

SIDNEY COMMUNITY SCHOOLS
"We hold tomorrow in our hands."

BOARD OF DIRECTORS

Gregg Cruickshank
Superintendent/7-12 Principal
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Heidi Lowthorp – President
Alisha Ettleman – Vice President
Erika Graham
Bradley Johnson
Larry Holt
Janet Lemrick – Board Secretary
Jennifer Maher – Board Treasurer

Linda Spencer
PK – 6 Principal/Curriculum Director
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Board of Directors Meeting Agenda
Monday, August 18, 2014 – 7:30 p.m.
Board room - 2754 Knox Road

1. **Call meeting to order and determine a quorum**
2. **Recognition of guests and public comment** – the Board may allow up to 5 minutes for citizens to discuss school matters with the Board. More time may be granted at the discretion of the Board. Discussing personnel matters relating to performance and evaluation are prohibited by the Board. Such matters shall be appropriately considered by the administration and resolved according to Board Policy and Iowa Administrative Code.
3. **Approve agenda**
4. **Approve minutes** – July 21 hearing and regular meeting
5. **Consider bills to be paid**
6. **Financials**
7. **Reports**
 - a. Elementary Principal/Curriculum Director
 - b. Junior-Senior High School Principal/Superintendent
8. **Discussion**
 - a. IASB Handbook – Chapter 4
 - b. ALICE training
 - c. Site visit report
9. **Discussion/action**
 - a. Instrumental equipment
 - b. IASB legislative priorities
10. **Board comment**
11. **Celebrations**
12. **Superintendent evaluation – closed session**
13. **Adjournment**

Annotated agenda

Financials – enclosed is **General Fund** accounts payable and payroll information for the last four fiscal years. The information is taken from the monthly balance sheet statement prepared by Jennifer.

Elementary Principal/Curriculum Director – enclosed.

Junior-Senior High School Principal/Superintendent

- **Enclosed** is information regarding the Instructional Support Levy.
 1. ISL supports the General Fund through a combination of property tax and income surtax – the balance determined by the Board annually when they set their budget.
 2. It must be reauthorized at the district level – every five years by a board vote or every 10 years by a public vote. Sidney did a public vote in 2006.
- **Enclosed** is AYP information. Sidney has not been identified as a School In Need of Assistance (SINA) or District In Need of Assistance (DINA) since No Child Left Behind Designations started a decade ago.

- **Preliminary Enrollment** with last year's number served from the Department of Education website in parentheses.

P – 48 (47)	7 – 27 (28)
K – 31 (22)	8 – 28 (24)
1 – 20 (22)	9 – 30 (41)
2 – 18 (19)	10 – 39 (30)
3 – 20 (25)	11 – 26 (22)
4 – 27 (21)	12 – 23 (30)
5 – 21 (24)	
6 – 27 (29)	

PK – 6: 212 (209) 7 – 12: 173 (175)

Total: 385 (384)

- **Enclosed** is a list of athletic and academic honors for baseball, softball, and track.
- **Enclosed** is information from Mrs. Zavadil on a music scholarship awarded to Genna Crom.
- The Board will reorganize in September which includes election of officers and setting the time and day for regular meetings.

- Open House was very well attended at the JH/HS!

Discussion

- a. **Board Handbook Chapter 4** – discussion.
- b. **ALICE training**
 - This was the training staff went through on dealing with an active intruder in a building. Excellent training – Linda and I will have more to share at the meeting and staff may be at the meeting to share their thoughts.
- c. **Site visit report**
 - **Enclosed.** It was shared last month in the Superintendent's report.

Discussion/action

- a. **Instrumental equipment – Mrs. Zavadil**
 - **Information enclosed.**
 - Mrs. Zavadil will attend the meeting and share more information.
- b. **IASB legislative priorities**
 - **Priorities enclosed.**
 - Each member will rank up to five priorities and a board consensus will be determined.

Board Comment

Celebrations

Superintendent evaluation – a motion is needed to go into closed session per Iowa Code 21.5(1)(i). The Board will return to open session by consensus.

Adjournment

Minutes, bills, financials

Sidney Community School District
Board of Directors Public Hearing
Early Start Date
Monday, July 21, 2014 7:30 p.m. 2754 Knox Road
Call meeting to order and determine quorum

The public hearing was called to order by President Heidi Lowthorp at 7:30 p.m. Directors present were Heidi Lowthorp, Alisha Ettleman, Erika Graham, and Brad Johnson. Director Larry Holt was absent. Also present were Superintendent Gregg Cruickshank, Business Manager Jennifer Maher and Board Secretary Janet Lemrick.

Approve agenda

Motion to approve the agenda was made by Director Graham with second by Director Johnson. Motion carried. Ayes 4 Nays 0

Early start date hearing

President Lowthorp opened the public hearing for comment. There were no comments.

Adjournment

Motion to adjourn the public hearing at 7:34 p.m. was made by Director Ettleman with second by Director Graham. Motion carried. Ayes 4 Nays 0

Board of Directors Regular Meeting

Call meeting to order and determine quorum

President Lowthorp called the meeting to order at 7:34 p.m. Directors present were Heidi Lowthorp, Alisha Ettleman, Erika Graham, and Brad Johnson. Director Larry Holt was absent. Also present were Superintendent Gregg Cruickshank, Business Manager Jennifer Maher and Board Secretary Janet Lemrick.

Recognition of guests

There were two guests in the audience.

Approve agenda

Motion to approve the amended agenda was made by Director Johnson with second by Director Graham. Motion carried. Ayes 4, Nays 0

Approve minutes

Motion to approve the minutes of the regular meeting held on June 16 and special meeting on June 29 was made by Director Ettleman with second by Director Johnson. Motion carried. Ayes 4 Nays 0

Consider bills to be paid

Motion to pay the bills as presented was made by Director Graham with second by Director Johnson. Motion carried. Ayes 4 Nays 0

Financials

Motion to approve the financial report was made by Director Ettleman with second by Director Graham. Motion carried. Ayes 4 Nays 0

Reports

Mr. Cruickshank presented the PK-6 principal report.

Mr. Cruickshank presented the Jr/Sr High and Superintendent report.

•Rural School Advocates of Iowa regional meeting will be July 26 from 2:00-5:00 p.m. at Red Oak AEA. All Board members are invited to attend.

•The external team site visit report was shared. It will be discussed at August meeting.

•Junior/Senior High Leadership team met. Team members are Rhonda Sheldon, Tina Ocken, Marcia Sunderman, Dyan Larsen and Nicole Zavadil.

•Open House for the school district will be August 13 from 6:30-7:30 p.m.

Discussion

Board Handbook

Chapter 3, "Exercising Board Leadership" was discussed. Chapter 4 will be read and discussed next month.

Transfers/assignments/staff tuition reimbursement

Examples of agreements were shared. More will be discussed at the August meeting.

IASB legislative priorities

Directors discussed the priorities they would like to see our legislator focus on for the 2015 legislative session.

Discussion/Action

High School Grading System

Jacob Smith, Senior Student Council member, discussed the reasons to change the current grading scale. Among other reasons, it would help in the process of student's applying for scholarships and entrance into college and also helps the grading process of teachers shared with other districts.

Motion to adopt a new Junior/Senior High grading scaled modeled after the one currently in place at East Mills was made by Director Ettleman with second by Director Graham. Motion carried. Ayes 4 Nays 0

Concurrent enrollment Spanish

Motion to approve offering of Spanish 3 and 4 for concurrent enrollment from Iowa Western Community College was made by Director Johnson with second by Director Graham. Motion carried. Ayes 4 Nays 0

Calendar adjustment

Motion to amend the 2014-15 school calendar, changing October 3 from professional development to school being in session, with the professional development day to be rescheduled was made by Director Ettleman with second by Director Graham. Motion carried. Ayes 4 Nays 0

Student handbooks

Motion to approve the 2014-15 Elementary and Junior/Senior High School Handbooks was made by Director Ettleman with second by Director Johnson. Motion carried. Ayes 4 Nays 0

Lunch prices

Motion to increase elementary lunch prices from \$1.95 to \$2.05 each; junior/senior high lunch prices from \$2.05 to \$2.15 each and adult lunch price to be set at \$3.30 to meet regulations and guidelines set by the United States Department of Agriculture and the Iowa Department of Education was made by Director Johnson with second by Director Ettleman. Motion carried. Ayes 4 Nays 0

Amendment to Shared Superintendent contract

Motion to approve the amended contract 80% at Sidney and 20% at South Page from August 1, 2014 to May 31, 2015 was made by Director Ettleman with second by Director Graham. Motion carried. Ayes 4 Nays 0

Milk bid

Motion to approve the bid from Anderson-Erickson for 2014-15 year was made by Director Graham with second by Director Johnson. Motion carried. Ayes 4 Nays 0

Iowa Western Concurrent Enrollment

Motion to approve Iowa Western concurrent enrollment courses contract for Fremont/Page site in Shenandoah was made by Director Johnson with second by Director Ettleman. Motion carried. Ayes 4 Nays 0

Motion to approve Iowa Western concurrent enrollment courses contract for on-site classes was made by Director Graham with second by Director Ettleman. Motion carried. Ayes 4 Nays 0

Action

Employment of personnel

Motion to hire Aleria Alexander as Kindergarten teacher was made by Director Johnson with second by Director Graham. Motion carried. Ayes 4, Nays 0

Motion to hire Jennifer Kirchhoff as First grade teacher was made by Director Ettleman with second by Director Graham. Motion carried. Ayes 4 Nays 0

Motion to hire Rachael Marion at High School Special Education Teacher; Junior High Student Council Sponsor and National Honor Society Sponsor was made by Director Graham with second by Director Johnson. Motion carried. Ayes 4 Nays 0

Motion to hire Tammy Lauman as preschool associate was made by Director Ettleman with second by Director Graham. Motion carried. Ayes 4 Nays 0

Motion to hire Jamie Doran as preschool associate was made by Director Johnson with second by Director Ettleman. Motion carried. Ayes 4 Nays 0

Motion to hire Konnie Bartley as junior/senior special education associate was made by Director Graham with second by Director Johnson. Motion carried. Ayes 4 Nays 0

Motion to hire Rosemary Gordon as junior/senior special education associate was made by Director Ettleman with second by Director Johnson. Motion carried. Ayes 4 Nays 0

Motion to hire Kathy Jurey as Junior Class Sponsor was made by Director Johnson with second by Director Graham. Motion carried. Ayes 4 Nays 0

Appoint Board Secretary

Motion to appoint Janet Lemrick as Board Secretary for the 2014-15 school year was made by Director Ettleman with second by Director Johnson. Motion carried. Ayes 4 Nays 0

Appoint Board Treasurer

Motion to appoint Jennifer Maher as Board Treasurer for the 2014-15 school year was made by Director Johnson with second by Director Graham. Motion carried. Ayes 4 Nays 0

Appoint Board Attorney

Motion to appoint Jon Johnson as Board Attorney for the 2014-15 school year was made by Director Graham with second by Director Ettleman. Motion carried. Ayes 3 Nays 0 Abstain 1

Bank depositories

Motion to designate Arbor Bank and Great Western Bank as depositories with a \$4million limit per bank was made by Director Graham with second by Director Johnson. Motion carried. Ayes 4 Nays 0

Official publication outlet

Motion to designate the Sidney Argus-Herald as official publication outlet was made by Director Ettleman with second by Director Graham. Motion carried. Ayes 4 Nays 0

Board Comment

Possible meeting dates to conduct a joint meeting with Fremont-Mills School district were discussed. Mr. Crucikshank will contact FM with the date that works for the board members present.

Celebrations

Congratulations to All-Conference Softball honorees: 1st Team Quinn Sheldon and Lexy Larsen (both unanimous); 2nd team Ruth Ellen Gregory, Tayler Holt, Zoe England and Shea Sears.

Congratulations to All-Conference Baseball honorees: 1st Team Chris Osborn (unanimous), Jacob Cain (unanimous), and Michael Coates; 2nd team Connor Nennemann; Honorable Mention – Sergio Rodriguez, Cameron Whitehead, and Erick Rodriguez. Congratulations to Abby Whitehead as Fremont County Cherry Pie Champion.

Congratulations to State Fair exhibitors Jolean McClane, Tia McClane, Abby Whitehead, Morgan Beard, Mat Beard, Nicholas Johnson, and Jessica Lowthorp.

Congratulations to State Fair working exhibitors Lily Johnson, Chloe Burge, and Paige Smith

Congratulations to Share the Fun State Fair performers: Mallory Beard (individual) and Rebecca Straw, Abby Whitehead, Chloe Burge, Gillian Schroeder, Savannah Hall (group).

Congratulations to Jaden and Mac Daffer competing at the U.S. Track & Field Championships.

Superintendent evaluation

The evaluation was tabled until all board members could be present.

Adjournment

Motion to adjourn at 9:19 p.m. was made by Director Ettleman with second by Director Graham. Motion carried. Ayes 4
Nays 0

SIDNEY SCHOOL BOARD REPORT OF EXPENDITURES

SIDNEY COMMUNITY SCHOOL

Payroll

Salaries/Wages	202,023.87
District Expense Insurance	19,105.16
IPERS	18,193.03
Medicare/Social Security	14,942.79
District Total	254,264.85

August-2014

Accounts Payable

General	42,348.45
Lunch Fund	10,947.14
Activity Fund	2,697.94
School House	108,256.20
District Total	164,249.73

SIDNEY COMMUNITY SCHOOL DISTRICT BOARD REPORT FOR

August-2014

Fund 10 OPERATING FUND

AFLAC	22.10
ATCHISON HOLT ELECTRIC	5,701.28
BEACON GRAPHICS	199.00
BECK, JENNIFER	354.00
BLACK HILLS ENERGY	288.70
BMO HARRIS MASTERCARD	7,849.92
BOHLEN FARM SERVICE	295.00
BROWN & SABNGER	16.06
CITY OF SIDNEY	320.80
CLARINDA CHAMBER OF COMMERCE	75.00
CONTRACT SPECIALTY, LC	104.69
COOPERTUNITY INSURANCE	696.20
CRUICKSHANK, KARA	20.00
D&T SHIRTIFIED	637.50
DAVIS EQUIPMENT CORP	341.45
DHS CASHIER, 1ST FL.	3,096.35
EDUCTIONAL TRANSITIONS PUBLIC	1,420.00
GATEHOUSE MEDIA NEBRASKA	250.00
GODFREAD, MELISSA	80.00
GREEN HILLS AEA	80.65
GREGG, ALISON	397.90
HAYES MECHANICAL	1,799.94
HENNEMAN AUTO PARTS	659.74
HOLT GAS COMPANY	1,267.06
IOWA ASSOCIATION SCHOOL BOARDS	130.00
IOWA COMMUNICATIONS NETWORK	207.73
IOWA SCHOOL FINANCE	336.00
LANG, CASSIE	68.00
LEMIRCK JANET	40.00
MAHER, JENNIFER	75.50
MARION, RACHAEL	35.00
MATHESON TRI-GAS INC	12.09
MEGHAN HALVORSON,	353.16
MENARDS	283.05
MIDAMERICAN ENERGY	2,117.73
MIDWEST AUTO INTERIORS	425.00
MILLER BUILDING SUPPLY CO	187.85
MILLION DOLLAR LAWNS	971.00
MONROE ENTERPRISES	1,100.00
PIONEER MANUFACTURING	776.00
POE, MEAGAN	1,707.86
PRUDENTIAL	26.33
QUILL CORP	93.17
RICHARDSON SANITATION	505.00
SCHOLASTIC MAGAZINE	439.18
SCHOOL BUS SALES	912.37
SCHOOL HEALTH CORPORATION	597.50
SCHOOL SPECIALTY INC	930.87
SEMINOLE RETAIL ENERGY	538.10
SIDNEY ARGUS HERALD	699.36
SIDNEY CSD	2,088.25
SIDNEY FOODS LTD	173.45
SIDNEY PLANT & FLORAL	41.54
TTI NATIONAL INC	94.08
VALLEY NEWS PUBLICATIONS	381.60
ZAVADIL, NICOLE	28.34

Fund Total: 42,348.45
Checking Account Total: 42,348.45

FUND 61 SCHOOL NUTRITION FUND

MEYER LABORATORY	363.95
MONROE ENTERPRISES	402.24
SIDNEY FOODS LTD	45.83
SIDNEY CSD	10,135.12

Fund Total: 10,947.14
Checking Account#2 Total: 10,947.14

Fund 21 STUDENT ACTIVITY FUND

BISSEN, JEFF	110.00
BMO HARRIS MASTERCARD	526.19
CHISM, JAMES	95.00
IOWA GIRLS COACHES ASSOC	75.00
MARANVILLE, JIM	110.00
NASSP	85.00
NILL BROS SPORTING GOODS, INC	724.30
PAGE, RICK	110.00
SEARS, DONALD	89.55
STANARD, JJ	110.00
TRAINING ROOM	567.90
WHITNEY, MICHELLE	95.00

Fund Total: 2,697.94
Checking Account #3 Total: 2,697.94

Fund 22 MANAGEMENT

HUMMEL ENTERPRISES	88,767.00
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Fund Total: 88,767.00

Fund 36 PPEL

BISHOP BUSINESS EQUIPMENT	1,570.00
TOSHIBA FINANCIAL SERVICES	326.00

Fund Total: 1,896.00

Fund 33 LOSST

BMO HARRIS MASTERCARD	10,710.68
HAYES MECHANICAL	1,058.66
HEARTLAND TECHNOLOGY SOLUTIONS	655.00
HILLS PLUMBING AND HEATING	2,359.16
IXL LEARNING	1,400.00
MCNEILLY	1,189.60

Fund Total: 17,373.10

Fund 40 DEBT SERVICE

Fund Total: 0.00

Checking Account#4 Total: 108,256.20

Checking 1

AFLAC	INS - MORELAND	22.10	
ATCHISON HOLT ELECTRIC	SERVICE	5,701.28	
BEACON GRAPHICS	ULTRA FLEX UPGRADE PERKINS	199.00	
BECK, JENNIFER	MILEAGE REIMBURSEMENT	354.00	
BLACK HILLS ENERGY	SERVICE	288.70	
BMO HARRIS MASTERCARD	PCARD	7,849.92	
BOHLEN FARM SERVICE	TIRES	295.00	
BROWN & SAENGER	SUPPLIES	16.06	
CITY OF SIDNEY	WATER BILL	320.80	
CLARINDA CHAMBER OF COMMERCE	BAND DAYS ENTRY FEE	75.00	
CONTRACT SPECIALTY, LC	VEGETATION KILLER	104.69	
COOPERTUNITY INSURANCE	RETREE INS	696.20	
CRUICKSHANK, KARA	TICKET TAKER 070714	20.00	
D&T SHIRTIFIED	BAND TSHIRTS (STUDENTS TO REIMBURSE)	637.50	
DAVIS EQUIPMENT CORP	COUPLING	341.45	
DHS CASHIER, 1ST FL.	MEDICAID BILLING	3,096.35	
EDUCATIONAL TRANSITIONS PUBLIC	GUIDANCE SERVICES	1,420.00	
GATEHOUSE MEDIA NEBRASKA	SPED ADVERTISING	250.00	
GODFREAD, MELISSA	MILEAGE REIMBURSEMENT TEAMMATES	80.00	
GREEN HILLS AEA	PD ONLINE	80.65	
GREGG, ALISON	DEVELOPMENTAL STUDIES	397.90	
HAYES MECHANICAL	SERVICE FOR HEAT PUMP	1,799.94	
HENNEMAN AUTO PARTS	TRANSPORTATION SUPPLIES	659.74	
HOLT GAS COMPANY	FUEL	1,267.06	
IOWA ASSOCIATION SCHOOL BOARDS	FISCAL MGMT CONF - G CRUICKSHANK	130.00	
IOWA COMMUNICATIONS NETWORK	SERVICE	207.73	
IOWA SCHOOL FINANCE	BACKGROUND CHECKS	336.00	
LANG, CASSIE	MILEAGE REIMBURSEMENT FOR SWH GRANT	68.00	
LEMIRCK JANET	REIMBURSEMENT FOR JMC WORKSHOP	40.00	
MAHER, JENNIFER	JULY MILEAGE REIMBURSEMENT	75.50	
MARION, RACHAEL	MILEAGE REIMBURSEMENT FOR IEP CLASS	35.00	
MATHESON TRI-GAS INC	ACETYLENE	12.09	
MEGHAN HALVORSON,	DEVELOPMENTAL STUDIES	353.16	
MENARDS	BUILDING SUPPLIES	283.05	
MIDAMERICAN ENERGY	SERVICE	2,117.73	
MIDWEST AUTO INTERIORS	WEIGHT ROOM MATS	425.00	
MILLER BUILDING SUPPLY CO	PAINT FOR BLEACHERS	187.85	
MILLION DOLLAR LAWNS	FERTILIZER/STERILIZATION	971.00	
MONROE ENTERPRISES	GAS RANGE (PERKINS GRANT - FOODS CLASS)	1,100.00	
PIONEER MANUFACTURING	FIELD PAINT	776.00	
POE, MEAGAN	NONPUBLIC TRANSPORTATION REIMBURSEMENT	1,707.86	
PRUDENTIAL	RETREE INS	26.33	
QUILL CORP	OFFICE SUPPLIES	93.17	
RICHARDSON SANITATION	GARBAGE SERVICE	505.00	
SCHOLASTIC MAGAZINE	SUBSCRIPTIONS	439.18	
SCHOOL BUS SALES	TRANSPORTATION SUPPLIES	912.37	
SCHOOL HEALTH CORPORATION	RECOVERY COUCH SPED	597.50	
SCHOOL SPECIALTY INC	ELEM CLASSROOM SUPPLIES	930.87	
SEMINOLE RETAIL ENERGY	SERVICE	538.10	
SIDNEY ARGUS HERALD	ADVERTISING	699.36	
SIDNEY CSD	GENERAL OWES ACT (BRENDA DEP WRONG)	2,088.25	
SIDNEY FOODS LTD	CHARGE ACCOUNT	173.45	
SIDNEY PLANT & FLORAL	PLANT STEVE TORNQUIST	41.54	
TTI NATIONAL INC	PHONE SERVICE	94.08	
VALLEY NEWS PUBLICATIONS	ADVERTISING	381.60	
ZAVADIL, NICOLE	REIMBURSEMENT FOR BAND CAMP	28.34	42,348.45
			42,348.45

Checking 2

MEYER LABORATORY	CLEANER/SOAP	363.95	
MONROE ENTERPRISES	SERVICE CALL AND MATERIALS FOR DISHWAS	402.24	
SIDNEY FOODS LTD	KITCHEN	45.83	
SIDNEY CSD	NUTRITION PAYROLL	10,135.12	10,947.14

Checking 3

BISSEN, JEFF	BASEBALL OFFICAL 7/8/14	110.00	
BMO HARRIS MASTERCARD	PCARD	526.19	
CHISM, JAMES	SB OFFICAL 6/26/14	95.00	
IOWA GIRLS COACHES ASSOC	MEMBERSHIP	75.00	
MARANVILLE, JIM	BB OFFICAL 6/23/14	110.00	
NASSP	MEMBERSHIP	85.00	
NILL BROS SPORTING GOODS, INC	FB JERSEYS	724.30	
PACE, RICK	BB OFFICAL 6/23/14	110.00	
SEARS, DONALD	FB CONVENTION REIMBURSEMENT	89.55	
STANARD, JJ	BASEBALL OFFICAL 7/8/14	110.00	
TRAINING ROOM	MEDICAL SUPPLIES FOR FOOTBALL	567.90	
WHITNEY, MICHELLE	SB OFFICAL 6/26/14	95.00	2,697.94
			2,697.94

Checking 4

BMO HARRIS MASTERCARD	PCARD	10,710.68	
HAYES MECHANICAL	SERVICE	1,058.66	
HEARTLAND TECHNOLOGY SOLUTIONS	PRO SUPPORT	655.00	
HILLS PLUMBING AND HEATING	SERVICE A/C	2,359.16	
IXL LEARNING	MATH SITE LICENSE	1,400.00	
MCNEILLY	DOOR REPLACEMENTS	1,189.60	17,373.10

Checking 4

BISHOP BUSINESS EQUIPMENT	LEASE	1,570.00	
TOSHIBA FINANCIAL SERVICES	LEASE	326.00	1,896.00

Checking 4

HUMMEL ENTERPRISES	INSURANCE RENEWAL	88,767.00	88,767.00
			108,256.20

Entry Date	GL Month	Status	Invoice Number	Purchase Order Number	Requisition Numbers	Checking Account ID	Check Number	Check Date	Posted	Void
08/18/2014	08/2014	INV	080514 ELEM OFF			1		08/18/2014	P	
Vendor Name: BMO HARRIS MASTERCARD										
COA Number:	10 1900	1000	100 0000 618	Description:	DISCOUNT SCHOOL SUPPLY - CLASS SUPPLIES		215.72			
COA Number:	10 1900	1000	100 0000 618	Description:	GOPHER - PE SUPPLIES		177.37			
COA Number:	10 1900	2410	000 0000 531	Description:	USPS - POSTAGE		34.98			
COA Number:	10 3000	1000	100 0000 618	Description:	GOPHER - PE SUPPLIES		177.37			
COA Number:	10 3000	1000	114 0000 618	Description:	BIO CORP - SCIENCE SUPPLIES		318.02			
COA Number:	10 3000	1000	114 0000 618	Description:	FISHER - SCIENCE SUPPLIES		87.66			
COA Number:	10 3000	1000	114 0000 618	Description:	NASCO - SCIENCE SUPPLIES		109.57			
							<u>1,120.69</u>			
08/18/2014	08/2014	INV	080514 LARSEN			3		08/18/2014	P	
COA Number:	21 0000	1000	920 6720 618	Description:	AMAZON - FOOTBALLS		178.79			
COA Number:	21 0000	1000	920 6815 618	Description:	ALL VOLLEYBALL - BALLS		347.40			
							<u>526.19</u>			
08/18/2014	08/2014	INV	080514 MAHER			1		08/18/2014	P	
COA Number:	10 0000	2620	000 0000 618	Description:	CAPITAL SANITARY - CUSTODIAN SUPPLIES		352.03			
COA Number:	10 3000	1000	113 0000 618	Description:	INSTRUMENTALIST - BAND AWARDS		131.00			
							<u>483.03</u>			
08/18/2014	08/2014	INV	080514 MAHER			4		08/18/2014	P	
COA Number:	33 0000	1000	100 0000 618	Description:	SHIFFLER - POLYETHYLENE TIMBER PLAYGROUND		787.55			
COA Number:	33 0000	1000	100 0000 618	Description:	SHIPLEY FLOORING - CARPET AT ELEM		9,923.13			
							<u>10,710.68</u>			
08/18/2014	08/2014	INV	080514 SECONDAR			1		08/18/2014	P	
COA Number:	10 3000	1000	100 0000 618	Description:	CLASSROOM DIRECT - HS CLASSROOM SUPPLIES		175.01			
COA Number:	10 3000	1000	100 0000 618	Description:	SCHOOL SPECIALTY - HS CLASSROOM SUPPLIES		305.85			
COA Number:	10 3000	1000	217 3303 294	Description:	PERU STATE - CLASSES FOR G FEEK		546.21			
COA Number:	10 3000	1000	217 3303 618	Description:	WALMART - SPED LIFE SKILLS SUPPLIES		142.54			
COA Number:	10 3000	2410	000 0000 618	Description:	QUILL - OFFICE SUPPLIES		718.41			
							<u>1,888.02</u>			
08/18/2014	08/2014	INV	080514 SPENCER			1		08/18/2014	P	
COA Number:	10 0000	1000	100 3373 618	Description:	AMAZON - RESOURCES (IA CORE)		590.49			
COA Number:	10 1100	1000	100 0000 618	Description:	TEACHING STRATEGIES - PREK SUPPLIES		313.50			
COA Number:	10 1100	1000	214 3302 618	Description:	TEACHING STRATEGIES - PREK SPED SUPPLIES		313.50			
COA Number:	10 1900	1000	100 0000 618	Description:	LEARNING A-Z - CLASSROOM SUPPLIES		699.65			
COA Number:	10 1900	1000	100 0000 618	Description:	SCHOLASTIC - ELEM CLASSROOM SUPPLIES		99.68			
COA Number:	10 1900	2410	000 0000 531	Description:	USPS - POSTAGE		167.21			

Vendor ID: BMOHARRIS Vendor Name: BMO HARRIS MASTERCARD Purchase Order Number Requisition Numbers Checking Account ID Check Number Check Date Posted Void

Entry Date GL Month Status Invoice Number Description: SCHOOL SPECIALTY - HS ART SUPPLIES 1,656.50

COA Number: 10 3000 1000 102 0000 618 Description: LEARNING THINGS - LIFE SKILLS SUPPLIES 517.65

COA Number: 10 3000 1000 217 3303 618

Total: INV 19,086.79

07/2014 - 07/2014
Regular; Beginning Month 07/2014; Processing Month 07/2014; Fund Number 21

Fund: 21 STUDENT ACTIVITY FUND

Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Outstanding AP	Outstanding PO	Balance Change	Balance
21 729 000 8011 000	DO NOT USE!!	0.00	0.00	0.00	0.00	0.00	0.00	0.00
21 729 000 8012 000	FUND BALANCE - CLASS 2014	1,545.56	0.00	0.00	0.00	0.00	0.00	1,545.56
21 729 000 8013 000	FUND BALANCE - CLASS 2013	0.00	0.00	0.00	0.00	0.00	0.00	0.00
21 729 000 8014 000	FUND BALANCE - FB CHEERLEADERS	(134.34)	0.00	0.00	0.00	0.00	0.00	(134.34)
21 729 000 8015 000	FUND BALANCE - WR CHEERLEADERS	(459.33)	0.00	0.00	0.00	0.00	0.00	(459.33)
21 729 000 8016 000	ATHLETIC POP MACHINE	2,478.21	0.00	0.00	0.00	0.00	0.00	2,478.21
21 729 000 8017 000	FUND BALANCE - ELEM ACTIVITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
21 729 000 8018 000	FUND BALANCE - INDUSTRIAL ARTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
21 729 000 8019 000	FUND BALANCE - INTEREST	152.37	0.00	0.77	0.00	0.00	0.00	153.14
21 729 000 8020 000	ELEMENTARY POP MACHINE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
21 729 000 8021 000	FUND BALANCE - LIBRARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
21 729 000 8023 000	FUND BALANCE-P.E. FUNDRAISER	0.00	0.00	0.00	0.00	0.00	0.00	0.00
21 729 000 8025 000	FUND BALANCE - PLAYS	4,417.46	0.00	0.00	0.00	0.00	0.00	4,417.46
21 729 000 8028 000	CLASS OF 2016	268.00	0.00	0.00	0.00	0.00	0.00	268.00
21 729 000 8036 000	ATHLETIC SEASON	800.00	0.00	0.00	0.00	0.00	0.00	800.00
Fund Total: 21		36,365.77	1,068.77	798.77	0.00	0.00	0.00	36,075.77

07/2014 - 07/2014

Regular, Beginning Month 07/2014; Processing Month 07/2014; Fund Number 10

Fund: 10 OPERATING FUND

Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Outstanding AP	Outstanding PO	Balance Change	Balance
10 721 000 3213 000	FUND BALANCE-PHASE III	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10 721 000 8001 000	FUND BALANCE ADULT EDUCATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10 721 000 8023 000	FUND BALANCE PE UNIFORM	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10 721 000 8024 000	FUND BALANCE - PICTURES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10 721 000 8026 000	FUND BALANCE - POP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10 721 000 8027 000	FUND BALANCE - SCHOLARSHIP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10 729 000 3118 000	OTHER DESIGNATED FUND BALANCE	39,264.00	0.00	0.00	0.00	0.00	0.00	39,264.00
10 729 000 3204 000	TEACHER COMP	9,425.87	0.00	0.00	0.00	0.00	0.00	9,425.87
10 729 000 3206 000	TEACHER COMP - ADD DAY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10 729 000 3211 000	EDUC EXCELLENCE PHASE ONE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10 729 000 3212 000	PHASE II	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10 729 000 3216 000	IA EARLY INTERVENTION	22,490.00	0.00	0.00	0.00	0.00	0.00	22,490.00
10 729 000 3376 000	TEACHER COMP PROF DEVELOPMENT	14,876.00	0.00	0.00	0.00	0.00	0.00	14,876.00
10 729 000 3378 000	RESERVE FOR MARKET FACTOR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10 729 000 4201 000	TITLE VI	(160.00)	0.00	0.00	0.00	0.00	0.00	(160.00)
10 729 000 4643 000	TITLE 11A FED TEACHER QUALITY	16,136.68	0.00	0.00	0.00	0.00	0.00	16,136.68
10 749 000 8017 000	ELEMENTARY ACTIVITIES	10,732.72	0.00	9.60	0.00	0.00	0.00	10,742.32
10 759 000 0000 000	UNRESERVED-FUND BALANCE	185,726.34	89,625.83	2,806.87	0.00	0.00	0.00	115,566.18
10 759 000 1920 000	FUND BALANCE ELEM DONATIONS	15,228.98	0.00	0.00	0.00	0.00	0.00	15,228.98
10 759 000 1922 000	FUND BALANCE - PE DONATIONS	130.00	0.00	0.00	0.00	0.00	0.00	130.00
10 759 000 8003 000	FUND BALANCE ANNUAL	4,224.69	0.00	0.00	0.00	0.00	0.00	4,224.69
10 759 000 8005 000	FUND BALANCE BAND RESALE	9,177.21	0.00	0.00	0.00	0.00	0.00	9,177.21
10 759 000 9001 000	UNRESERVED-FUND BALANCE MAXINE MYERS 5T	934.00	0.00	0.00	0.00	0.00	0.00	934.00
		328,186.49	89,625.83	2,816.47	0.00	0.00	0.00	258,057.93

Fund Total: 10

GENERAL FUND:

CASH ACCOUNT

BALANCE FIRST OF MONTH	68,613.38	
INTEREST	19.79	
RECEIPTS	444,984.80	
WITHDRAWALS OR TRANSFERS	(538.09)	
ACCTS PAYABLE	(179,221.99)	
PAYROLL	(276,499.12)	
AEA FLOWTHRU	0.00	
BALANCE END OF MONTH	57,358.77	91,201.29

ISJIT INVESTMENT	192,393.60	
INTEREST	0.18	
RECEIPTS	16,602.04	
WITHDRAWALS OR TRANSFERS	(192,393.60)	
BALANCE END OF MONTH	16,602.22	17,109.68

CASH BOX	50.00	50.00
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SAVINGS

BALANCE FIRST OF MONTH	452,597.25	
INTEREST	66.90	
RECEIPTS	381,763.04	
WITHDRAWALS OR TRANSFERS	(235,000.00)	
BALANCE END OF MONTH	599,427.19	208,338.80

TOTAL GENERAL FUND	673,438.18	316,699.77
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LUNCH FUND:

CASH ACCOUNT

BALANCE FIRST OF MONTH	28,381.32	
INTEREST	0.22	
RECEIPTS	90.00	
PAYROLL TO GENERAL FUND	(4,049.36)	
ACCTS PAYABLE	(14,261.31)	
BALANCE END OF THE MONTH	10,160.87	
<u>CASH ON HAND</u>	0.00	

TOTAL LUNCH FUND	10,160.87	22,227.26
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ACTIVITY FUND:

CASH ACCOUNT

BALANCE FIRST OF MONTH	17,000.10	
INTEREST	0.15	
RECEIPTS	0.00	
FROM CASH ON HAND	0.00	
ACCTS PAYABLE	(3,113.84)	
WITHDRAWALS OR TRANSFERS	0.00	
BALANCE END OF MONTH	13,886.41	5,357.99

<u>CASH ON HAND</u>	750.00	750.00
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INVESTMENTS

BALANCE FIRST OF MONTH	12,016.60	
INTEREST	0.62	
RECEIPTS	9,797.14	
FROM CASH ON HAND	0.00	
WITHDRAWALS OR TRANSFERS	0.00	
BALANCE END OF MONTH	21,814.36	43,741.33

TOTAL ACTIVITY FUND	36,450.77	49,849.32
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SCHOOLHOUSE FUNDS

CASH ACCOUNT

	MANG-22	PEEL-36	LOSST-33	(DEBT SERVICE - 40)	
				BONDS	QZAB
BALANCE FIRST OF MONTH	0.00	0.00	(2,499.93)	0.00	0.00
INTEREST	0.00	0.00	0.08	0.00	0.00
RECEIPTS	0.00	326.00	31,045.73	0.00	0.00
ACCTS PAYABLE	0.00	(326.00)	(23,545.80)	0.00	0.00
WITHDRAWALS OR TRANSFERS	0.00	0.00	0.00	0.00	0.00
BALANCE END OF MONTH	0.00	0.00	5,000.08	0.00	0.00

INVESTMENTS

BALANCE FIRST OF MONTH	102,774.44	5,597.37	202,447.80	(11,323.15)	0.00
INTEREST	19.68	1.04	32.28	0.00	0.00
RECEIPTS	2,141.62	253.77	22,403.15	4,444.78	0.00
BOND PAYMENTS/INTEREST	0.00	0.00	0.00	0.00	0.00
INTERFUND TRANSFERS(DEBT)	0.00	0.00	0.00	0.00	0.00
WITHDRAWALS OR TRANSFERS	0.00	(326.00)	(31,045.73)	0.00	0.00
BALANCE END OF MONTH	104,935.74	5,526.18	193,837.50	(6,878.37)	0.00

TOTAL SCHOOLHOUSE FUNDS	104,935.74	5,526.18	198,837.58	(6,878.37)	0.00
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July-2013	(12,584.36)	(2,979.17)	239,895.52	7,308.53	0.00
GRAND TOTAL OF ALL FUNDS	1,022,470.95				
July-2013	605,799.81		302,421.13		

Financials

Month	Accounts Payable	Payroll	Average Per Month	Total
June 2014	\$109,600.60	\$301,918.47		
May 2014	\$66,894.86	\$321,432.69		
April 2014	\$84,127.26	\$293,426.01		
March 2013	\$50,819.47	\$290,110.06		
February 2013	\$111,139.80	\$295,977.30		
January 2013	\$148,170.50	\$289,504.07		
December 2013	\$77,242.50	\$294,541.19		
November 2013	\$54,865.16	\$291,727.02		
October 2013	\$74,540.63	\$289,570.00		
September 2013	\$48,639.34	\$287,147.72		
August 2013	\$143,625.05	\$296,895.11		
July 2013	\$146,000.00	\$290,811.83		
Average	\$92,972.10	\$295,255.12	\$388,227.22	4,658,726.64
June 2013	\$95,700.85	\$334,184.64		
May 2013	\$67,396.40	\$286,550.94		
April 2013	\$60,217.17	\$285,676.64		
March 2013	\$59,130.74	\$282,270.89		
February 2013	\$135,817.91	\$282,457.57		
January 2013	\$188,112.80	\$283,749.42		
December 2012	\$80,531.04	\$284,477.07		
November 2012	\$86,323.70	\$289,633.65		
October 2012	\$55,304.68	\$282,308.11		
September 2012	\$68,133.99	\$279,440.33		
August 2012	\$156,977.10	\$261,422.54		
July 2012	\$78,383.40	\$259,200.26		
Average	\$94,335.82	\$284,281.01	\$378,616.82	\$4,543,401.84
June 2012	\$145,614.46	\$335,351.61		
May 2012	\$114,191.02	\$288,647.57		
April 2012	\$78,076.81	\$277,296.89		
March 2012	\$86,720.21	\$277,583.36		
February 2012	\$148,994.23	\$280,105.02		
January 2012	\$95,078.87	\$269,699.04		
December 2011	\$98,970.00	\$273,967.32		
November 2011	\$56,803.42	\$272,162.53		
October 2011	\$46,627.01	\$267,825.61		
September 2011	\$88,623.29	\$265,905.05		
August 2011	\$165,328.33	\$247,207.62		
July 2011	\$72,038.87	\$257,394.73		
Average	\$99,755.54	\$276,095.53	\$375,851.07	\$4,510,212.84
June 2011	\$133,918.09	\$263,967.56		
May 2011	\$39,247.89	\$264,953.45		
April 2011	\$128,127.35	\$257,849.05		
March 2011	\$50,791.82	\$259,926.19		
February 2011	\$141,746.51	\$253,598.62		
January 2011	\$84,105.71	\$255,916.92		
December 2010	\$73,506.03	\$261,794.18		
November 2010	\$117,597.63	\$259,092.88		
October 2010	\$106,277.10	\$315,987.16		

September 2010	\$59,858.13	\$301,776.41		
August 2010	\$90,977.42	\$229,433.71		
July 2010	\$118,827.41	\$237,459.24		
Average	\$95,415.09	\$263,479.61	\$358,894.71	\$4,306,736.52

Reports

August Board Report
August 18, 2014

1. **Parent Communication:** In an attempt to keep communication open with parents and family, I started a Facebook page for the elementary. The address is www.facebook.com/sidneyelementary. My goal is to keep current information on there so that families know about all the great things that are going on at the elementary!
2. **Grandparents Day:** The elementary leadership team thought it would be a great idea to have a Grandparents Tea for Grandparents Day. The actual date is Sunday, September 7, but we will celebrate this on the afternoon of Friday, September 5. I will be sending information home this week in Friday folders and in the Parent Connection. We will have cookies, tea, water, and reading!! This will be a great way for grandparents to see what their grandchildren are doing.
3. **Elementary Leadership Team:** The team met on Wednesday, July 30. We discussed a lot of things that we will be working on this coming school year. The Elementary Leadership Team will meet the first Thursday of every month. We also had a joint leadership team on Wednesday, August 13.
4. **Open House:** Open House was well attended as was the Preschool Parent Meeting. The Boy Scout leaders were there to promote joining the scouts.
5. **ALICE Training:** All of the feedback that I have heard has been positive on this training! Some of the best we've ever had! We will discuss more Monday night.
6. **School Pictures:** September 3
7. **Autograph Day:** Coach Sears is going to be bringing high school Junior and Senior football players, volleyball players, cross-country runners and cheerleaders to the elementary on August 22 in the afternoon. They will be signing autographs for all students in 3rd-6th grade. This will be a perfect opportunity for the elementary students to meet the players up close, but also a great way to show the high school students what important role models they are to the youth in the community.
8. **Developing Readers in the Academic Areas:** The Junior High and High school teachers along with Dave Dowling and Kathy Oswald attending professional development with Cindy Minendez, our AEA reading consultant, around the book listed above which focuses on how to develop readers in Science, Social Studies, Math, etc. She also developed a Google Site for teachers to access with materials and videos to review. She will continue this work on October 10 for these same teachers along with Nicole Zavadil and Donnie Sears. The feedback from teachers was very positive!
9. **Developmental Studies:** The materials arrived and the K-8th grade Language Arts teachers received training with Jill Johnson with Developmental Studies. The teachers are very excited to have a consistent curriculum K-8 that reflects the work of the Common Core and will develop great readers, writers, speakers, and listeners. This is also a social component that the teachers appreciated seeing. It teaches the students how to work together and be respectful of others.
10. **Math Night:** Angie Shindelar, or AEA math consultant, will be holding a parent information night again this fall on September 4. She will have two groups. K-2nd grade from 5:00-6:00 and 3rd -6th grade from 6:30-7:30. She will be talking to parents about Grade Level Academies and the work that teachers have been doing to improve math instruction with the Common Core in mind.
11. **Book Fair/ Parent Teacher Conferences:** The Book Fair will be September 11-18th at the elementary. This falls in conjunction with Parent Teacher Conferences which are 4:00 PM-8:00 PM Wednesday, September 17 and 8:00 AM-4:00 PM on Thursday, September 18.

Linda Spencer - Principal



Supt. ISL

OFFICERS AND DIRECTORS

PRESIDENT

Jeff Anderson
205 Story Street
Boone 50036

PRESIDENT-ELECT

Amy Jurens
108 W. Indiana
George 51237

TREASURER

Roger Shaffer
1306 Whitetail Avenue
Sumner 50674

PAST PRESIDENT

Patti Fields
5 Modern Way
Iowa City 52240

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Dale Kraayenbrink
2883 400th Street
Sloux Center 51250

DISTRICT 2

Jon Rowen
3019 Highway 17
Eagle Grove 50533

DISTRICT 3

Kevin Powell
12942 338th Street
Strawberry Point 52076

DISTRICT 4

Michael Sexton
2202 Ogden Avenue
Rockwell City 50579

DISTRICT 5a

Jill Morrill
7717 Goodman Drive
Urbandale 50322

DISTRICT 5b

David Sutherland
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DISTRICT 6a

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DISTRICT 6b

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DISTRICT 8

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DISTRICT 9

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Darrell Determann
P.O. Box 473
Eagle Grove 50533

EXECUTIVE DIRECTOR

Lisa Bartusek

DEPUTY EXECUTIVE DIRECTOR

Galen Howsare

Aug. 5, 2014

Gregg Cruickshank
Sidney CSD
2754 Knox Road
PO Box 609
Sidney, IA 51652-0609

Dear Gregg:

As we review school district information, we notice that your Instructional Support Levy (ISL) ends at the end of FY 2016. You are likely aware of this, but we wanted to send a reminder anyway. This is information from the Department of Management and we believe it to be up to date.

Although you have almost two years before the levy expires, it is something you may want to develop a timeline for in the coming year. The timeline you will want to use will depend if you want to consider a board only vote on the ISL, a board vote and then to public vote if needed, or just a public vote. Regardless, IASB offers online services to help plan for the renewal of the ISL. This information can be accessed at <http://www.ia-sb.org/Finance.aspx?id=4962>

If we can be of any assistance as you move forward, please contact us at (800) 795-4272, with extension 231 for Patti Schroeder and extension 226 for Gary Sinclair.

Patti Schroeder

Gary Sinclair

IASB School Finance Support Co-Directors

Copies of this letter were sent to the district superintendent and business manager.

Unspent Authorized Budget Report

(Line 31 = Legal Limit on General Fund Spending)

	Actual FY08	Actual FY09	Actual FY10	Actual FY11	Actual FY12	Actual FY13	Estimated FY14	Estimated FY15
Regular Program District Cost	2,061,567	2,098,145	2,050,744	2,190,582	2,077,988	2,070,276	2,006,718	2,057,543
Regular Program Budget Adjustment	0	0	68,382	0	134,500	28,492	84,261	0
Supplementary Weighting District Cost	56,331	57,692	115,519	220,597	173,401	210,160	165,505	87,417
Special Ed District Cost	404,189	413,960	400,612	413,888	395,437	396,978	368,593	438,615
Teacher Salary Supplement District Cost	0	0	201,619	214,859	214,859	203,816	202,565	199,941
Prof Dev Supplement District Cost	0	0	21,036	22,452	22,452	21,298	21,199	21,011
Early Intervention Suppl District Cost	0	0	22,296	23,808	23,808	22,585	22,490	22,324
AEA Special Ed Support	106,094	108,181	105,642	114,292	108,541	108,267	104,234	109,537
AEA Special Ed Support Adjustment	0	0	2,539	0	5,751	6,025	10,058	4,755
AEA Media Services	16,845	17,157	16,760	17,912	16,997	16,894	16,379	17,138
AEA Educational Services	18,640	18,983	18,538	19,813	18,801	18,686	18,116	18,954
AEA Sharing District Cost	0	2,164	1,801	1,402	0	0	0	0
AEA Teacher Salary Suppl District Cost	0	0	10,675	11,739	11,739	11,148	11,120	11,248
AEA Prof Dev Suppl District Cost	0	0	1,094	1,237	1,237	1,175	1,174	1,194
Dropout Prevention Allowable Growth	77,124	104,907	102,537	74,665	3,383	0	59,921	77,351
SBRC Allowable Growth Other #1	0	0	0	0	0	0	0	0
SBRC Allowable Growth Other #2	0	0	97,104	0	21,540	20,295	36,006	0
Special Ed Deficit Allowable Growth	0	0	0	133,038	178,883	268,263	0	0
Special Ed Positive Balance Reduction	0	0	37,333	0	0	0	0	0
AEA Special Ed Positive Balance	0	0	0	0	0	0	0	0
Allowance for Construction Projects	0	0	0	0	0	0	0	0
Unspent Allowance for Construction	0	0	0	0	0	0	0	0
Enrollment Audit Adjustment	-1,542	-5,002	0	0	-5,306	0	0	0
AEA Prorata Reduction	10,375	8,160	9,218	8,160	22,257	22,257	18,229	18,229
Maximum District Cost	2,728,873	2,808,027	3,190,347	3,452,124	3,381,754	3,382,101	36,726	0
Preschool Foundation Aid	0	0	0	0	64,713	69,012	165,877	79,575
Instructional Support Authority	165,626	168,208	169,705	170,721	168,990	165,404	165,877	166,784
Ed Improvement Authority	0	0	0	0	0	0	0	0
Other Miscellaneous Income	775,046	934,926	886,550	917,270	976,093	1,089,459	0	0
Unspent Auth Budget - Previous Year	432,345	504,974	602,202	869,970	1,109,533	1,104,968	1,119,948	0
Maximum Authorized Budget	4,101,890	4,416,135	4,848,804	5,410,085	5,701,083	5,810,944	0	0
Expenditures	3,596,916	3,813,933	3,978,834	4,300,552	4,596,115	4,690,996	0	0
Unspent Authorized Budget	504,974	602,202	869,970	1,109,533	1,104,968	1,119,948	0	0

Supt.
AYP

2013-2014 AYP Notification

Sidney Community School District

Sidney Community School District 2013-2014 AYP Determination		
	Participation Rate	Annual Measurable Objective (AMO)
Reading	MET	MET
Mathematics	MET	MET
Other Academic Indicator: MET		

Definitions:

Watch Status – Districts and schools identified as “watch” missed at least one of the AYP state targets for the first time. Watch status schools are not subject to NCLB sanctions; the designation serves as a reminder that missing AYP state targets in the same area next year could result in a SINA designation.

Delay Status – Districts and schools identified as in need of assistance must meet state AYP requirements for two consecutive years before they can change status. Delay means that the district or school has met AYP goals for one year and is delayed at their current status until next year’s results are determined.

Participation Rate – The state required all school districts/schools to use the following steps to determine participation rate:

1. Report the total number of all students and subgroups at grade level enrolled on the date of the general Iowa Assessments, combined with the Iowa Alternate Assessment.
2. Report the total number of all students and subgroups at grade level administered the Iowa Assessments with or without accommodations.

The state collected participation rates at the building level as well as district level. Determining participation rate as part of AYP, Iowa uses a minimum size of 40 for all groups and subgroups at a school or district level. A school or district that reported fewer than 95% and had a subgroup of less than 40 was not considered as failing to meet AYP on the basis of participation rate.

Annual Measurable Objective (AMO) – Iowa’s accountability system requires all school districts/schools to annually demonstrate improvement towards the state’s annual goals in reading and mathematics. Because of the use of unified accountability trajectories by the state, all districts, subgroups within districts, all buildings, and all subgroups within buildings (of at least 30 students) are expected to attain the state’s trajectory. A proficiency index was used to combine achievement of students in all grades at a school or for districts (3-5, 6-8, and 11).

Other Academic Indicators: High School Graduation Rate – Both four and five year cohort graduation rates were used.

K-8 Attendance Rate – Average daily attendance is defined as the aggregate days of K-8 student attendance in a school or school district divided by the aggregate days of enrollment at grades K-8.

Districts must miss both state targets for graduation rate and attendance rate to miss AYP. In addition, districts must miss achievement targets at all levels (elementary, middle, and high school) to miss AYP.

August 1, 2014

2013-2014 AYP Notification

Sidney Community School District

Sidney High School		
2013-2014 AYP Determination		
	Participation Rate	Annual Measurable Objective (AMO)
Reading	MET	Delay-1
Mathematics	MET	Removed-Watch
Other Academic Indicator: MET		

Definitions:

Watch Status – Districts and schools identified as "watch" missed at least one of the AYP state targets for the first time. Watch status schools are not subject to NCLB sanctions; the designation serves as a reminder that missing AYP state targets in the same area next year could result in a SINA designation.

Delay Status – Districts and schools identified as in need of assistance must meet state AYP requirements for two consecutive years before they can change status. Delay means that the district or school has met AYP goals for one year and is delayed at their current status until next year's results are determined.

Participation Rate – The state required all school districts/schools to use the following steps to determine participation rate:

1. Report the total number of all students and subgroups at grade level enrolled on the date of the general Iowa Assessments, combined with the Iowa Alternate Assessment.
2. Report the total number of all students and subgroups at grade level administered the Iowa Assessments with or without accommodations.

The state collected participation rates at the building level as well as district level. Determining participation rate as part of AYP, Iowa uses a minimum size of 40 for all groups and subgroups at a school or district level. A school or district that reported fewer than 95% and had a subgroup of less than 40 was not considered as failing to meet AYP on the basis of participation rate.

Annual Measurable Objective (AMO) – Iowa's accountability system requires all school districts/schools to annually demonstrate improvement towards the state's annual goals in reading and mathematics. Because of the use of unified accountability trajectories by the state, all districts, subgroups within districts, all buildings, and all subgroups within buildings (of at least 30 students) are expected to attain the state's trajectory. A proficiency index was used to combine achievement of students in all grades at a school or for districts (3-5, 6-8, and 11).

Other Academic Indicators: High School Graduation Rate – Both four and five year cohort graduation rates were used.

K-8 Attendance Rate – Average daily attendance is defined as the aggregate days of K-8 student attendance in a school or school district divided by the aggregate days of enrollment at grades K-8.

Districts must miss both state targets for graduation rate and attendance rate to miss AYP. In addition, districts must miss achievement targets at all levels (elementary, middle, and high school) to miss AYP.

August 1, 2014

2013-2014 AYP Notification

Sidney Community School District

Sidney Elementary School 2013-2014 AYP Determination		
	Participation Rate	Annual Measurable Objective (AMO)
Reading	MET	Watch
Mathematics	MET	Watch
Other Academic Indicator: MET		

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August 1, 2014

Supt.
BB/SB/Track

BASEBALL

SERGIO RODRIGUEZ HONORABLE MENTION OUTFIELDER 8TH GRADER OF YEAR CORNER CONFERENCE
KMA

ERICK RODRIGUEZ HONORABLE MENTION OUTFIELD

CAMERON WHITEHEAD HONORABLE MENTION INFIELD 2ND TEAM INFIELD VALLEY NEWS

CONNOR NENNEMANN 2ND TEAM OUTFIELD 2ND TEAM OUTFIELD VALLEY NEWS

MICHAEL COATES 1ST TEAM CATCHER 2ND TEAM CATCHER VALLEY NEWS HONORABLE MENTION ALL SW
IA WORLD HERALD

JACOB CAIN 1ST TEAM OUTFIELD UNANIMOUS SELECTION 1ST TEAM UTILITY VALLEY NEWS HONORABLE
MENTION ALL SW IA WORLD HERALD

CHRIS OSBORN 1ST TEAM INFIELD UNANIMOUS SELECTION 1ST TEAM INFIELD VALLEY NEWS HONORABLE
MENTION ALL SW IA WORLD HERALD

SOFTBALL 3.509 distinguished

ZOE ENGLAND HONORABLE MENTION OUTFIELD

TAYLER HOLT ACADEMIC ALL CONFERENCE 2ND TEAM PITCHER

SHEA SEARS 2ND TEAM UTILITY

RUTH ELLEN GREGORY ACADEMIC ALL CONFERENCE 2ND TEAM INFIELD 2ND TEAM ALL SW IA INFIELD
VALLEY NEWS

LEXY LARSEN ACADEMIC ALL CONFERENCE 1ST TEAM OUTFIELD UNANIMOUS 2ND TEAM ALL SW IA VALLEY
NEWS HONORABLE MENTION ALL SW IA WORLD HERALD

QUINN SHELDON ACADEMIC ALL CONFERENCE 1ST TEAM CATCHER UNANIMOUS 2ND TEAM ALL SW IA
VALLEY NEWS 2ND TEAM ALL SWI WORLD HERALD

ACADEMICS TEAM 3-3.24 Excellence 3.25+ distinguished ALL CONFERENCE 3.75

GIRLS GOLF 3.095 excellence

AMANDA MULINS ACADEMIC ALL CONFERENCE

BOYS TRACK 3.067 excellence

JAKE BUCK ACADEMIC ALL CONFERENCE

DRAKE STRICKLER ACADEMIC AL CONFERENCE

GIRLS TRACK 3.583 distinguished

MAC DAFFER ACADEMIC ALL CONFERENCE

TAYLER HOLT ACADEMIC ALL CONFERENCE

MACKENZIE HULSING ACADEMIC ALL CONFERENCE

LEXY LARSEN ACADEMIC ALL CONFERENCE

AMANDA MULLINS ACADEMIC ALL CONFERENCE

QUINN SHELDON ACADEMIC ALL CONFERENCE

LINDIE STRICKLER ACADEMIC ALL CONFERENCE

Coach Sears

SPRINT MEDLEY SET SCHOOL RECORD

MACKENZIE DAFFER

Supt.
Music
Gregg Cruickshank <gcrucickshank@sidney.k12.ia.us>

Board Celebration

2 messages

Nicole Zavadil <nzavadil@sidney.k12.ia.us>
To: Gregg Cruickshank <gcrucickshank@sidney.k12.ia.us>

Fri, Aug 15, 2014 at 3:40 PM

Hi Gregg-

If you could please put this in the Board Celebrations for this month:

Genna Crom auditioned for and was awarded the Jack Sheedy Memorial Scholarship valued at \$500 from Peru State College. This scholarship is awarded to a Junior flute player who shows dedication, musicianship, and a desire to pursue a degree in Flute study. This scholarship allows Genna to take 10 private lessons with the Flute instructor at Peru for no cost. Genna began her lessons in June.

Thank you!

--
Nicole Zavadil
6-12 Vocal
5-12 Band
Sidney Community Schools

Gregg Cruickshank <gcrucickshank@sidney.k12.ia.us>
To: Nicole Zavadil <nzavadil@sidney.k12.ia.us>

Fri, Aug 15, 2014 at 4:07 PM

Thanks - will do! Pretty nice achievement!

Gregg Cruickshank
Superintendent/7-12 Principal Sidney CSD
Superintendent South Page CSD
gcrucickshank@sidney.k12.ia.us
gcrucickshank@southpageschools.com
712-374-2141 Sidney
712-582-3212 South Page
People before Policy and Paperwork
Rules without Relationships leads to Rebellion

[Quoted text hidden]



Discussion e

STATE OF IOWA

TERRY BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION
BRAD A. BUCK, DIRECTOR

May 23, 2014

Gregg Cruickshank, Superintendent
Sidney Community School District
2754 Knox Road, PO Box 609
Sidney, IA 51652-0609

Dear Superintendent Cruickshank:

Attached is the report of findings for the Comprehensive School Improvement Site Visit conducted at Sidney Community School District (CSD) on April 15 – 17, 2014. The report is based upon a variety of interviews conducted with district staff and stakeholder groups during the indicated dates, and review of documents submitted to the Department and on-site.

The site visit was designed to assess the district's progress with its Comprehensive School Improvement Plan (CSIP) section of C-Plan, provide a general assessment of educational practices within the district, make recommendations for improvement, and determine compliance with state accreditation standards and applicable federal program requirements.

Based on the findings from a comprehensive site visit, including a desk audit, on-site document review, and interviews, the Sidney CSD maintains State of Iowa accreditation upon resolution of non-compliance issues described in the Chapter 12 Non-compliance Matrix and the Outside of Chapter 12 Non-compliance Matrix included in the comprehensive site visit report. The non-compliances revealed as a result of the visit are shared with the superintendent prior to leaving the district at the end of the site visit. The Sidney CSD must complete corrective actions according to the timeline noted on the non-compliance web site at the DE secure log in page. Documentation of corrections must be made available to the Site Visit Team Leader. Department follow-up will be conducted to verify resolution of all noted non-compliance issues

The report reflects consensus of the following team members:

Department of Education Representatives:

Janet A. Boyd, School Improvement Consultant
Pam Russell, Special Education Cadre

Area Education Agency Representatives:

Kerry Aistrop, Regional Administrator, Green Hills AEA
Deb Zebill, Safe and Supportive Schools, Green Hills AEA

Local Education Agency Representatives:

Paul Honnold, Superintendent, Clarinda CSD
Teresa Nook, Principal, Clarinda CSD

It is our hope this report will provide guidance to enhance student achievement in the district and support continuing conversations among staff and community members about the local education system, how and what students are learning, and how *more* students can learn at higher levels.

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146

PHONE (515) 281-5294 FAX (515) 242-5988

www.educateiowa.gov

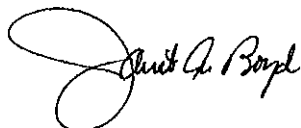
Championing Excellence for all Iowa Students through Leadership and Service

As part of Sidney CSD's continuous improvement process, the district must review its current C-Plan and provide revisions as needed. Revisions should be based on the district's needs assessments (including the attached report), student achievement data, stakeholder input, and established priorities. Recertification of the C-Plan must be completed by September 15, 2014. Directions for revision and submission of the C-Plan can be found at:
https://entaa.iowa.gov/entaa/sso?appld=DOE_EFP&callingApp=https://portal.ed.iowa.gov/iowalandingpage/landing.aspx&logo=https://portal.ed.iowa.gov/iowalandingpage/Images/ThemeBlue/banner_top.png#topHeader.

The Department would appreciate the district's feedback regarding its site visit experience. This feedback will inform the Department's efforts to continuously improve the comprehensive site visit process. A short online survey has been developed and is available at the following site:
https://www.surveymonkey.com/s/School_Improvement_2013-2014_District_Survey The survey will take approximately ten minutes to complete. Responses are confidential and shared in aggregate form with members of the Department's School Improvement Team.

The visiting team again extends its gratitude to you and the Sidney CSD staff and patrons in preparing for and showing courtesy during the visit. Thank you for your time and cooperation.

Sincerely,



Janet A. Boyd, School Improvement Consultant
Bureau of School Improvement
Iowa Department of Education



Amy Williamson, Chief
Bureau of School Improvement
Iowa Department of Education

cc: Site Visit Team Members
School Board President
Iowa Department of Education Official File
AEA Office

**Comprehensive Site Visit
Iowa Department of Education**



Sidney Community School District

**Team Findings
April 15 – 17, 2014**

Iowa Department of Education
Grimes State Office Building
400 E. 14th St
Des Moines, Iowa 50319-0146

Vision, Mission, and Goals

In an improving district/school, the vision, mission, and goals are clearly communicated in the school and community. Stakeholders understand and share a commitment to the district/school expectations, goals, priorities, assessment procedures, and accountability. The vision guides allocations of time and resources. Evidence includes, but is not limited to, the following:

- Clearly articulated mission is established collaboratively with stakeholder groups representing the diversity of the community.
- Vision, mission, and goals are communicated throughout the system and community.
- The vision and mission of the district/school guide teaching and learning.
- Every five years, the comprehensive needs assessment process, with input from stakeholders, is used to review and revise the beliefs, mission, and/or vision; major educational needs; and student learning goals.
- Academic and academic-related data are analyzed and used to determine prioritized goals.
- Goals guide assessment of student achievement, district/school effectiveness, and the allocation of time and resources.
- The vision, mission, and goals support values of respecting and valuing diversity.

Noted Strengths:

1. The Sidney Community School District (CSD) mission appears to guide teaching and learning. The mission states: *The Sidney Community School District's mission is to prepare responsible citizens who are lifelong learners. Through a partnership with students, staff, parents, and community we will create a nurturing discipline and challenging learning environment.* Many interviewees noted efforts to develop lifelong learners such as:
 - Digital citizenship and digital tools for all students
 - Work daily on goal to be independent citizens
 - Job shadowing
 - Community service
2. The Gifted and Talented (GT), Title I, and Technology interview group noted the following program strengths of being student focused and using data to make decisions, supplying instructional technology support to teachers, placing a priority on digital citizenship, and having a dedicated GT teacher. Their vision is to increase collaboration, create more opportunities for students, and continue an emphasis on technology integration in order to acquire at least 80% of students to a proficient level in reading and mathematics.

Recommendations for Improvement:

3. The district may want to continue to explore ways to expand the opportunities for students through sharing or technology. For example, middle school students mentioned they would like additional foreign languages such as German and French, more classes where they can be creative, more challenging classes, and more opportunities for middle school students like high school students have such as sports, a tennis team and middle school cheerleading. Teachers and parent groups indicated they would like to see more Career and Technical Education (CTE) programs for students and maybe look at more sharing opportunities to provide for more offerings for all students.

4. Multiple interview groups expressed concern regarding principal work-load and lead teacher lost instructional time. The district may want to explore options such as a School Administration Manager (SAM) or additional lead teachers to support the administrator to deal with day to day discipline and prevent lost class time for the lead teacher. For additional information on a SAM, please review the following website:
<http://www.wallacefoundation.org/Pages/SAM.aspx>.

5. Document review and interviews indicated the district has not completed a comprehensive needs assessment recently. The purpose of the comprehensive needs assessment is to review/revise vision and mission, determine major educational needs, and develop student learning goals. The district is encouraged to conduct a survey of the community, parents, staff, and student. Upon completion review survey data, site visit report, and student achievement data with the School Improvement Advisory Committee (SIAC) to determine common themes to develop a five year plan. For assistance, contact Jennifer Williams, Administrative Assistant, GHAEA, at jawilliams@ghaea.org.

Leadership

In an improving district/school, leaders communicate a shared sense of purpose and understanding of the district/school's values. Leaders have a visible presence, provide resources and ensure two-way communication between the educational system and stakeholders. Leaders provide encouragement, recognition, and support for improving student learning and staff performance. Leadership is committed, persistent, proactive, and distributed throughout the system. Evidence includes, but is not limited to, the following:

- Policies and procedures are established to effectively support district/school operations.
- The school board and district/school administrators implement an evaluation system that provides for the professional growth of all personnel.
- Policies and practices are implemented to reduce and eliminate discrimination and harassment and to reflect, respect, and celebrate diversity.
- The role and responsibility of administrative leaders is supported, respected, and understood.
- A clearly defined system and expectations are established for the collection, analysis, and use of data regarding student achievement and progress with the C-Plan.
- The capacity of staff, students, and parents to contribute and lead is built and supported.
- Opportunities for participation are provided for input, feedback, and ownership for student and system success among staff, students, parents, and community.
- Equity in access to learning opportunities and compliance with local, state, and federal legislation is ensured.
- Leaders at all levels understand and manage the change process.

Noted Strengths:

6. The middle school students noted leadership opportunities. Examples included: Student Council Leadership Camp, 4-H, Girl Scouts/Boy Scouts, church groups, and athletics. The student council has monthly meetings and plans events.
7. Leadership appears to be distributed throughout the system. For example, staff reported opportunities to participate in leadership teams. Some examples included:
 - District Leadership Team
 - Building Leadership Team
 - Iowa Core Curriculum Lead Team
8. Interviewees reported appreciation for leadership in the district. For example, multiple interview groups noted the administrators are visible, open, and willing to talk and problem solve at any time. In addition, they noted district evaluations provide valuable feedback which aid in improving instruction. Interviewees recognized administrators have difficult positions, with many responsibilities; they appreciated the dedication of leadership.

Recommendations for Improvement:

9. Paraeducators reported administrators conduct informal observations and being involved in "constant communication" yet the evaluations are not formal or summative in nature.

The district is encouraged to establish a schedule for the regular evaluation of all support staff, align practice with policy and specific job functions, establish procedures, and communicate expectations. It is important paraeducators receive support as they often work with students who have the most academic needs. Evaluations can positively influence work performance and attitudes, as well as student achievement. It is a powerful mechanism to influence school improvement efforts.

10. Interviews with board members indicated they are uncertain about who serves as the equity coordinator. The district may want to find ways to help stakeholders become aware of who serves as the coordinator and review the responsibilities of the equity coordinator with staff, students, parents, SIAC, and the community. A district equity coordinator can be proactive in a number of areas, including the following:
 - Annually monitor the district's website and annual publications to ensure they include accurate information about the district's non-discrimination and anti-bullying and harassment policies, the identity and contact information for the equity coordinator, and information about the civil rights-related grievance procedure.
 - Communicate annually to parents, students, and staff about their rights and responsibilities related to non-discrimination and harassment policies.
 - Monitor student course enrollment and achievement trends by racial/ethnic background, gender, and disability, and facilitate periodic conversations with administrators and staff regarding those trends.
 - Make an annual equity report with recommendations to the school board.
 - Facilitate periodic conversations with students and staff on ways the district might respect, reflect, and celebrate diversity.
 - Plan periodic professional development for staff on diversity and equity-related issues.

Consider accessing resources regarding equity on the Iowa Department of Education web site at: <https://www.educateiowa.gov/pk-12/accreditation-program-approval/equity-education>

Collaborative Relationships

In an improving district/school, stakeholders understand and support the mission and goals of the district/school and have meaningful roles in the decision-making process. Collaboration results from a culture of participation, responsibility, and ownership among stakeholders from diverse community groups. Educators in the system develop and nurture a professional culture and collaborative relationships marked by mutual respect and trust inside and outside of the organization. The system works together with balance between district direction and school autonomy. Evidence includes, but is not limited to, the following:

- Instructional staff is provided opportunities for interaction to focus on professional issues.
- Instructional staff constructively analyzes and critiques practices and procedures including content, instruction, and assessment.
- Instructional staff follows established procedures to resolve professional conflicts, solve problems, share information about students, and communicate student information to parents.
- Processes and procedures that invite and respect stakeholder input, support, and interaction are implemented by the district/school.
- Parents are involved as partners in the educational process.
- Positive alliances among school staff, students, parents, and diverse community groups are created and nurtured.

Noted Strengths:

11. Sidney CSD appears to create and nurture positive alliances among school staff, students, parents, and diverse community groups. For example, TeamMates mentoring program matches community members with students. Currently, fifty-five students are matched with a mentor. There are 49 mentors who are community members. The group provides an annual carnival for the community. Middle school students noted TeamMates mentoring program helps kids open up to adults. The Student Based Interventionist (SBI) aids with the implementation of the program. They meet with the SBI and mentors/mentees during the school day and go to events such as the zoo, Creighton University athletic events, and hockey games.
12. Educators in the system develop a professional culture and collaborative relationships marked by mutual respect and trust inside and outside of the organization. The district appears to have a positive relationship with GHAEA. Multiple interviewees reported the value of professional development and collaboration with GHAEA consultants. Parent spoke of effective programs and GHAEA services (i.e., speech, physical therapy, early access).
13. Collaboration results from a culture of participation, responsibility, and ownership among stakeholders from diverse community groups. Groups noted small schools do not run without the community. The site visit team heard about many examples of community participation such as:
 - Booster Club providing equipment
 - Fireman serving breakfast to Post Prom
 - Volunteers for activities--including "grandparents"
 - TeamMates

- Alumni & friends
 - Morning walking club for elementary students
 - Partners in Education (PIE) family nights
 - Music Boosters
 - Music Alliance
 - 24/7 community weight room
14. The district is to be commended for the positive attitude and hard work in their sharing efforts. Multiple sharing agreements with neighboring districts offer as many opportunities as possible for the students. Some examples included:
- Athletic programs
 - CTE
 - Spanish teacher
 - English Language Learner (ELL) programming
 - School counselor
 - School nurse
15. Sidney CSD established procedures to share information about students, and communicate student information to parents. Administrators reported the use of email, newspaper, website, student achievement data, D/F list, and JMC student management system. Parents noted Sidney is a great school district and appreciate that the district values parent opinion. The website allows parents to sign up for email notifications, which include announcements. The preschool staff conducts home visits, which was noted by interviewees to be valuable for students and families.

Recommendations for Improvement:

16. Stronger collaboration between buildings was a desire expressed for the district. For example, paraeducators stated they would like to see more interaction between the elementary and secondary buildings, including overall district pride. Interviewees noted, "It seems like we are separate." The district is encouraged to gather feedback regarding ways to build a stronger connection between the elementary building and the secondary building. Possibly some of this data could be used to drive a professional development session on developing collaborative relationship across grade levels. For assistance, contact Kerry Aistrophe, Regional Administrator, GHAEA, at kaistrophe@ghaea.org.
17. Although SIAC felt they are a diverse group which understands the process and procedures for giving feedback to improve the district, multiple interview groups noted the need to further develop and utilize SIAC. Interviewees noted issues such as difficulty with attendance and commitment. The district may want to consider having meetings three times a year, providing activity based meetings where the group engages in active learning regarding district data, or providing food to the group to promote collegiality.
18. The site visit team noted numerous sharing agreements with neighboring districts to provide additional opportunities for students. As a reminder, sharing arrangements can change as leadership and board membership changes in surrounding districts. The district is encouraged to keep open communication with neighboring districts and review changes in Iowa Code and rules to ensure the agreements are valid. For assistance, contact Su McCurdy, Iowa Department of Education, at Su.McCurdy@iowa.gov.

Learning Environment

In an improving district/school, the school environment is conducive to teaching and learning. The environment is safe, orderly, purposeful, and free from threat of physical, social, and emotional harm. Teachers are familiar with students' cultures and know how to work effectively in a multi-cultural setting. Students are guided to think critically about learning and have opportunities to apply learning to real world situations. Classrooms are integrated with diverse learners (i.e., gender, race, special needs, at-risk, gifted, national origin). Evidence includes, but is not limited to, the following:

- Rules and procedures for behavior and consequences are clearly communicated and consistently administered.
- School facilities are physically accessible and school routines enhance student learning.
- Materials, resources, technology, programs, and activities reflecting diversity are available to all students.
- The district/school provides a clean, inviting, welcoming environment.
- A clearly understood crisis management plan is established, communicated, and implemented when necessary.
- Teaching and learning are protected from external disturbances and internal distractions.
- The district/school reflects the contributions and perspectives of diverse groups and preserves the cultural dignity of staff, students, and parents.

Noted Strengths:

19. Interviewees noted district programs have made a positive impact on the overall climate in the district. Most classrooms are arranged to encourage collaboration among students. Teachers eat lunch with students throughout the year at the elementary and paraeducators go out of their way to connect with students. Some additional examples included:
 - TeamMates
 - Grandma Program
 - School Based Interventionist (SBI)
 - Scholarship and College application information
20. The district provides transition activities for students from one level to the next, including parent involvement. According to middle school students, the transition events that occur between elementary and middle school are very helpful. Some examples of transition activities in the district included:
 - Jump Up day
 - Parent orientation
 - Mock schedule for incoming 7th and 9th grade
 - Parent nights for every grade level 7-12
 - I Have a Plan Iowa
 - Bring Your Backpack to School Night
21. Multiple interview groups reported, "Sidney creates a friendly atmosphere--students feel welcome and safe--they are ready to learn. The teachers identify student concerns and provide students the resources needed." The Middle School students see Homework

Club is helpful to their learning environment. It also provides an opportunity for high school students to mentor younger students. Students noted the availability of teachers before and after school. Interviewees commended the district's responsiveness to student involvement needs. For example, Club 8, for high school students who are not otherwise involved in extracurricular activities, was formed in response to data indicating a need for engagement.

22. Sidney CSD appears to provide an environment which is safe and free from threat of physical harm. For example, the district recently began locking all the doors and utilizing card keys. In addition, the schools have practiced lockdown scenarios.
23. Interviews indicated the high school provides opportunities for students to explore career and postsecondary options. Examples included:
 - College visits are scheduled during homeroom or lunch (i.e., college representatives, program showcase for Iowa Western Community College (IWCC), and military representatives for juniors and seniors).
 - Job shadowing is offered for students and concurrent credit courses with IWCC.
 - Career fairs are available for students at Northwest Missouri State University (NWMSU)
 - Female students have attended "The Road Less Traveled" at Iowa State University (ISU) to encourage female participation in mathematics and science careers.

Recommendations for Improvement:

24. Multiple interview groups reported bullying/harassment is addressed in various short-term efforts in the district. While some bullying/harassment prevention components exist, the district might want to consider a comprehensive program, which would provide structure and ensure systemic implementation. To view the research on the best practices and a systemic approach for bully prevention, you can go to: http://ophp.umdnl.edu/njphct/AP_-_Public_Health_Policy_files/SBN_Tip_23%20Best%20Practices%20Prevention.pdf
25. Although the district has made positive steps regarding physical safety, the district may want to consider Alert, Lockdown, Inform, Counter, and Evacuate (ALICE) training and utilization of emergency flip books in every classroom. For assistance, contact local law enforcement or visit the website: <http://www.alicetraining.com/>.

Curriculum and Instruction

In an improving school, curriculum challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity. There is an emphasis on principles of high quality instruction, clear expectations for what is taught, and high expectations for student achievement. Educators have a common understanding of quality teaching and learning. Instruction is designed to accommodate a wide range of learners within the classroom. Teachers have knowledge and skills need to effectively implement characteristics of effective instruction. The staff accepts responsibility for the students' learning of the essential curriculum (e.g., Iowa Core). Instructional time is allocated to support student learning. Evidence includes, but is not limited to, the following:

- Educators implement effective instructional practices for each and every student.
- School and classroom tasks and activities are inherently engaging, relevant, and lead to applying knowledge to authentic tasks.
- Content, instruction, assessments, and policy are aligned.
- A shared vision of effective instruction is held by all instructional staff.
- Curriculum and instruction reflect contributions from diverse racial, ethnic, and personal backgrounds.
- Students are provided opportunity and time to learn.
- Teachers are provided with an instructional framework that employs research-based strategies for use with diverse learner characteristics.
- Instructional decisions utilize a process of collecting, analyzing, and summarizing data.

Noted Strengths:

26. Sidney CSD educators appear to implement differentiated and personalized instructional practices to meet the needs of each and every student. According to the Comprehensive School Improvement Plan (CSIP), Sidney Elementary is a Collaboration For Kids (C4K) phase I school, using Multi-tiered Systems of Support (MTSS) to meet the needs of elementary school learners. The district also has a summer reading program for grades PK - 5. Parents reported students have availability to use technology when unable to attend school. One specific example noted was a student Skyping with the teacher and class because a health-related concern prevented school attendance. Teachers will help student peers team up to meet needs plus pair high school students with elementary students.
27. For the past few years, the alternative program has successfully provided at-risk students a means of completing graduation requirements. An alternative program committee assists with the referral process. Students who are being considered for the program meet with an interview team. The coordinating teacher believes in the interview process. It is a respectful process for the student and provides an opportunity for the parents to learn about the program. Students benefiting from the program participate in community service; receive help with college visits and job applications.
28. The CSIP reported teachers have to identify the core standard addressed in their lesson plan. PlanBook is the online program used by many teachers to align lesson plans with the Iowa Core. Interviewees noted eventually all teachers will be required to use PlanBook.

29. CTE programs in the district provide some real life experiences and learning opportunities. For example, Industrial Technology produces products to market and sell. The money raised from the sales is utilized for the materials used by the agriculture business class (i.e., Youth Business Curriculum from ISU). In addition, the class designed a solar light for the backs of wagons.
30. Sidney CSD appears to use scheduling to maximize learning opportunities for students. For example, block scheduling has been utilized for 7th and 8th grade to allow for more direct instruction in reading interventions. The district used data to drive the decision that an emphasis needed to be placed on providing phonics instruction.
31. Middle school students reported technology is a strength in the district. For the last five years the district has emphasized the integration and effective use of technology for learning and teaching. The district has a 1 to 1 laptop/device initiative for grades K -12. The district employs a .5 technology coordinator and a .5 curriculum integration specialist.
32. Sidney CSD educators appear to implement effective instructional strategies for each and every student. For example, the district has had a life skills program at the elementary for 5 years, and the high school is in its 2nd year. This service for students draws from outside the district. In addition, a sensory room at the elementary was created in response to students needs. It has been productive in meeting the needs of the students with autism and/or sensory deficits.
33. The special education staff conducts transition planning meetings for preschoolers to K and 6th graders to secondary. Additionally, case management sped planning meetings are held in preparation for the following school year. Each student with an Individualized Educational Program (IEP) is represented in the examination of rosters and resources. The annual meeting is conducted by administrators and special education teachers.

Recommendations for Improvement:

34. Teachers and administrators reported although Standards Insight was used last year, it is not being utilized to its full potential this school year. In addition, teachers stated curriculum is not being mapped and felt mapping would assist in the implementation of the Iowa Core. The district may want to renew the use of Standards Insight and/or other similar mapping software.

Professional Development

In an improving district/school, staff is qualified for assignments and engages in ongoing learning opportunities to improve effectiveness. Student achievement and other sources of data are used to set goals for professional development. The district provides professional learning opportunities that include theory, demonstration, practice, and coaching. Evidence includes, but is not limited to, the following:

- Professional development focus is determined through the analysis of student achievement and performance data.
- Professional development is focused and based on research-based strategies.
- Professional development sessions build on one another, are distributed throughout the school year, and are sustained over time.
- Time is provided for teachers to collaborate and apply new content and pedagogical knowledge.
- An established system provides support to monitor and evaluate implementation of professional development and its impact on student learning.
- Formative student data and teacher implementation data are used to adjust professional development and guide instructional decisions.
- All school staff members, instructional and non-instructional, are provided professional development to support job roles and functions.
- Professional development activities contribute to the capacity of all school staff to develop cultural competence and to reflect and respect diversity in classroom and work environments.

Noted Strengths:

35. As noted in the 2009 site visit report, teachers reported they are encouraged and supported to participate in professional development on or off site. The elementary staff are involved in a study of the book *Academic Pathway*, which has been "very helpful". This study includes teachers sharing their insights electronically. Attendance at the annual 21st Century Learners' Conference was described as beneficial for staff. For example, a few students with learning needs now benefit from Bookshare on their laptops, due to knowledge gained from the conference. In addition, the elementary staff are involved in math academy. The district is a C4K phase I school and has completed all the training to use the Formative Assessment System for Teachers (FAST) for universal screening and progress monitoring. Simple K12 (an online professional development provider) appears to be a welcome addition for differentiation of professional development.
36. Sidney CSD professional development activities contribute the capacity to utilize technology. Some examples of research-based technology professional development included:
 - Moodle training
 - Web 2.0 applications
 - Google Apps for Education
 - K-12 Digital Citizenship curriculum

37. The district promotes professional development to support job roles and functions. For example, the board reported all members have completed Academy of Board Learning Experiences (ABLE) training. A representative from Iowa Association of School Boards (IASB) is conducting a team building workshop next month. In addition, the board attends the IASB conference.

Recommendations for Improvement:

38. Although the district paid for the paraeducator certification classes, they are often not able to attend district professional development. It was not clear if they were invited to attend and not paid for the time. The lack of paraeducator inclusion in professional development was also noted in the 2009 site visit report. The district may consider providing more professional development opportunities for paraeducators to focus on training they need, (e.g., behavior issues, how better to use technology).
39. Poverty indices within the district indicate a significant number of students may be impacted by the culture of poverty. Data on free and reduced lunches serves as an indicator of the prominence of poverty impacting some students and families. The following data table from EdInsight illustrates the increasing impact of poverty on the district:

Year	12-13	13-14
% of students qualifying for Free or Reduced Lunch	47.38%	54.60%

Source: Iowa Department of Education, Basic Educational Data Survey, Bureau of Information and Analysis Services

Poverty often represents a challenge to high student achievement in school. Overcoming the influence of poverty in schools has been addressed in current research emphasizing the strategies schools have used to improve learning. A study of this research may be useful in determining effective instructional strategies to increase student achievement. This knowledge could also assist the district in developing professional development offerings to improve teaching strategies to meet student-learning needs. The district may want to take advantage of some of the free internet resources such as Teaching Tolerance at: <http://www.tolerance.org/>, conduct a book study of Eric Jensen's work *Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It*, or utilize professional development offerings from GHAEA to study instructional strategies which mitigate the effects of poverty on students.

Monitoring and Accountability

In an improving district/school, the district/school establishes a comprehensive system that monitors and documents performance of student progress, curriculum, instruction, programs, and initiatives. Results from assessments drive the goal setting and decision-making processes. Leadership supports a system that regularly analyzes student performance and program effectiveness. Instructional decision-making utilizes a process of collecting, analyzing, and summarizing data. Evidence includes, but is not limited to, the following:

- A system for district-wide student assessments, including multiple measures that are valid and reliable, is implemented.
- Decision-making for the continuous improvement of instruction and student learning using student achievement and teacher implementation data is employed.
- The district's/school's cycle of program evaluation, as noted in the C-Plan is implemented.
- Summative evaluation processes are used to determine whether professional development has resulted in improved student learning.

Noted Strengths:

40. Basic Educational Data Survey (BEDS) data and site interviews indicated appropriate Highly Qualified Teachers (HQT) components are being implemented with integrity in the district. Special education teachers are using the Co Teaching, Consultation and Reverse Consultation model.
41. The district reported the use of strategies that ensure poor and minority students are not taught at a higher rate than other students by inexperienced, unqualified, or out-of-field teachers. Examples included:
 - All general education teachers at the high school level are appropriately licensed for teaching assignments.
 - First and second year teachers participate in a mentoring and induction program.
42. The percentage of Sidney CSD students in the proficient range of achievement on the 2012-2013 Iowa Assessments is the same or higher than GHAEA and/or State of Iowa Averages in the following areas:
 - 3rd, 4th, 5th, 6th, 7th, 8th, and 11th grade reading
 - 3rd, 5th, 6th, 8th, and 11th grade mathematics
 - 3rd, 4th, 5th, and 6th grade science

See the School Improvement Data Report contained in this report, figures (8-14, 20-26, 32-38) for additional information.

43. Administrators and instructional support staff spoke of the district's use of assessment data in order to make district decisions. For example, a data wall with triangulated data at the elementary building is used to make instructional decisions. Teacher interview groups noted their data indicates what they are doing in math is closing the achievement gap for some kids and see the value of continuing that learning and approach, including Grade

Level Academies, Tiered Algebra, and CMP3 math curriculum. English language arts is changing at the middle school level by addressing fluency and using 6 minute solutions. Interviewees noted the use of data to find phonics was an area of deficit. The data gathered from the use of the FAST and Individual Growth and Development Indicators (IGDI) assessments have precipitated the use of multiple reading interventions. Both math and literacy teachers as well as special education teachers are relying on data to determine progress of students and making instructional changes as indicated by the data. This group also had deep understanding of the DDSDP and the plan was in the process of being reviewed for improvement.

Recommendations for Improvement:

44. The percentage of Sidney CSD students scoring in the proficient range of achievement on the 2012-2013 Iowa Assessments is lower than GHAEA and/or State of Iowa Averages in the following areas:
- 4th and 7th grade mathematics
 - 7th, 8th and 11th grade science

See the School Improvement Data Report contained in this report, figures (8-14, 20-26, 32-38) for additional information.

45. Although the district elementary is a part of Phase I of C4K, the district might consider the following tenants of a strong student support system as they continue the MTSS implementation throughout the district:
- All students are part of the general education system and have access to the general education curriculum.
 - There is shared responsibility for student achievement across the entire school community.
 - The best way to address student-learning abilities that exceed core instruction is to be proactive; therefore, any process of instructional decision-making must allow for the earliest possible assistance.
 - Differentiated instruction is an essential part of the core instruction program.
 - Accurate reliable data are essential to determine the instructional abilities of all students and to match resources to those abilities.
 - Instructional decisions are based on multiple sources of data.
 - The effectiveness of instruction is routinely monitored; on-going formative data are used to indicate when changes in instruction are needed.
 - Parents are vital members of the team to support students.
 - Administrators and teacher leadership teams are vital in the instructional leadership and data based decision-making of a district and school.
 - Quality professional development is required to support implementation of a systemic effort to support MTSS and insure teachers have adequate tools and strategies.
 - Students and teachers have the necessary supports and resources to meet the needs of all students.
 - Develop a tool kit to be used across the grade levels of intensive interventions for students when the core program is not meeting their needs.
 - For further assistance regarding the MTSS process visit:
<https://sites.google.com/a/ghaea.org/ghaearti/home>

For assistance, contact Eric Neessen, Regional Administrator, GHAEA, at eneessen@ghaea.org.

46. The Early Literacy Initiative (ELI) promotes effective evidence-based programming, instruction and assessment practices across schools to support all students to become proficient readers by the end of the third grade. Given the recent passage of legislation that mandates all 3rd grade students be proficient in reading by the year 2017. The district may want to be proactive in the implementation of ELI. Some first steps the district may consider are as follows:

- Review the Early Literacy Guidance
- View the Early Literacy Guidance Webinar Recording and Presentation Slides
- Consider the use of the Early Literacy Implementation Budget Guidance
- Consult the Approved Literacy Assessment List

For assistance, visit the Iowa Department of Education website at:
<https://www.educateiowa.gov/early-literacy-implementation>

Sidney Community School District's Compliance Status for Applicable Federal Programs:

Title I

The district has no citations of Title I non-compliance identified during this visit.

Title IIA (Teacher and Principal Training and Recruiting Fund)

The district has no citations of Title IIA non-compliance identified during this visit.

Title III (English Language Learners)

The district has no citations of Title III non-compliance identified during this visit.

Title XC (Education of Homeless Children and Youth)

The district has no citations of Title XC non-compliance identified during this visit.



Iowa Department of Education



Sidney Comm School District - Site Visit Display

District verified non-compliance items have been reviewed with the district superintendent on 4/17/2014 12:54:26 PM.

Name of person certifying form	Title of person certifying form	Phone number of person certifying form
Gregg Cruickshank	Superintendent	7123742141

Team Leader: Janet Boyd Start Date:4/15/2014 End Date:4/17/2014 Date Results Posted:4/17/2014 12:28:15 PM

Noncompliance finding	(PA4) The school or school district does not have documentation that pupils are being provided support to complete the physical activity requirements. 281—IAC 12.6(1)(a)
Additional Details:	Not all high school students are getting 120 minutes per week. The district is not using a physical activity contract. In addition, not all students are taking PE all four years of high school.
Noncompliance finding	(PD4) No evidence exists that all employees are prepared to work with diverse learners and to implement multicultural, gender fair approaches to the educational program. 281—IAC 12.7(1)(a)
Additional Details:	The district does not currently have professional development for MCGF.

Discussion
action a

Gregg Cruickshank <gcruickshank@sidney.k12.ia.us>

New Drumline Equipment

1 messages

Nicole Zavadil <nzavadil@sidney.k12.ia.us>

Tue, Aug 12, 2014 at 1:59 PM

To: Gregg Cruickshank <gcruickshank@sidney.k12.ia.us>

Hi Gregg-

I appreciate the Board listening to my band uniform proposal last school year. I was so excited that they were willing to work with me on the purchase! It is great to know that the Band program has support within our school and the community.

However, after re-evaluating our equipment needs in the Band program, I'm concerned that uniforms are not our most important purchase at this time.

The drumline, used for Marching Band and Pep Band, is in rough shape. To be more specific, the halters used to carry the drums are in such bad shape, I don't know how many years we have left with them. This year, in order to prepare for Band Camp and Rodeo Parade, we were scavenging whatever we could to piece together workable halters. The students wear the halters without complaining...but many left Band Camp with legitimate bruises from the worn-out equipment.

I have looked into replacing just the halters, but that is not a possibility. The school would have to buy the set - the drum, the halter, the carrying case - all at once. We cannot buy just halters, or just drums, because the carrying mechanisms are not interchangeable.

After a lot of thought the last few weeks, I really think the most important long-term investment in the Band program for the future is a new drumline.


Two big reasons why:

- 1) We can "make do" with the current uniforms and can still march. We can't march without a drumline.
- 2) We will get MUCH more use out of the drumline than we will out uniforms. Uniforms are used twice a year - Clarinda Band days and Large Group Festival. Drumline is used for Pep Band (Football and Basketball), and marching season (includes Band Camp, Rodeo Parade, Classroom daily rehearsals, Homecoming Parade, Popcorn Days Parade, and Clarinda Band Days).

After speaking with Chuck from Rieman Music, our music store representative, we have been given an awesome option, which might allow us to purchase a drumline for this school year (14-15), if the board chooses to do so.

The SWIHMB used a brand new drumline last week during their Band Camp. After the Band Camp, the drumline is put up for sale to local schools at half-price because the drums are "used." There are only three drums left of that drumline - he would sell those drums to us at nearly half-price, and would fill the rest of the drumline with brand new drums, at the same discounted price.

The cost of the drumline would be approximately:



Gregg Cruickshank <gcruickshank@sidney.k12.ia.us>

Fwd: prices

message

Nicole Zavadil <nzavadil@sidney.k12.ia.us>
To: Gregg Cruickshank <gcruickshank@sidney.k12.ia.us>

Thu, Aug 14, 2014 at 11:30 AM

Here are the updated prices on the drumline.
Thanks!

----- Forwarded message -----

From: **Chuck Teutsch** <chuckt@riemans.com>
Date: Wed, Aug 13, 2014 at 8:45 PM
Subject: prices
To: Nicole Zavadil <nzavadil@sidney.k12.ia.us>

Hi Nicole,

Here is the price breakdown that I promised:

snare drums - \$805.00

quints - \$1396.00

18" bass drum - \$749.00

20" bass drum - \$780.00

22" bass drum - \$824.00

24" bass drum - \$865.00

Total is \$9,230.00 for all 4 snares, two quints, 4 bass drums, carriers, and cases.

The longer before a decision is made, the greater the chance that the current 2-week backorder will grow.

Let me know how I can help.

Chuck



2014 IASB Legislative Resolutions Actions

Discussion Action
b

STUDENT ACHIEVEMENT AND STUDENT EQUITY: The Iowa Association of School Boards:	Legislative Action 2014 Session
1. Supports preserving the integrity of the statewide penny sales tax for school infrastructure, including the tax equity provisions of buying down the highest additional levy rates to the state average.	No major action but SF 2230 added language that allows a vote on the revenue purpose statement for school infrastructure funds to occur at the same time as a reorganization vote.
2. Supports full state funding to encourage local initiatives to fully comply with current professional development program requirements.	<ul style="list-style-type: none"> • Student Achievement/Teacher Quality- \$56,791,351 • Iowa Reading Research Center – \$1,000,000 • AEA Support for System for Teacher Leadership -\$1,000,000 • Administrator Mentoring \$1,000,000
2014 IASB Legislative Priority 3. Supports continued progress in the development of rigorous content standards and benchmarks consistent with the Iowa Core focused on improving student achievement, including the following state actions: <ul style="list-style-type: none"> • Provide and fund technical assistance to help school districts fully implement the Iowa Core. • Develop or obtain high-quality summative and formative assessments, aligned to the skills students should know and be able to do to succeed globally and locally. • Include and fund all the components of successful standards systems: assessments aligned to high expectations, improved and aligned instruction and quality professional development. 	<ul style="list-style-type: none"> • Student Achievement/Teacher Quality \$56,791,351 • AEA Support for System for Teacher Leadership -\$1,000,000
4. Supports adequate and on-time funding for English-language learner (ELL) students until the students reach proficiency.	No action
* 5. Supports a funding mechanism for school districts' transportation costs that does not directly or indirectly impact funding for the educational program.	No action
6. Supports adequate funding to ensure all 4-year-olds have access to a high quality public school preschool program. We should continue to allow 4-year-olds to be included in the enrollment count if those programs can demonstrate meeting the collaboration and quality standards requirements of the statewide voluntary preschool program.	No action
* 2014 IASB Legislative Priority 7. Supports continuation of sufficient incentives and assistance to encourage sharing, reorganization or regional high schools to expand academic learning opportunities for students and to improve student achievement.	SF 2056 extends whole grade sharing incentives through FY 19 HF 2271 clarifies extension of operational sharing incentives
* 8. Supports the inclusion of drop-out prevention and funding for at-risk students in the foundation formula and the inclusion of socio-economic status as a factor in determining a student's at-risk status. Supports increased flexibility in the use drop-out prevention and at-risk funding.	No action



2014 IASB Legislative Resolutions Actions

9. Supports revising the foundation formula to equalize per pupil funding regardless of the school district.	No action
10. IASB supports Iowa law giving local school boards authority to establish charter schools. Charter schools should not be established by any entity other than public school boards and, after approval of a charter school by a local school district, charter school plans and waivers must be approved by the State Board of Education and subject to all state accountability and reporting standards.	No action
<p>2014 IASB Legislative Priority</p> <p>11. Supports reform of Iowa's K-12 education system that:</p> <ul style="list-style-type: none"> ◦ Is research-based; ◦ Is focused on student achievement; ◦ Includes comprehensive assessments to measure the full range and rigor of the Iowa Core; ◦ Maintains oversight and control by locally elected boards of directors; ◦ Does not "repurpose" existing education funds; and ◦ Does not impose new mandates unless they are fully funded. 	<ul style="list-style-type: none"> ◦ Student Achievement/Teacher Quality- ◦ \$56,791,351 ◦ Successful Progression for Early Readers (Early Literacy)- \$8,000,000 ◦ Competency Based Education - \$425,000 for development of an assessment
12. Supports returning to three-year school board member terms with less than a majority of the school board elected in any one year.	No action
13. Supports the development of and funding for research on best practices for early literacy strategies. IASB supports funding for professional development and classroom intervention strategies focused on implementing best practices for early literacy in grades PK-3.	<ul style="list-style-type: none"> ◦ Successful Progression for Early Readers (Early Literacy) - \$8,000,000 ◦ Iowa Reading Research Center - \$1,000,000 ◦ \$1.9 million for mandatory kindergarten early literacy assessment our of DE general administration
<p>FINANCE:</p> <p>The Iowa Association of School Boards:</p>	
<p>2014 IASB Legislative Priority</p> <p>14. Supports setting supplemental state aid (replaces the term allowable growth) by the date specified in the Iowa Code at a rate that encourages continuous school improvement and reflects actual cost increases experienced by school districts and AEAs. Our priority is to increase the state cost per pupil and the spending authority associated with it to build a strong base for future education resources.</p>	No action
15. Supports a school foundation formula that adequately, and in a timely manner, funds changes in demographics including socio-economic status, remedial programming, and declining and increasing enrollment challenges.	No action
16. Supports greater flexibility in the use of the management levy for those services required by law including inspections and publication costs and legal and auditing services, including internal auditing services and staff and allowing payment of early retirement benefits for any retiree over the age of 55.	SF 220 allows use of management levy to pay for early retirement benefits for early retirees over age 65
17. Supports greater flexibility in allowing school districts to charge fees for non-curricular related costs.	No action



2014 IASB Legislative Resolutions Actions

<p>18. Supports the continuation of programs currently funded by the early intervention block grant program with flexibility to use those funds for other K-3 literacy programs if approved by the school board.</p>	<p>No action</p>
<p>LOCAL CONTROL The Iowa Association of School Boards:</p>	
<p>19. Supports legislation that provides greater flexibility for school districts to meet changing needs, become more efficient, protect natural resources and save public funds, including support of Home Rule.</p>	<p>SF 2230 added language that allows a vote on the revenue purpose statement for school infrastructure funds to occur at the same time as the reorganization vote. Language was also added that reduces the publication requirement from two publications to one publication for the disposal of property (such as basketball jerseys) that has a resale value of less than \$5,000.</p>
<p>2014 IASB Legislative Priority</p>	
<p>20. Supports the repeal of the mandatory school start date.</p>	<p>No action</p>
<p>21. Supports offering incentives to school districts to provide extended days and/or innovative calendars. School districts receiving these incentives will evaluate and determine the impact on student learning.</p>	<p>No action</p>
<p>* 22. Supports the use of physical plant and equipment levy (PPEL) funds for the maintenance and repair of transportation equipment that can be purchased or financed with PPEL funds.</p>	<p>No action</p>
<p>TAXES The Iowa Association of School Boards:</p>	
<p>23. Supports legislation allowing school bond issues to be passed by a simple majority vote and to permit the local school board to levy a combination of property taxes and income surtaxes to pay the indebtedness.</p>	<p>No action</p>
<p>24. Supports sufficient state revenues to adequately fund public education as Iowa's number one priority. IASB opposes erosion of the existing tax base. IASB supports a full accounting every two years by state government of the costs of all exemptions, credits or deductions for the income tax, sales tax or property tax.</p>	<p>No big tax cuts that impact us FY 16 Supplemental State Aid wasn't passed but the state did fully fund commitment to TLC for FY 15.</p>
<p>25. Supports Tax Increment Financing (TIF) limitation, reform and regulation. Reforms should limit the duration of all TIF districts, and mandate inclusion of the affected taxing bodies including school districts in discussions prior to the imposition of a TIF. TIFs are to be used for the sole purpose of stimulating development that would otherwise not occur. Expenditures from TIF revenues should not be used to pay for property tax rebates or other direct subsidies to private developers. In addition, IASB opposes residential TIFs that are not directly tied to job creation unless the impacted school districts approve.</p>	<p>No action</p>
<p>26. Opposes a constitutional amendment or statewide voter referendum that would limit taxes, spending or local control impacting education.</p>	<p>No action</p>
<p>27. Supports efforts to minimize property tax disparities that occur between school districts because of the additional levy rate in the school foundation formula.</p>	<p>No action</p>



2014 IASB Legislative Resolutions Actions

28. Opposes property tax restructuring unless it continues to hold school districts harmless.	No action
29. Opposes the imposition of franchise fees on school corporations.	No action
PERSONNEL	
The Iowa Association of School Boards:	
30. Supports giving school districts and AEAs the option to reduce staff to respond to reductions in funding or to comply with an arbitrator's award. School districts and AEAs should not be required to use the teacher contract termination procedures in <i>Iowa Code</i> section 279.13 for such staff reductions.	No action
31. Supports providing school districts with incentives and the flexibility to pay market competitive wages for shortage area positions, especially in the areas required to meet graduation and Iowa Core mandates.	No action
32. Opposes changes to labor and employment laws unless they: <ul style="list-style-type: none"> • Include adequate resources provided by the state without a shift from other education resources or significant burden on property taxpayers. • Balance the rights of the employees with the rights of management with scales tipped in favor of student achievement and student safety. 	No action
33. Support a requirement that arbitrators, prior to any imposition of an award against a school district, AEA or community college, first consider local conditions and ability to pay. After the arbitrator determines the school district, AEA or community college has the ability to pay, the arbitrator should then consider comparability based upon similar size and geographic region.	No action
* 34. Supports a change in state law that allows school districts to voluntarily enroll their employees in the state's health, dental and life/long-term disability insurance pools.	No action
UNFUNDED MANDATES	
The Iowa Association of School Boards:	
35. Supports predictable and timely state funding to serve students receiving special education services at a level that reflects the actual cost, including educational programming and health care costs.	No action
36. Supports the federal commitment to fund 40 percent of the cost of educating students receiving special education services, and requests that the federal government fulfill that commitment by increasing funding a minimum of 8 percent per year until the 40 percent figure is achieved.	No action
37. Opposes and seeks to repeal unfunded mandates.	Mandates on epi pens, radon mitigation defeated; mandatory radon testing with \$1M appropriated to the testing.
38. Supports legislation requiring any new mandate have corresponding funding sufficient to implement the new mandate.	Mandatory radon testing with \$1M appropriated to the testing which isn't quite enough to fully fund the mandate.