-based companies if the bids submitted are comparable in quality and can be received without additional cost in comparison to those submitted by other bidders. The board will have the authority to approve or retain construction contracts.~~

~~Public, competitive sealed bids are required for construction projects, including renovation and repair, with a cost exceeding \$25,000. The public, competitive sealed bid requirement is waived in the case of emergency repairs when the repairs are necessary to prevent the closing of a school. The AEA administrator will certify that the emergency repairs are necessary to prevent the closing of a school.~~

~~The award of construction contracts will, generally, be made to the lowest responsible bidder. The board, in its discretion, after considering factors relating to the construction, including, but not limited to, the cost of the construction, availability of service and/or repair, completion date, and any other factors deemed relevant by the board, may choose a bid other than the lowest bid. The board will have the right to reject any or all bids, or any part thereof, and to enter into the contract or contracts deemed to be in the best interests of the school district.~~

~~It is the responsibility of the superintendent to make a recommendation and the reason for it to the board for construction contract bids.~~

~~Legal Reference: Iowa Code §§ 72; 73; 73A.2, .18; 297.7-.8 (2009).~~

Cross Reference:	705	Expenditures
	705.1	Purchasing Bidding
	705.3	Requisitions and Purchase Orders
	705.4	Receiving Goods and Services
	801	Site Acquisition and Building Construction
	801.2	Building & Sites Surveys
	802.2	Requests for Improvements

801.7 FINANCING SITES AND CONSTRUCTION

Prior to the approval of a construction contract, except emergency construction, the board shall review methods for financing the project. The board may use the means it deems necessary to pay for the purchase of sites and construction. In determining the means of financing for these purposes, the board shall consider the financial condition of the school district and the uses allowed for the monies of the school district.

It shall be the responsibility of the superintendent to analyze the various methods of financing for the purchase of sites and construction and make a recommendation to the board.

Legal Reference: Harney v. Clear Creek Community School District, 261 Iowa 315, 154 N.W..2d 88 (1967).
Liggett v. Abbott, 192 Iowa 742, 185 N.W. 569 (1921)
Iowa Code §§ 73A; 74; 74A; 75; 278.1; 296; 297; 298 (1993)
1974 Op. Att’y Gen. 598.
1972 Op. Att’y Gen. 295.
1938 Op. Att’y Gen. 167.
1936 Op. Att’y Gen. 423.

Cross Reference: 705 Expenditures
801 Site Acquisition and Building Construction

801.8 SUPERVISION OF CONSTRUCTION

Construction authorized by the board must be supervised for proper execution. The board will tour the completed construction area before allowing final payment on the project.

It shall be the responsibility of the superintendent to supervise construction projects of the school district as they are completed. The superintendent shall be responsible for providing the board with progress reports at each meeting until the construction is completed and shall work closely with the architect.

Legal Reference: Iowa Code §§ 279.8 (2009)

Cross Reference: 801 Site Acquisition and Building Construction

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802.1 MAINTENANCE SCHEDULE

The school district buildings and sites, including the grounds, buildings and equipment, will be kept clean and in good repair. Employees should notify the building principal when something is in need of repair or removal, including graffiti.

It is the responsibility of the superintendent to maintain the school district buildings and sites. As part of this responsibility, a maintenance schedule is created and adhered to in compliance with this policy.

Legal Reference: Iowa Code §§ 279.8; 280.3, .14 ~~(2009)~~.

Cross Reference: 502.2 Care of School Property/Vandalism
502.7 Student Lockers
802 Maintenance, Operation and Management
804.1 Facilities Inspections

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Revised 07/11/11

802.2 REQUESTS FOR IMPROVEMENTS

Generally, except for emergency situations, requests for improvements or repairs are made to the superintendent by building principals and the head custodian. Requirements for requests outlined in the maintenance schedule will be followed.

Minor improvements, not exceeding a cost of \$5,000, may be approved by the superintendent. Improvements exceeding \$5,000 must be approved by the board. Routine maintenance and repairs outlined in the maintenance schedule will be followed.

Legal Reference: Iowa Code §§ 279.8; 280.3, .14 ~~(2009)~~.

Cross Reference: 802.1 Maintenance Schedule
802.3 Emergency Repairs

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802.3 EMERGENCY REPAIRS

In the event an emergency requiring repairs in excess of ~~\$25,000~~the state limit, to a school district facility are necessary to correct or control the situation and to prevent the closing of school, the provisions relating to bidding will not apply.

It is the responsibility of the superintendent to obtain certification from the area education agency administrator stating such repairs in excess of ~~\$25,000~~the state limit were necessary to prevent the closing of school.

It is the responsibility of the superintendent to notify the board as soon as possible considering the circumstances of the emergency.

Legal Reference: Iowa Code §§ 280.3, .14; 297.8-~~(2009)~~.

Cross Reference: 705.1 Purchasing - Bidding
802 Maintenance, Operation and Management

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802.4 ~~FIXED ASSETS MANAGEMENT SYSTEM~~ CAPITAL ASSETS

The school district will establish and maintain a capital assets management system for reporting capitalized assets owned or under the jurisdiction of the school district in its financial reports in accordance with generally accepted accounting principles (GAAP) as required or modified by law; to improve the school district's oversight of capital assets by assigning and recording them to specific facilities and programs and to provide for proof of loss of capital assets for insurance purposes.

Capital assets, including tangible and intangible assets, are reported in the government-wide financial statements (i.e. governmental activities and business type activities) and the proprietary fund financial statements. Capital assets reported include school district buildings and sites, construction in progress, improvements other than buildings and sites, land and machinery and equipment. Capital assets reported in the financial reports will include individual capital assets with an historical cost equal to or greater than \$5,000. The Federal regulations governing school nutrition programs require capital assets attributable to the school nutrition program with a historical cost of equal to or greater than \$500 be capitalized. Additionally, capital assets are depreciated over the useful life of each capital asset.

All intangible assets with a purchase price equal to or greater than \$150,000 with useful life of two or more years, are included in the intangible asset inventory for capitalization purposes. Such assets are recorded at actual historical cost and amortized over the designated useful lifetime applying a straight-line method of depreciation. If there are no legal, contractual, regulatory, technological or other factors that limit the useful life of the asset, then the intangible asset needs to be considered to have an indefinite useful life and no amortization should be recorded.

Phase III districts, as determined under GASB 34, will not retroactively report intangible assets. If actual historical cost cannot be determined for intangible assets due to lack of sufficient records, estimated historical cost will be used.

This policy applies to all intangible assets. If an intangible asset that meets the threshold criteria is fully amortized, the asset must be reported at the historical cost and the applicable accumulated amortization must also be reported. It is not appropriate to "net" the capital asset and amortization to avoid reporting. For internally generated intangible assets, outlays incurred by the government's personnel, or by a third-party contractor on behalf of the government, and for development of internally generated intangible assets should be capitalized.

To improve the school district's oversight of fixed assets by assigning and recording them to specific facilities and programs and to provide for proof loss of fixed assets for insurance purposes, the school district will establish and maintain a fixed assets management system for reporting capitalized fixed assets owned or under the jurisdiction of the school district in its financial reports in accordance with generally accepted accounting principles (GAAP) as required or modified by law.

A separate fixed assets listing is prepared for fixed assets in the general fixed assets account group (GFAAG) and for the fixed assets of each proprietary and fiduciary fund. "Fixed assets" in the GFAAG will include school district buildings and sites, construction in progress, improvements other than buildings and sites, land and machinery and equipment. "Fixed assets" in the proprietary funds will include school district buildings and sites, construction in progress, improvements other than buildings and sites, capitalized interest, infrastructure, land and machinery and equipment. Fixed assets reported in the financial reports will include individual fixed assets with an historical cost equal to or greater than \$500. Fixed assets accounted for and reported in the proprietary funds are depreciated over the useful life of each fixed asset.

The ~~fixed capital~~ assets management system ~~is~~ must be updated monthly to account for the addition/acquisition, disposal, relocation/transfers of ~~capital~~ fixed assets. It is the responsibility of the superintendent to count and reconcile the ~~capital~~ fixed assets ~~listing for the general fixed assets account group and for each proprietary and~~

~~fiduciary fund~~ with the ~~capital~~fixed assets management system on June 30 each year.

It is the responsibility of the superintendent to develop administrative regulations implementing this policy. It will also be the responsibility of the superintendent to educate employees about this policy and its supporting administrative regulations.

Legal Reference: Iowa Code §§ 257.31(4); 279.8; 297.22-.25; 298A (~~2009~~).

Cross Reference: 709.1 Insurance Program
701.5 Financial Records

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Reviewed 04/09/18

Revised 07/11/11

802.4R1 ~~CAPITALFIXED ASSETS MANAGEMENT SYSTEM~~REGULATION

A. ~~CapitalFixed Aassets Mmanagement Systemteam.~~

- ~~1. The superintendent will appoint a fixed assets management team. Members of the fixed assets management team will include:
 - a. Superintendent, chair;
 - b. fixed assets manager;
 - c. Building principals;
 - d. Transportation director;
 - e. One or more facility maintenance personnel;
 - f. One or more technology personnel; and
 - g. Others deemed necessary by the superintendent.~~

~~2.1. The superintendent, and/or other designated staff in conjunction with the fixed assets management team, shall:~~

- a. Conduct the capitalfixed assets physical count;
- b. Develop the capitalfixed assets listing;
- c. Tag capitalfixed assets included in the capitalfixed assets management system with a bar code identification number;
- d. Make a recommendation of a computer software program for managing the capitalfixed assets management system;
- e. Enter the necessary data into the capitalfixed assets management system and compile the appropriate reports;
- f. Develop forms and procedures for maintaining the integrity of the capitalfixed assets management system; and
- g. Maintain responsibility for an accurate capitalfixed assets management system.

B. Determining historical cost.

1. The historical cost of a capitalfixed asset is based on the actual costs expended in making the capitalfixed assets serviceable. ~~For the initial fixed assets listing of currently owned fixed assets, records indicating the actual costs expended in making the fixed assets serviceable may be available in the central administrative office.~~
2. Gifts of capitalfixed assets are ~~given an "historical cost" of~~valued at the estimated fair market value on the addition/acquisition date.
3. CapitalFixed assets purchased under a capital lease are ~~given an~~valued at historical cost of their net present value of the minimum lease payments on the addition/acquisition date.
4. The historical cost of capitalfixed assets ~~in the proprietary funds~~ must include capitalized interest ~~and infrastructure.~~
- ~~5. Fixed assets for which the historical cost cannot be determined.
 - a. Search board minutes to determine the approximate acquisition date, contract approval date or project approval date.
 - b. Search central administrative office records at the time of the presumed addition/acquisition date, including those in storage, on microfiche or archives, to determine the actual costs expended in making~~

- ~~the fixed assets serviceable.~~
- e. ~~If no records can be found to determine the actual costs expended in making the fixed assets serviceable the school district may estimate the historical cost using back trending/standard costing after consulting with the school auditor.~~

Code No. 802.4R1
Page 2 of 5

C. Annual capital fixed assets listing reconciliation.

1. The superintendent, and/or other designated staff, in conjunction with the fixed capital assets management team, will conduct an annual capital fixed assets physical count to develop the annual capital fixed assets listing in a manner similar to the initial capital fixed assets listing process in B above. At least every three years, someone other than the person in custody of the capital fixed assets in the building/department/room will perform the capital fixed assets physical count for the building/department/room.
2. Upon completion of the annual capital fixed assets listing, the capital fixed assets listing is reconciled to the capital fixed assets management system data base.
3. Capital Fixed assets found to have been excluded from the data base are added to the capital fixed assets management system. The capital fixed assets management system process should be reviewed to prevent future incidents of excluding a capital fixed asset.
4. Capital Fixed assets unaccounted for are reported to the superintendent who contacts the supervisor of and the individual employee/person in charge/control/custody of the capital fixed asset. The individual employee/person in charge/control/custody of the capital fixed asset has thirty days to account for the capital fixed asset.
5. Capital Fixed assets unaccounted for after thirty days are reported to the superintendent for appropriate action and documentation. "Appropriate action" may include discipline, up to and including discharge, and may require the employee/person in charge/ control/custody of the capital fixed asset to replace the capital fixed asset.
6. The superintendent is responsible for documenting the reasons each fixed asset was not reconciled to the capital fixed assets management system.

D. Addition/acquisition of machinery and equipment fixed capital assets.

1. The school district's required purchasing policy and administrative regulations ~~and procedures~~ must be followed ~~to acquire machinery and equipment fixed~~ when acquiring capital assets. The school district's required policy and administrative regulations ~~and procedures~~ must be followed for receiving a gift of machinery and equipment fixed capital assets.
2. The Machinery and Equipment fixed capital assets Addition/Acquisition Form documentation must be completed for each additional machinery and equipment fixed capital assets with an addition/acquisition cost of equal to or greater than \$500. The following information ~~must~~ should be collected, if applicable:
 - a. Name of location-building/department/room;
 - b. Location-building/department/room code;
 - c. Balance sheet accounting/class code;
 - d. Government or BTA program ~~General fixed assets account group or proprietary fund asset (name proprietary fund)~~;
 - e. Addition/acquisition date;

- f. Check/purchase order number or gift;
- g. Bar code identification number assigned to and placed on the fixed capital asset;
- h. Serial/model number;
- i. Cost-historical;
- j. Fair market value on acquisition date (donated fixed-assets only);
- k. Estimated useful life (~~for proprietary funds only~~);
- l. Vendor;
- m. Purchasing fund and function;
- n. Description of capital fixed asset;

Code No. 802.4R1
Page 3 of 5

- o. Department/person charged with custody,
- p. Method of addition/acquisition-purchase, trade, gift etc.,
- q. Quantity;
- r. Replacement cost; and
- s. Addition/acquisition authorization; and,
- s.t. Function for depreciation.

3. Machinery and equipment fixed Capital assets acquired in a month must be entered into the fixed capital assets management system in the same month.

3.4. The actual costs of construction in progress, other than infrastructure, is entered into the capital assets management system in the month in which costs are incurred until the total cost of addition/acquisition is entered. Upon completion of construction, the total costs accumulated over the period of construction are reclassified to buildings.

~~E. Addition/acquisition of real property fixed assets.~~

- ~~1. The school district's required purchasing administrative regulations and procedures must be followed to acquire a real property fixed asset. The school district's required administrative regulations and procedures must be followed for receiving a gift of a real property fixed asset.~~
- ~~2. The Real Property Fixed Assets Addition/Acquisition Form must be completed for each additional real property fixed asset. The following information must be collected:

 - ~~a. Addition/acquisition date;~~
 - ~~b. Seller;~~
 - ~~c. Cost historical/addition/acquisition, cost including legal, architect, surveying and related fees;~~
 - ~~d. Balance sheet accounting/class code;~~
 - ~~e. Fair market value on a requisition date (donated fixed assets only);~~
 - ~~f. Estimated useful life of buildings (for proprietary funds only);~~
 - ~~g. Legal description;~~
 - ~~h. Location/address; and~~
 - ~~i. Addition/acquisition authorization.~~~~
- ~~3. For real property fixed assets in the general fixed assets account group, the actual costs of construction in progress, other than infrastructure, is entered into the fixed assets management system in the month in which costs are incurred until the total cost of addition/acquisition is entered. Upon completion of construction, the total costs accumulated over the period of construction are reclassified to buildings.~~
- ~~4. For real property fixed assets in the proprietary funds, the actual costs of construction in progress, including infrastructure construction, is entered into the fixed assets management system in the month in which costs are incurred until the total cost of addition/acquisition is entered. Upon completion of~~

~~construction, the total costs accumulated over the period of construction are reclassified to buildings.~~

~~5. Real property fixed assets acquired in a month must be entered into the fixed assets management system in the same month.~~

F. Relocation/transfer of machinery and equipment fixedcapital assets.

1. A fixedcapital assets Relocation/Transfer ~~documentation Form~~ must be completed prior to removing machinery and equipment fixedcapital assets from their current location. The following information must be collected:

- a. Relocation/transfer date;
- b. Quantity;
- c. Bar code identification number;
- d. Current location-building/department/room code;
- e. Name of current location-building/department/room;

Code No. 802.4R1

Page 4 of 5

- f. New location-building/department/room code;
- g. Name of new location-building/department/room;
- h. Date placed at new location-building/department/room;
- i. Department/person charged with custody; and
- j. Relocation/transfer authorization.

2. ~~Capital Machinery and equipment fixed~~ assets relocated/transferred in a month must be entered into the fixedcapital assets management system in the same month.

G. Disposal of ~~machinery and equipment and real property fixedcapital~~ assets.

1. A ~~Machinery and Equipment fixedCapital~~ Assets Disposal ~~Form~~documentation must be completed prior to disposing of real property machinery and equipment fixed assets. The following information must be collected:

- a. Disposal date;
- b. Quantity;
- c. Bar code tag identification number;
- d. Legal description;
- e. Location/Address;
- e-f. Purchaser;
- e-g. Disposal methods for real property junk, trade, sale, ~~trade in~~stolen, etc.; and
- e-h. Disposal authorization.

~~2. A Real Property fixed assets Disposal Form must be completed prior to disposing of real property fixed assets. The following information must be collected:~~

- a. ~~Disposal date;~~
- b. ~~Legal description;~~
- e. ~~Location/Address;~~
- d. ~~Purchaser;~~
- e. ~~Disposal method trade, sale, stolen, etc.; and~~
- f. ~~Disposal authorization.~~

2. Machinery and equipment/real property fixedCapital assets disposed of in a month must be entered into the fixedcapital assets management system in the same month.

3. When assets are sold or disposed of, it is necessary to calculate and report a gain or loss in the statement of activities. The gain/loss is calculated by subtracting the net book value (historical cost less any accumulated amortization) from the net amount realized on the sale or disposal.

H. Lost, damaged or stolen ~~machinery and equipment~~ fixedcapital assets.

1. A Lost, Damaged or Stolen ~~fixed-Capital a~~ Assets Report must be completed when a fixedcapital assets has been lost, damaged or stolen. The following information must be collected:
 - a. Date of loss, damage or theft;
 - b. Employee/person discovering;
 - c. Quantity;
 - d. Description of fixedcapital asset;
 - e. Bar code tag identification number;
 - f. Location-building/department/room;
 - g. Description of loss, damage, etc.;
 - h. Filing of police report-yes or no;
 - i. Filing of insurance report-yes or no;
 - j. Sent for repair-yes or no;
 - k. Date returned from repair;
 - l. Date returned to location-building/department/room;
 - m. Department/person charged with custody; and
 - n. Authorization

Code No. 802.4R1

Page 5 of 5

2. FixedCapital assets damaged, lost or stolen in a month must be entered into the fixedcapital assets management system in the same month.

I. FixedCapital assets reports.

1. Annual reports for June 30 each year.
 - a. fixedCapital assets listing including the following items ~~for the school auditor~~:
 - i. Balance sheet accounting/class code;
 - ii. Purchasing fund, function and depreciation function;
 - iii. Bar code tag identification number;
 - iv. Description of the fixedcapital asset;
 - v. Historical cost or other; ~~and~~
 - vi. Location;
 - vii. Current year depreciation/expense; and
 - vi.viii. Accumulated depreciation/amoritization.
 - b. fixedCapital assets listing by location/building;
 - c. fixedCapital assets listing by department/employee/person charged with custody; and
 - d. fixedCapital assets listing by replacement cost.

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802.4R2 ~~FIXED~~CAPITAL ASSETS MANAGEMENT SYSTEM DEFINITIONS

Back trending/standard costing - an estimate of the historical original cost using a known average installed cost for ~~a~~like units as of the estimated addition/ acquisition date. This cost is only applied to the ~~fixed~~capital assets initially counted upon implementation of the ~~fixed-capital~~ assets management system when the historical original cost cannot be determined. It is inappropriate to apply the back trending/standard costing method to any ~~fixed-capital~~ assets acquired after the ~~fixed~~-assets management system implementation date.

Balance sheet accounting/class codes - the codes set out for ~~fixed~~-assets in the Iowa Department of Education Uniform Accounting Manual. They are: 200-capital assets; 211-land and land improvements~~sites~~; 221-site improvements; 222- accumulated depreciation on site improvements; 231-buildings and building improvements; 232-accumulated depreciation on buildings and building improvements; 241-machinery and equipment; 242-accumulated depreciation on machinery and equipment, 251-works of art and historical treasures, 252-accumulated depreciation on works of art and historical treasures, 261- infrastructure, 262-accumulated depreciation on infrastructure, and 271-construction in progress.

Book value - The value of ~~a~~fixedcapital assets on the records of the school district, which can be the cost or, ~~in the case of fixed assets in the proprietary fund,~~ the cost less the appropriate allowances, such a depreciation.

Buildings and building improvements - A capital~~fixed~~ assets account reflecting the addition/acquisition cost of permanent structures owned or held by a government and the improvements thereon.

Business-type activities – one of two classes of activities reported in the government-wide financial statements. Business-type activities are financed in the whole or in part by fees charged to external parties for goods or services. These activities are usually reported in enterprise funds.

Capital expenditures/expenses - expenditures/expenses resulting in the addition/acquisition of or addition/acquisition to the school district's ~~general or proprietary~~fixedcapital assets.

Capital ~~fixed~~ assets - capital~~fixed~~ assets with a value of equal to or greater than \$500 based on the historical cost include: long-lived assets obtained or controlled as a result of past transactions, events or circumstances. Capital assets include buildings, construction in progress, improvements other than facilities, land, machinery and equipment, and intangible assets.

Capitalization policy - the criteria used by ~~a~~the school district to determine which capital~~fixed~~ assets will be reported as ~~fixed~~capital assets on the school district's financial statements and records.

Capitalization threshold – The dollar value limit at which a government elects to set for capitalizing tangible or intangible~~fixed~~ assets on the school district's capital assets.

Capitalized interest - interest accrued and reported as part of the cost of the capital~~fixed~~ assets during the construction phase of a capital project. The construction phase extends from the initiation of pre-construction activities until the time the asset is placed in service.

Construction in progress - buildings in the process of being constructed other than infrastructure.

~~Contributed capital – the permanent fund capital of a proprietary fund. It is created when a residual equity transfer is received by a proprietary fund; a general fixed assets is "transferred" to a proprietary fund; or a grant received is restricted to a capital acquisition or construction.~~

Cost - the amount of money or other consideration exchanged for goods or services.

Depreciation/Amortization - expiration in the service life of fixed capital assets, other than wasting assets, attributable to wear and tear, deterioration, action of the physical elements, inadequacy and obsolescence. In accounting for depreciation/amortization, the cost of a capital fixed asset, less any salvage value, is prorated over the estimated service life of such an asset, and each period is charged with a portion of such cost.

~~Fixed assets—long lived tangible assets obtained or controlled as a result of past transactions, events or circumstances. Fixed assets include buildings, construction in progress, improvements other than facilities, land and machinery and equipment.~~

Fixtures - attachments to buildings that are not intended to be removed and cannot be removed without damage to the buildings. Those fixtures with a useful life presumed to be as long as that of the building itself are considered a part of the building. Other fixtures are classified as machinery and equipment.

General capital fixed assets - capital fixed assets that are not fixed capital assets of any fund, but of the governmental unit as a whole. Most often these fixed capital assets arise from the expenditure of the financial resources of governmental funds.

Code No. 802.4R2

Page 2 of 2

General fixed capital assets account group (GFAAG) - a self-balancing group of accounts established to account for capital fixed assets of the school district, not accounted for through specific proprietary funds.

Government activities – activities generally financed through taxes, intergovernmental revenues, and other non-exchange revenues. These activities are usually reported in governmental funds and internal service funds.

Government-wide financial statements – Financial statements that incorporate all of a government’s governmental and business-type activities, as well as its nonfiduciary component units. There are two basic government-wide financial statements the statement of net assets and the statement of activities. Both basic government-wide financial statements are presented using the economic resources measurement focus and the accrual basis of accounting.

Historical (acquisition) cost - the actual costs expended to place a fixed capital asset into service. For land and buildings, costs such as legal fees, recording fees, surveying fees, architect fees and similar fees are included in the historical cost. For machinery and equipment, costs such as freight and installation fees and similar fees are included in the historical cost.

Improvements – In addition made to, or change made in, a capital asset, other than maintenance, to prolong its life or to increase the efficiency or capacity. The cost of the addition or change is added to the book value of the asset.

Improvements other than buildings - attachments or annexation to land that are intended to remain so attached or annexed, such as sidewalks, trees, drives, tunnels, drains and sewers. Sidewalks, curbing, sewers and highways are sometimes referred to as "betterments," but the term "improvements" is preferred.

~~Infrastructure assets - public domain fixed long-lived capital assets that normally are stationary in nature and normally can be preserved for a significantly greater number of years than most capital assets. Examples of infrastructure assets include; such as roads, bridges, curbs and gutters, streets and sidewalks, drainage systems, tater and sewer systems, dams, and lighting systems and similar assets that are immovable and of value only to the governmental unit.~~

Investment in general fixed capital assets - an account in the GFAAG representing the school district's investment

in general fixed-capital assets. The balance in this account generally is subdivided according to the source of the monies that finance the fixed-capital assets addition/acquisition, such as general fund revenues and special assessments.

Land and buildings - real property owned by the school district.

Machinery and equipment - fixed-capital assets which maintain their identity when removed from their location and are not changed materially or consumed immediately (e.g., within one year) by use. Machinery and equipment are often divided into specific categories such as: transportation machinery and equipment which includes school buses and school district owned automobiles, trucks and vans; other motor machinery and equipment which includes lawn maintenance machinery and equipment, tractors, motorized carts, maintenance machinery and equipment, etc.; other machinery and equipment which includes furniture and machinery and equipment contained in the buildings whose original cost is equal to or greater than (\$capitalization threshold), and fixed-capital assets under capital leases and fixed-capital assets being acquired under a lease/purchase agreement.

Proprietary funds ~~fixed assets~~ – Funds that focus on the determination of operating income, changes in net assets (or cost recovery), financial position, and cash flows. There are two different types of proprietary funds: enterprise funds and internal service fund~~capital fixed assets that are fixed assets specific to a proprietary fund, such as school nutrition fund or child care fund. Most often these fixed assets arise from the expenditure of financial resources of a proprietary fund.~~

Replacement cost - the amount of cash or other consideration required today to obtain the same fixed-capital assets or its equivalent.

Approved 9/11/06

Reviewed 04/09/18

Revised 07/11/11

802.5 BUILDINGS & SITES ADAPTATION FOR PERSONS WITH DISABILITIES

The board recognizes the need for access to its buildings and sites by persons with disabilities. School district buildings and sites currently in use will be altered to be accessible to persons with disabilities unless the alteration would cause an undue hardship for the school district. Renovated and new buildings and sites will be accessible to persons with disabilities.

It is the responsibility of the superintendent, upon board approval, to take the necessary action to ensure school district buildings and sites are accessible to persons with disabilities.

Legal Reference: 29 U.S.C. §§ 621-634 ~~(1994)~~.
42 U.S.C. §§ 12101 *et seq.* ~~(1994)~~.
Iowa Code chs. 104A; 216 ~~(2009)~~.

Cross Reference: 103 Equal Educational Opportunity
603.3 Special Education

Approved 08/08/94

Reviewed 04/09/18

Revised 07/11/11

802.6 VANDALISM

The board believes everyone should treat school district buildings and sites and property with respect for the benefit of the education program. Users of school district property will treat it with care. Employees discovering vandalism should report it to the building principal as soon as possible.

Persons suspected, found or proven to have destroyed or otherwise harmed school district property may be subject to discipline by the school district, if the person is under the jurisdiction of the school district, and may be reported to local law enforcement officials. Persons who are not under the jurisdiction of the school district and who are suspected, found or proven to have destroyed or otherwise harmed school district property will be reported to the local law enforcement authorities.

Legal Reference: Iowa Code § 279.8 ~~(2009)~~.

Cross Reference: 502 Students Rights and Responsibilities
903.4 Public Conduct on School Premises

Approved 08/08/94

Reviewed 04/09/18

Revised 07/11/11

802.7 ENERGY CONSERVATION

In concert with the board's goal to utilize public funds in an effective and efficient manner, employees and students will practice energy conservation methods when utilizing the school district's buildings and sites. These methods include, but are not limited to, turning off lights and equipment when not in use, reducing the temperature of the facility, particularly when it is not in use, and keeping windows and doors properly closed or open, depending upon the weather.

It is the responsibility of the superintendent to develop energy conservation guidelines for employees and students. Employees and students will abide by these guidelines.

Legal Reference: Iowa Code §§ 279.44; 473.19-.20 ~~(2009)~~.

Cross Reference: 700 Purpose of Noninstructional and Business Services

Approved 08/08/94

Reviewed 04/09/18

Revised 07/11/11

802.8 CONTRACT FOR MAINTENANCE SERVICES

The board may contract for custodial and other maintenance services for the school district buildings and sites. The superintendent is authorized to contract for such services. Except in the case of emergency, the board shall approve the contracts for these services if the cost exceeds \$2,000.

It shall be the responsibility of the superintendent to consider the financial condition of the school district and other factors deemed relevant by the superintendent in making such contracts.

Legal Reference: Iowa Code § 279.8 (2009).

Cross Reference: 703 Budget
705 Expenditures
802.3 Emergency Repairs

Approved 08/08/94

Reviewed 04/09/18

Revised 07/11/11

802.9 CAPITAL ASSETS

General Capital Assets:

General capital assets are assets that generally result from expenditures in the governmental funds and are capitalized in the General Fixed Assets Account Group. These assets are reported in the governmental activity column of the government-wide statement of net assets, but are not reported in the fund financial statements.

Business-Type Capital Assets:

Business-type capital assets are those assets reported in the proprietary funds. These assets are reported in the business-type activity column of the government-wide statement of net assets, but are not reported in the fund financial statements.

All capital assets are capitalized at cost for estimated historical cost and updated for additions and retirements during the year. Donated fixed assets are recorded at their fair market value as of the date received. The District does not possess any infrastructure. Improvements are capitalized, the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not.

The District maintains a reporting threshold of \$3,000 for general capital assets and a reporting threshold of \$500 for business-type capital assets. All reported capital assets except land and construction-in-progress are depreciated. Improvements are depreciated over the remaining useful lives of the related capital assets. Depreciation is computed using the straight-line method over the useful life.

<u>Asset Class</u>	<u>Useful Life</u>
Computers, TV	5 years
School Nutrition Vehicles	7 years
Licensed Vehicles	7 years
Musical Instruments	7 years
School Nutrition Equipment	12 years
Machinery & Equipment	15 years
Buildings	50 years

Approved 12/08/03Reviewed 04/09/18Revised 07/11/11

802.10 INTANGIBLE ASSET REPORTING

Effective for the fiscal year beginning on July 1, 2010, and each fiscal year thereafter, the Shenandoah Community School District will conform to GASB Statement 51, Accounting and Financial Reporting for Intangible Assets.

The following criteria shall be used to identify and report intangible assets on the District's Statement of Net Assets.

Identification

An intangible asset will be recognized in the Statement of Net Assets only if it is identifiable using the following tests:

- a) Separable (it can be separated/divided from the government and sold, transferred, licensed, rented or exchanged **or**
- b) Arose from the contractual or other legal rights, regardless of whether those rights are transferable or separable.

Threshold for Capitalization

The Shenandoah Community School District will not capitalize any intangible asset with a value of less than \$150,000.00.

Measurement/Recognition

Effective July 1, 2010, intangible assets exceeding the District's threshold will be recorded at actual historical cost.

Amortization

The straight-line method of depreciation will be used to amortize intangible assets meeting District criteria. If is noted that the useful life of an intangible asset that arises from contractual or other legal rights should not exceed the period to which the service capacity of the asset is limited by those contractual or legal provisions.

Miscellaneous

This policy must be applied to all intangible assets. If an intangible asset meets the threshold criteria and is fully amortized, the asset must be reported at historical cost and the applicable accumulated depreciation must be reported as well.

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803.1 DISPOSITION OF OBSOLETE EQUIPMENT

School property, such as equipment, furnishings, or supplies (hereafter equipment), will be disposed of when it is determined to be of no further use to the school district. It is the objective of the school district in disposing of the equipment to achieve the best available price or most economical disposal.

Obsolete equipment having a value of less than \$5000 will be sold or disposed of in a manner determined by the board. *(Insert method here.)* However, the sale of equipment, furnishings or supplies disposed of in this manner will be published in a newspaper of general circulation. The publication of the sale or disposition will be published with at least one insertion each week for two consecutive weeks. Any other disposition may be done in any other manner so with only one insertion in same newspaper.

A public hearing will be held regarding the disposal of the equipment with a value of \$5,000 or more prior to the board's final decision. The board will adopt a resolution announcing the proposed sale and will publish notice of the time and place of the public hearing and the description of the property will be in the resolution. Notice of the public hearing will be published at least once, but not less than 10 days and not more than 20 days, prior to the hearing date. Upon completion of the public hearing, the board may dispose of the equipment.

It is the responsibility of the superintendent to make a recommendation to the board regarding the method for disposing of equipment of no further use to the school district.

Legal Reference: Iowa Code §§ 297.22-.25 ~~(2009)~~.

Cross Reference: 704 Revenue
705.1 Purchasing - Bidding
803 Selling and Leasing

Approved 08/08/94

Reviewed 04/09/18

Revised 07/14/14

803.2 LEASE, SALE OR DISPOSAL OF SCHOOL DISTRICT BUILDINGS & SITES

Decisions regarding the lease, sale, or disposal of school district real property are made by the board. In making its decision the board will consider the needs of the education program and the efficient use of public funds.

Prior to the board's final decision regarding real property ~~with a value of \$5,000 or more~~, a public hearing will be held. The board will adopt a resolution announcing the proposed sale which will contain notice of the time and place of the public hearing and the description of the property or locally known address. Notice of the time and place of the public hearing will be published at least once, but not less than 10 days and not more than 20 days, prior to the hearing date. Upon completion of the public hearing, the board may dispose of the property.

If the real property contains less than two acres, is located outside of a city, is not adjacent to a city and was previously used as a schoolhouse site, the property may revert to the owner of the tract from whom the property was taken following the procedures set forth in Iowa Code §§ 297.15-.25.

In the case of a sale or lease of school district real property not being used for the education program, unless otherwise exempted, advertisements for bids will be taken. If the bids received by the board are deemed inadequate, the board may decline to sell or lease the property and re-advertise.

In the case of the razing of a school district facility, in an amount in excess of the statutory minimum required by law at a cost of \$5,000 or more, the board will advertise and take bids for the purpose of awarding the contract for the project.

The superintendent is responsible for coordinating the action necessary for the board to accomplish the lease, sale, or disposal of school district real property, including student-constructed buildings. It will also be the responsibility of the superintendent to make a recommendation to the board regarding the use of school district real property not being utilized for the education program.

Legal Reference: Iowa Code §§ 297.15-.25 ~~(2009)~~.

Cross Reference: 704 Revenue
705.1 Purchasing - Bidding
803 Selling and Leasing

Approved 08/08/94

Reviewed 04/09/18

Revised 07/11/11

804.1 FACILITIES INSPECTIONS

A program for annual inspection, in addition to those conducted by authorized agencies, of the equipment, facilities, and grounds will be conducted as part of the maintenance schedule for school district buildings and sites. The results of this inspection will be reported to the board at its annual meeting. Further, the board may conduct its own inspection of the school district buildings and sites annually.

Legal Reference: Iowa Code § 279.8 ~~(2009)~~.

Cross Reference: ~~709 Insurance Program~~
802 Maintenance, Operation and Management

Approved 08/08/94

Reviewed 04/09/18

Revised 07/11/11

804.2 ~~WARNING SYSTEM AND~~ DISTRICT EMERGENCY OPERATIONS PLANS

The safety and security of the school community is paramount to the Shenandoah Community School District. While there is no absolute guarantee of safety, it is the goal of the district to encourage and support physically secure learning and working environment within its buildings. The district shall work in conjunction with community stakeholders including local emergency management coordinators and local law enforcement agencies to create emergency operations plans for all district buildings and school buildings where students are educated.

The superintendent shall be responsible for the development, review and implementation of the district emergency operations plan. The plan shall include procedures for transmitting alerts regarding emergency situations to school personnel, students, and employers for non-school employees whose presence is regularly required in the school building. The emergency operations plan shall be updated and reviewed annually by the Board and shall address responses to natural disasters, active shooter scenarios and other emergencies as determined by the district. The emergency operations plans are confidential and shall not be subject to disclosure under Iowa Code Chapter 22. However, the district shall publish procedures for students, school personnel, parents, and family members to report possible safety threats on school grounds and at school activities.

The administration shall hold annual emergency operations drills at each district building covered by an emergency operation plan in accordance with law. The district shall determine which school personnel shall participate and whether local law enforcement and students participate in annual drills.

The school district will maintain a warning system designed to inform students, employees, and visitors in the facilities of an emergency. This system is maintained on a regular basis under the maintenance plan for school district buildings and sites. This system may also be connected to the local police station in case of an emergency when the building is not in use.

Students are informed of this system according to board policy. Each classroom and office will have a plan for helping those in need of assistance to safety during an emergency. This will include, but not be limited to, students and employees with disabilities.

Licensed employees are responsible for instructing students on the proper techniques to be followed during an emergency. It is the responsibility of the superintendent to develop administrative regulations regarding this policy.

Legal Reference: Iowa Code § ~~100.31 (2009)-280.30~~

Cross Reference: ~~507 — Student Health and Well Being~~
~~711.10 School Bus Safety Instruction~~
~~804 — Safety Program~~ 800 Objectives of Buildings & Sites

Approved 08/08/94

Reviewed 04/09/18

Revised 07/11/11

804.3 FACILITIES SECURITY

To protect the school district buildings and sites and equipment, the facilities shall be locked when school is not in session. When school activities or public activities are held in the school district facilities, only the main entrance doors, as determined by the superintendent and the building principals, shall be unlocked for access to the school district facilities.

It shall be the responsibility of employees and users of the school district facilities to abide by this policy.

Legal Reference: Iowa Code §§ 279.8; 280.3, .14 (2009)

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

Approved 08/08/94

Reviewed 04/09/18

Revised 07/11/11

~~804.4 BOMB THREATS~~

~~As soon as a bomb threat is reported to the administration, the school district facility should be cleared immediately. A thorough search will be made by the appropriate school district or law enforcement officials. Employees and students will remain outside the school district facility until it is determined that danger no longer exists.~~

~~It is the responsibility of the superintendent to file a report or keep a report of each incident for the school district records.~~

~~Legal Reference: Iowa Code § 279.8 (2009).~~

~~Cross Reference: 804 Safety Program~~

Approved 08/08/94

Reviewed 04/09/18

Revised 07/11/11

804.5 ASBESTOS CONTAINING MATERIAL

Friable and nonfriable asbestos containing materials will be maintained in good condition and appropriate precautions will be followed when the material is disturbed. If there is a need to replace asbestos it will be replaced with nonasbestos containing materials. Each school building will maintain a copy of the asbestos management plan.

The school district will annually notify, appoint and train appropriate employees as necessary.

Legal Reference: 20 U.S.C. §§ 3601 *et seq.* ~~(1994)~~.
40 C.F.R. Pt. 763.84 ~~(2002)~~.
Iowa Code §§ 279.52-.54 ~~(2009)~~.

Cross Reference: 403.4 Hazardous Chemical Disclosure
802 Maintenance, Operation and Management

Approved 08/08/94

Reviewed 04/09/18

Revised 07/11/11

804.5 STOCK EPINEPHRINE AUTO-INJECTOR SUPPLY

The Shenandoah Community School District seeks to provide a safe environment for students, staff, and visitors who are at risk of severe allergic reactions. Therefore, it is the policy of the district to annually obtain a prescription for epinephrine auto-injectors from a licensed health care professional, in the name of the school district, for administration by a school nurse or personnel trained and authorized to a student or individual who may be experiencing an anaphylactic reaction.

Procurement and maintenance of supply: The district shall stock a minimum of one pediatric dose and one adult dose epinephrine auto-injector for each school building. The supply of such auto-injectors shall be maintained in a secure, dark, temperature-controlled location in each school building.

[Insert employee responsible] shall routinely check stock epinephrine auto-injectors and document in a log monthly:

- The expiration date;
- Any visualized particles; or
- Color change.

The employee shall be responsible for ensuring the district replaces, as soon as reasonably possible, any logged epinephrine auto-injector that is used, close to expiration, or discolored or has particles visible in the liquid.

Training: A school nurse or personnel trained and authorized may provide or administer an epinephrine auto-injector from a school supply to a student or individual if the authorized personnel or school nurse reasonably and in good faith believes the student or individual is having an anaphylactic reaction. Training to obtain a signed certificate to become personnel authorized to administer an epinephrine auto-injector shall consist of the requirements established by law.

Authorized personnel will be required to provide a procedural skills demonstration to the school nurse demonstrating competency in the administration of stock epinephrine auto-injectors to retain authorization to administer stock epinephrine auto-injectors if the following occur:

- Failure to administer an epinephrine auto-injector to a student or individual by proper route, failure to administer the correct dosage, or failure to administer an epinephrine auto-injector according to generally accepted standards of practice (“medication error”); or
- Accidental injection of an epinephrine auto-injector into a digit of the authorized personnel administering the medication (“medication incident”).

Reporting: The district will contact emergency medical services (911) immediately after a stock epinephrine auto-injector is administered to a student or individual. The school nurse or authorized personnel will remain with the student or individual until emergency medical services arrive.

Within 48 hours, the district will report to the Iowa Department of Education:

- Each medication incident with the administration of stock epinephrine;
- Each medication error with the administration of stock epinephrine; or
- The administration of a stock epinephrine auto-injector.

As provided by law, the district, board, authorized personnel or school nurse, and the prescriber shall not be liable for any injury arising from the provision, administration, failure to administer, or assistance in the administration of an epinephrine auto-injector provided they acted reasonably and in good faith.

The superintendent may develop an administrative process to implement this policy.

NOTE: Districts are not required by law to stock and maintain a supply of epinephrine auto-injectors. However, if a district decides to stock and maintain a supply of epinephrine auto-injectors, the board is required to establish a policy.

Legal Reference: Iowa Code §§ 135.185; 279.8.
281 I.A.C. 14.3.

Cross Reference: 507.2 Administration of Medication

Approved _____ Reviewed _____ Revised _____

PARENT/GUARDIAN CONSENT FOR
TRANSPORTATION OF STUDENT FOR EXTRACURRICULAR ACTIVITIES

Student Name: _____ Student Grade: _____

I, the undersigned, am the parent/guardian of the above-named Student. The Student desires to participate in one or more extracurricular activities offered through the Shenandoah Community School District.

I understand that these extracurricular activities will involve my student's attendance at practices, games, meetings, and other activities which will take place at "home" (on School District premises) and "away" (off School District premises) and that transportation of the Student to and from these events is necessary for the Student to participate.

I further understand that the School District has offered to provide transportation for students to and from the "away" events for their participation. However, the Student and I desire to decline this offer and arrange for the Student's own transportation to and from these events. This may include the Parent/Guardian driving a private vehicle or the Student riding in a private vehicle driven by a teammate's Parent/Guardian or an approved third party. I understand that our choice may expose the Student to the risks associated with private transportation.

With these understandings in mind, and in consideration of my Student's participation in the events, I take responsibility for the Student's transportation to and from extracurricular activities. Also, I hereby relieve the School District of any responsibility for such transportation and, to the fullest extent permitted by law, release the School District and its employees from any corresponding liability for damage or injury occurring as a result of such private transportation.

In signing this form, I represent that I have read the entire document, that I understand and agree to its terms, and that I have signed it knowingly and voluntarily. I agree that if any portion of this form is held invalid under the laws of the State of Iowa, the balance of the consent form will, notwithstanding, continue in full force and effect.

SIGNATURE OF PARENT/GUARDIAN

DATE

PRINTED NAME OF PARENT/GUARDIAN

If the Student is 18 or over, he/she also agrees to the foregoing provisions by his/her signature below:

SIGNATURE OF STUDENT

DATE

PRINTED NAME OF STUDENT

Please place a checkmark representing whether your child will use the school provided transportation or will ride in a private vehicle to away contests. We understand that this is subject to change but will

help us understand our needs for transportation. If you have questions, please contact Aaron Burdorf, Shenandoah Activities Director, at burdorfa@shencsd.com or 712-246-2520.

	Need School Transportation	Will have a ride
Softball		
June 16 @ Red Oak	_____	_____
June 17 @ Sidney	_____	_____
June 18 @ Lewis Central	_____	_____
June 23 @ Creston	_____	_____
June 24 @ CBTJ	_____	_____
June 27 @ Essex	_____	_____
June 30 @ Denison	_____	_____
July 2 @ Kuemper	_____	_____
July 6 @ Tri-Center	_____	_____
Baseball		
June 16 @ Red Oak	_____	_____
June 18 @ Lewis Central	_____	_____
June 23 @ Creston	_____	_____
June 27 @ Essex	_____	_____
June 30 @ Denison	_____	_____
July 2 @ Kuemper	_____	_____
July 3 @ Griswold (vs Atlantic)	_____	_____
July 6 @ Tri-Center	_____	_____
July 7 @ Lenox	_____	_____



PROPOSAL

ExploreLearning Reflex
 For: Shenandoah Cmty Sch District

Presented to: Maria Blake, Teacher
 By: Daniel Silvers
 Presented on: January 13, 2020
 Proposal Expires on: January 31, 2020

Pricing

Quantity	Product	Months	Total
1 Site	Reflex Site License for all targeted students at a school. Priced per site.	6	\$1,647.50

Total: \$1,647.50

Multi-year Discounts		Savings of
3 YEARS = 15% OFF	\$8,402.25	\$1,482.75
2 YEARS = 10% OFF	\$5,931.00	\$659.00

This proposal is made on behalf of ExploreLearning, LLC (FEIN 38-3942548). Resulting orders are subject to ExploreLearning’s standard terms and conditions, which can be found at: reflexmath.com. This proposal along with the terms and conditions and privacy policy represents the entire agreement of the parties. There are no other promises in any other agreement, whether oral or written. Prices contained herein do not include applicable state and local sales taxes. Sales tax may be adjusted at the time of invoicing. Pricing information made herein is strictly confidential and is supplied on the understanding that it will be held confidential and not disclosed to third parties without the prior written consent of ExploreLearning.

Next Steps

Please contact Daniel Silvers at 866-882-4141, ext. 314 or daniel.silvers@explorellearning.com for more information on any aspect of this proposal (#Q-124518).

If applicable, please include your certificate of tax-exempt status with your purchase order. Purchase Orders may be sent to ExploreLearning Orders via one of the following methods:

- Email to:** sales@explorellearning.com
- Fax to:** 434-220-1484
- Mail to:** 110 Avon Street, Suite 300, Charlottesville, VA 22902



Order Form

Subscriber: SHENANDOAH MIDDLE SCHOOL

Address: 601 DR CREIGHTON CIR SHENANDOAH, IA 51601-2634

Term: 7/1/2020 to 6/30/2021

Qty	Services	Start Date	End Date	per	Prorated Price	Total
350	Social StudiesX Bundle (Digital)	7/1/2020	6/30/2021	Student	USD 16.00	USD 5,600.00
1	Social StudiesX Online Product Training	7/1/2020	6/30/2021	Each	USD 0.00	USD 0.00
350	Soc Stud TB - Middle Levels	7/1/2020	6/30/2021	Student	USD 0.00	USD 0.00
1	Discovery Education Experience	7/1/2020	6/30/2021	License	USD 0.00	USD 0.00
TOTAL:						USD 5,600.00

Estimated applicable taxes are . If your organization is tax-exempt, please provide a valid exemption certificate.

This Order Form and the Discovery Education Standard Terms of Services and License available at discoveryeducation.com/terms-and-conditions ("Standard Terms") constitute the entire agreement between Subscriber and Discovery Education, Inc. for the Services. By signing below, the Subscriber and Discovery Education, Inc. agree to be bound by this Order Form and the Standard Terms as of the date of last signature below.

SHENANDOAH MIDDLE SCHOOL

Discovery Education, Inc.

By: _____
(Signature Required)

By: _____
(Signature Required)

Title: _____

Title: _____

Printed Name: _____

Printed Name: _____

Date: _____

Date: _____

Billing Entity: SHENANDOAH MIDDLE SCHOOL

Billing Entity Address: 601 DR CREIGHTON CIR
SHENANDOAH, IA 51601-2634

Billing Entity Phone Number: (712)246-2520



Please return Exhibit A with the signed Order Form.



Houghton Mifflin Harcourt

Proposal

Prepared For

Shenandoah Cmty Sch District

Attention:

Maria Blake

blakem@shenandoah.k12.ia.us

For the Purchase of:

Into Reading 2020

Prepared By

Billy Pugliese

billy.pugliese@hnhco.com

Please submit this proposal with your purchase order.

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.



Houghton Mifflin Harcourt

Coupon Code: PRODPB10

Attention:

Maria Blake

blakem@shenandoah.k12.ia.us

HMH Confidential and Proprietary

Customer Experience
9400 South Park Center Loop
Orlando, FL 32819
FAX: 800-269-5232
k12orders@hnhco.com

Proposal for
Shenandoah Cmty Sch District
Into Reading 2020

ISBN	Title	Price	Quantity	Value of all Materials	Value of Free Materials	Value of Charged Materials
Grade 6						
Student Print & Digital Licenses						
1789503	9780358399827 Into Reading Student License Print/Digital 6 Year Grade 6	\$132.00	80	\$10,560.00	\$1,056.00	\$9,504.00
	Includes: Into Reading Student myBook Softcover Set 6 Year Print Grade 6 Digital Student Resources 6 Year Grades K-6 Implementation Success					
Total for Student Print & Digital Licenses		\$9,504.00				
Teacher Digital Licenses						
1790237	9780358405672 Into Reading Digital Teacher Resources 6 Year Grades K-6	\$450.00	3	\$1,350.00	\$1,350.00	
Total for Teacher Digital Licenses						
A la Carte Items Available for Purchase						
Teacher Materials						
1714683	9781328469854 2020 Into Reading Writing Workshop Teacher's Guide Grade 6	\$42.00	3	\$126.00	\$12.60	\$113.40
1737706	9780358011156 2020 Into Reading Teacher's Guide Set Grade 6	\$140.00	3	\$420.00	\$42.00	\$378.00
1738609	9780358019114 Into Reading Teaching Pal Set Grade 6	\$28.00	3	\$84.00	\$8.40	\$75.60
1761437	9780358188155 Into Reading Rigby Leveled Library Cards with Take and Teach Lessons Grade 6	\$400.00	2	\$800.00	\$80.00	\$720.00
Student Materials						
1793807	9780358436041 Language Arts Novel 3 Points Recommended for a range of titles and choices from the HMH Novel List.	\$8.46	80	\$676.80	\$68.00	\$608.80
Total for A la Carte Items Available for Purchase		\$1,895.80				
Total for Grade 6		\$11,399.80				

Professional Services
Year 1 Implementation Success Plan

1730400	9781328594044 Into Reading Follow Up 1 Hour Webinar Session Grades K-6		1	\$350.00	\$350.00	
	To strengthen program implementation an HMH Services team member will work with you to choose from key Into Reading instructional topics to create a personalized Follow-Up online session.					

Getting Started with Into Reading



Coupon Code: PRODPB10

Attention:
 Maria Blake
 blakem@shenandoah.k12.va.us

HMH Confidential and Proprietary

Customer Experience
 9400 South Park Center Loop
 Orlando, FL 32819
 FAX: 800-269-5232
 k12orders@hmc.com

Proposal for
Shenandoah Cmty Sch District
Into Reading 2020

ISBN	Title	Price	Quantity	Value of all Materials	Value of Free Materials	Value of Charged Materials
1730394 9781328593986	Into Reading Getting Started Half Day Grade K-6 Participants engage in a variety of hands-on experiences to learn about the organization, design, and resources of Into Reading. The goal is to build deeper understanding and confidence to begin implementing Into Reading in their respective learning environments.	\$2,800.00	1	\$2,800.00	\$280.00	\$2,520.00
Total for Getting Started with Into Reading				\$2,520.00		
Total for Professional Services				\$2,520.00		

Total Savings:	\$2,897.00
Subtotal Purchase Amount:	\$13,919.80
Shipping & Handling:	\$863.28
Total Cost of Proposal (PO Amount):	\$14,783.08

Please add proper sales tax to your order



Houghton Mifflin Harcourt

Coupon Code: PRODPB10

Attention:
 Maria Blake
 blakem@shenandoah.k12.ia.us

HMH Confidential and Proprietary

Customer Experience
 9400 South Park Center Loop
 Orlando, FL 32819
 FAX: 800-269-5232
 k12orders@hmhco.com

Total Cost of Proposal (PO Amount): \$14,783.08

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
 - o Point of Contact for Print materials
 - o Point of Contact for Digital materials
 - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.

Ship to:

Shenandoah Cmnty Schl Dist

Sold to:

Shenandoah Cmnty Schl Dist

- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Shipping Point.
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.

Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

Date of Proposal: 3/24/2020

Proposal Expiration Date: 7/24/2020



Houghton Mifflin Harcourt



Houghton Mifflin Harcourt

Coupon Code: PRODPB10

Attention:
Maria Blake
blakem@shenandoah.k12.va.us

HMH Confidential and Proprietary

Customer Experience
9400 South Park Center Loop
Orlando, FL 32819
FAX: 800-269-5232
k12orders@hnhco.com

**Shared Personnel Agreement
With the
Shenandoah Community School District and the South Page School District**

This Agreement made and entered into the 1st day of July, 2020, by and between the Shenandoah Community School District (Shenandoah) and the South Page Community School District (South Page).

WHEREAS, Shenandoah and South Page seek a cooperative agreement to share the services of a School Business Official; and

WHEREAS, Shenandoah and South Page are public school districts organized and existing under laws of the State of Iowa; and

WHEREAS, two or more school districts may jointly employ and share the services of school personnel pursuant to Iowa Code section 280.15; and

WHEREAS, Shenandoah and South Page believe that an agreement pursuant to Iowa Code section 280.15 should be entered into with regard to the sharing of a School Business Official position when such agreement will be to their mutual advantage.

NOW, THEREFORE, Shenandoah Board of Directors and South Page's Board of Directors agree as follows:

1. School Business Official will provide services as a School Business Official during the 2020-2021 school year for Shenandoah. Shenandoah shall issue School Business Official an employment contract, and shall be deemed the employer for purposes of rights and obligations under Iowa law, and for purposes of compliance with federal and state laws relating to employment and employment benefits, subject to contributions by South Page pursuant to this Agreement. The employment arrangement shall be governed by the policies, rules, regulations, and job descriptions of Shenandoah.
2. School Business Official's services as a School Business Official will be shared by Shenandoah with South Page. The details of School Business Official's assignment between Shenandoah and South Page will be determined jointly by Shenandoah and South Page. School Business Official's duties and responsibility in each school district will be determined and assigned by the superintendents of Shenandoah and South Page. The responsibility for the evaluation of School Business Official's performance shall remain with Shenandoah, pursuant to its established procedures. Shenandoah's personnel policies shall apply to and govern the School Business Official's conduct and performance.
3. Shenandoah and South Page each agree to indemnify and hold harmless the other from and against all liability, damages, loss, costs, and reasonable attorney fees which arise out of any claims, suits, actions or other proceedings asserted against the party indemnified based upon any acts or omissions of the indemnifying party.
4. School Business Official will devote 80% of her time to Shenandoah and 20% of her time to South Page. Time away from the school districts including professional development, sick leave, and vacation leave, will be allocated in the same manner as the percentages above. Shenandoah will bill South Page at the end of the first semester and at the end of the second semester for wages, benefits, travel, professional development, etc.

5. If at any time School Business Official's employment with Shenandoah is terminated, South Page shall not be obligated to pay any more than the agreed amount of employee costs, listed in Paragraph 3, for those actual days of service performed by School Business Official. This amount shall be prorated to consider actual hours worked.
6. This Agreement shall automatically terminate on June 30, 2021 or upon mutual agreement by both parties. Each party shall notify the other of its intent to continue this Agreement by April 30, 2021, and if the parties mutually agree to continue this Agreement for another school year, a new agreement will be developed for the 2021-2022 school year consistent with the intent and agreement of the parties.
7. This agreement contains the entire understanding between Shenandoah and South Page and cannot be changed or terminated orally but only by an agreement in writing signed by Shenandoah and South Page.
8. Should any paragraph or provision of this agreement be declared illegal by a court or agency of competent jurisdiction, then that paragraph or provision shall be deleted from this agreement to the extent it violates the law. Such deletion shall not affect any other paragraph or provisions of this agreement. Should the parties deem it advisable, they may mutually agree to enter into negotiations to replace the invalid provision.

IN WITNESS WHEREOF, this instrument is executed by Shenandoah's and South Page's respective officers on the dates as hereinafter stated.

President, Board of Directors
Shenandoah Community School District

Date

President, Board of Directors
South Page Community School District

Date

Memorandum of Understanding (MOA)

between

The Shenandoah Community School District Board of Directors

and

The Fremont Mills Community School District

This MEMORANDUM OF AGREEMENT between the Shenandoah Community School District, hereinafter referred to as the District, represented by its Board of Directors, and Fremont Mills Community School District, represented by its Board Of Directors

Recognizes the importance of establishing a government to government relationship that fosters mutual understanding, shared responsibilities and a commitment to working together for the improvement of student learning.

THIS AGREEMENT is hereby made and entered into by the District, and Fremont Mills Community School District to provide instructional services and programs for the students referred for IWCC Medical Terminology, Introduction to Health Occupations, CPA and First Aid in the workplace, and/or CNA Class (es). The receiving agency shall retain the right to limit enrollment.

The cost of the above services shall be paid by the undersigned sending agency and shall be determined by the following formula. First establishing an equivalent FTE and supplemental weighting implied by taking the weighting factor of the class times the Districts FTE times the district maximum tuition cost establishing by the Department of Education for the fiscal year. Second establishing the cost of the class per student by determining the district's instructor's cost per hour diem inclusive of salary and benefits, committed hours per class plus any supplies or materials provided, divided by total students being served. Third the IWCC cost of tuition for the attending student.

This agreement is for the 2020-2021 school year.

Signed: _____
Board President or Authorized Designee (Receiving Agency)

Date

Signed: _____
Board President or Authorized Designee (Sending Agency)

Date