EAST BUCHANAN COMMUNITY SCHOOL DISTRICT
AGENDA - Regular School Board Meeting
October 14, 2026 at 5:00 p.m. in Library - Use Outside Library Entrance

1. **CALL TO ORDER /MISSION STATEMENT -** To challenge students to think critically, communicate effectively, develop values and contribute to society.
2. **PUBLIC FORUM** - During this time we welcome interested persons who may wish to present comments, suggestions, or concerns in regard to any programs operated by the school district. However, an item must be included on the Agenda before the Board can officially act upon it.
3. **APPROVE AGENDA**
4. **APPROVE CONSENT AGENDA**
    a. Minutes from Regular Meeting on September 9, 2026
    b. Personnel Changes
    c. List of Bills
    d. Financial Reports
5. **COMMUNITY/PROGRAM PRESENTATIONS**
    a. FFA National Convention
6. **ADMINISTRATIVE UPDATES & REPORTS**
    a. Elementary Update
    b. Secondary Update
    c. District Update
    d. Facilities Update
7. **AGENDA**
    a. Approve FFA National Convention Trip
    b. 2nd Reading of Board Policy 701.5 & 701.5-R1 - Fiscal Management-Financial Metrics
    c. Board Policy Review - 2nd Reading
        - 300 - Role of District Administration
        - 301 - Management
        - 302 - Administrator Contracts
        - 303 - Administrator Salary and Other Compensation
        - 600 - Goals and Objectives of Education Program
        - 601 - School Calendar
        - 602 - Curriculum Development
        - 603 - Basic Instruction Program
        - 604 - Competent Private Instruction
    d. Approve Board Policy 505.5 - Graduation Requirements
    e. Approve Negative Special Education Balance
    f. Approve EL Excess Costs Application to SBRC
    g. Approve Board Policy 804.5/804.5E1-Stock Prescription and Medication Supply
    h. 1st Reading Board Policy 107-Religious Expression
    i. Approve Snow Removal Bid for 26-27 School Year
8. **STUDENT QUESTIONS**
9. **#BUCPR1DE**
10. **ADJOURN**

East Buchanan Community School District
Regular Board Meeting Minutes – September 9, 2026

Call to Order - The meeting was called to order at 5:00 p.m. by President Andy Sperfslage. The Board proceeded to recite the East Buchanan Mission Statement. Board members in attendance were Tonishia Dockstader, Andrew Maas, Andy Sperfslage, Heather Steffens, and Troy Tempus. Administrative staff present included Superintendent Kory Kelchen, HS/MS Principal Derick Ludwig, Elementary Principal Nathan Reck, and Business Manager/Board Secretary Teresa Knipper. Several visitors were also present. All motions carried unanimously unless noted otherwise.
Approve Agenda – A motion was made by Maas and seconded by Tempus to approve the agenda as presented with the addition of 26-27 AgVantage Heating Firm Price Contract.
Approve Consent Agenda – A motion was made by Maas and seconded by Steffens to approve the consent agenda as presented. The consent agenda included the following items: minutes from the regular meeting on August 12, 2026; the hiring of Landon Wilson as custodian; hiring of Steph Short as Speech sponsor; hiring of Mike Kerkove as part-time maintenance; the list of expenditures; and the financial reports. Ayes: Maas, Sperfslage, Steffens, Tempus. Nay: Dockstader
National FFA Convention Presentation - FFA Advisor Jon Doese presented plans for attending the National FFA Convention in October.
Administrative Updates and Reports – Reck reported the beginning of the school year is going smoothly with staff reassignments, the mentoring program is starting for the year, FAST assessments started this week, sixth graders are going to camp at the end of the month, and students have the option to participate in bringing snacks to school instead of purchasing snack tickets. Ludwig thanked the staff for getting through the heat during the second week of school, expectations of students were communicated, new staff to the middle school have adjusted well, and homecoming is next week. Kelchen reported that the district will get bids for snow removal, updated the board on storm damage to the bus barn and press box, and that the Sales Tax Revenue Purpose Statement was approved. Steffens and Tempus volunteered to be on the School Improvement Advisory Committee (SIAC).
26-27 Employee Handbook – A motion was made by Steffens, second by Tempus to approve the 26-27 Employee Handbook as presented.
Board Policy Review - A motion was made by Dockstader and seconded by Maas to approve the reading of board policy 503.11-R1 as presented and discussed. A motion was made by Tempus and seconded by Dockstader to approve the first reading of board policy 701.5 and 701.5-R1 as presented and discussed. A motion was made by Tempus and seconded by Steffens to approve the first reading of board policy series 300 to 303 and 600 to 604 as presented.
26-27 AgVantage Heating Firm Price Contract – A motion was made by Maas and seconded by Steffens to approve option 2 (down payment) of the 26-27 AgVantage heating firm price contract as presented.
#BucPr1de – Industrial Arts teacher Luke Kirby participated in the Iowa STEM Teacher Externship Program over the summer and helped with the gaga ball pit project.
Adjourn – A motion was made by Dockstader and seconded by Steffens to adjourn the meeting at 6:14 p.m.

The above records do not constitute official minutes until formally approved at the subsequent regular board meeting. A copy of the official minutes may be inspected in the office of the Board Secretary on any Monday through Friday between the hours of 8:00 a.m. and 4:00 p.m.

Vendor ID	Vendor Name	Description	Invoice Amount	
AGVAFS	AgVantage FS	GREENHOUSE LP DOWN PMT	285.88	1
			285.88	
TURFTANK	Intelligent Marking USA Inc	EQUIPMENT LEASE	11,000.00	3
			11,000.00	
PIONMANU	PIONEER MANUFACTURING CO.	paint/supplies	1,021.95	2
			1,021.95	
SUINSURANC	SU Insurance Company	BREAK/FIX INSURANCE	13,438.25	1
			13,438.25	
TIMMDMUS	Timmy D Music Service	DANCE DJ	250.00	2
			250.00	
YMCACAMP	YMCA CAMP WAPSIE	CAMP DEPOSIT	270.95	1
			270.95	
		Report Total:	26,267.03	

Vendor ID	Vendor Name	Description	Invoice Amount	
AMERCANC	AMERICAN CANCER SOCIETY	VBall Fundraiser-Pink Night	301.18	
			301.18	
ANDERSON	ANDERSON'S	Hoco Crowns	81.98	
			81.98	
ANDESCOT	ANDERSON, SCOTT	official	150.00	
			150.00	
BOARHAYL	Boardman, HAYLEY	official	160.00	2
			160.00	
BSNSPORT	BSN SPORTS, LLC	BOYS BB UNIFORMS	2,239.00	
			2,239.00	
CENTCOMM	CENTRAL COMMUNITY SCHOOL	ENTRY FEE	100.00	
CENTCOMM	CENTRAL COMMUNITY SCHOOL	ENTRY FEE	105.00	
			205.00	
CLARRAND	Clark, Randall	official	160.00	
			160.00	
CORKTIFF	Corkery, Tiffany	Senior Hallway	17.50	
			17.50	
DILLTRIS	Dilley, Tristan	security-football	100.00	
DILLTRIS	Dilley, Tristan	Security-Football	100.00	2
			200.00	
DUNKERTO	DUNKERTON SCHOOL DISTRICT	SOFTBALL ENTRY FEE	100.00	
			100.00	
ELITE	Elite Sports	CROSS COUNTRY JERSEYS	700.00	
			700.00	
FABRDOUG	Fabry, Doug	official	150.00	2
			150.00	
GALLKAYL	Gallup, Kayla	homecoming supplies	16.62	
			16.62	
HUMMSTEV	HUMMEL, STEVE	official	170.00	2
			170.00	
IHSAA	IA HIGH SCHOOL ATHLETIC ASSOCIATION	Registration for IA StuCo Boot Camp	75.00	
			75.00	
IGHSAU	IOWA GIRLS' HIGH SCHOOL ATHLETIC UNION	SUPPLIES	15.00	
			15.00	
JWPEPPER	J.W. PEPPER & SON, INC.	Activity - Pep Band Account	194.99	
			194.99	
JESUPCSD	JESUP COMMUNITY SCHOOL DISTRICT	CC Entry Fee	116.00	
			116.00	
JOHNMIKE	Johnson, Mike	official	150.00	2

Vendor ID	Vendor Name	Description	Invoice Amount	
			150.00	
KELLKEAT	Kelly, Keaton	official	100.00	2
			100.00	
KEYTAG	KEYTAG LLC	Homecoming Dance Tickets	253.12	
			253.12	
KLEVKIMB	Kleve, Kimberly	official	160.00	2
			160.00	
KNICDOUG	KNICKREHM, DOUG	official	170.00	
			170.00	
LANGMICK	Langguth, Mick	official	170.00	
			170.00	
MEINCHRI	MEINECKE, CHRIS	official	150.00	
			150.00	
MONTSPOR	MONTICELLO SPORTS	UNIFORMS	285.00	
MONTSPOR	MONTICELLO SPORTS	VOLLEYBALL EQUIPMENT	145.00	
			430.00	
MOORJOLY	Moore, JoLynn	Official	160.00	2
MOORJOLY	Moore, JoLynn	official	160.00	2
			320.00	
PIERASHL	PIERCE, ASHLEY	official	160.00	2
			160.00	
PILCJASO	Pilcher, Jason	official	150.00	2
			150.00	
RECKNICO	Reck, Nicole	flowers-homecoming	100.00	
			100.00	
SCHLMARK	SCHLEISMAN, MARK	Official	160.00	2
			160.00	
SCHMSTEVE	Schmit, Steve	official	150.00	2
			150.00	
SPEESHOP	SPEEDE SHOP, INC.	buc brew supplies	5.69	
SPEESHOP	SPEEDE SHOP, INC.	buc brew supplies	10.99	
			16.68	
STARMONT	STARMONT CSD	ENTRY FEE	150.00	
			150.00	
STEGTEDD	STEGER, TEDDY	Offiical	100.00	2
			100.00	
VANHOECK	VAN HOECK, RONALD	official	150.00	
			150.00	
VARSSPIR	VARSITY SPIRIT FASHIONS	CHEER UNIFORMS	6,508.60	
			6,508.60	

Vendor ID	Vendor Name	Description	Invoice Amount	
VASKMICH	VASKE, MICHAEL	official	120.00	2
			120.00	
VELASERG	Velazquez, Sergio	official	160.00	
			160.00	
WEGMCHAD	WEGMANN, CHAD	Official	100.00	2
			100.00	
WESTNATE	WEsthoff, Nate	Official	100.00	2
			100.00	
WILGKEEG	Wilgenbusch, Keegan	Medical-Football	50.00	
WILGKEEG	Wilgenbusch, Keegan	Medical - FB	50.00	2
			100.00	

Batch Total: 15,180.67

Report Total: 15,180.67

Vendor ID	Vendor Name	Description	Invoice Amount
BIMBBAKE	BIMBO BAKERIES USA	food purchased	409.44
			409.44
CHASCARD	CHASE CARD SERVICES	food/supplies	38.27
CHASCARD	CHASE CARD SERVICES	food purchased	81.54
CHASCARD	CHASE CARD SERVICES	food purchased	49.70
CHASCARD	CHASE CARD SERVICES	food purchased	25.10
CHASCARD	CHASE CARD SERVICES	food purchased	40.51
CHASCARD	CHASE CARD SERVICES	food purchased	37.44
CHASCARD	CHASE CARD SERVICES	food/supplies purchased	37.54
CHASCARD	CHASE CARD SERVICES	supplies	27.24
CHASCARD	CHASE CARD SERVICES	food purchased	66.90
CHASCARD	CHASE CARD SERVICES	food purchased	14.80
			419.04
COUNVIEW	COUNTRY VIEW DAIRY	food purchased	989.00
			989.00
EMSDETER	EMS DETERGENT SERVICES CO.	supplies	115.01
			115.01
MARTBROT	MARTIN BROTHERS	food/supplies	5,465.00
			5,465.00
NICKGROC	Nick's Grocery	food purchased	66.96
			66.96
PERFFOOD	PERFORMANCE FOODSERVICE	food/supplies	10,304.72
			10,304.72
PRAIFARM	PRAIRIE FARMS DAIRY, INC.	food purchased	2,754.82
			2,754.82
		Batch Total:	20,523.99
		Report Total:	20,523.99

Vendor ID	Vendor Name	Description	Invoice Amount	
AMAZON	Amazon	HoCo decorating supplies	46.64	2
AMAZON	Amazon	Buc Brew equip	36.99	2
AMAZON	Amazon	homecoming supplies	94.44	2
AMAZON	Amazon	Junior Class Supplies for hallway	67.56	2
AMAZON	Amazon	Hoco Sashes	93.61	2
			339.24	
CHASCARD	CHASE CARD SERVICES	PARKING	110.00	2
			110.00	
SKINMIX	Skinnymixes.com	All Buc Brew supplies except Amazon	254.08	2
			254.08	
WALMART	WALMART COMMUNITY BRC	refund/pancake supplies	147.24	2
			147.24	
		Batch Total:	850.56	
		Report Total:	850.56	

Vendor ID	Vendor Name	Description	Invoice Amount	
AMAZON	Amazon	WINDOW SHADES	371.98	1
AMAZON	Amazon	SUPPLIES	59.99	1
AMAZON	Amazon	EVENTS GYM REMOTE	29.99	1
AMAZON	Amazon	SUPPLIES	24.99	1
AMAZON	Amazon	SUPPLIES	244.60	1
AMAZON	Amazon	English Lab books	141.09	1
AMAZON	Amazon	SUPPLIES	47.43	1
AMAZON	Amazon	camp wapsi Y	68.81	1
			988.88	
CHASCARD	CHASE CARD SERVICES	CONFERENCE HOTEL	145.58	1
CHASCARD	CHASE CARD SERVICES	chair parts for LMC	53.99	1
CHASCARD	CHASE CARD SERVICES	CONFERENCE HOTEL	212.80	1
			412.37	
DECODYSLEX	Decoding Dyslexia Iowa	CONFERENCE	275.00	1
			275.00	
TURFTANK	Intelligent Marking USA Inc	turf tank part	259.20	1
			259.20	
NIAGCAVE	Niagara Cave	FIELD TRIP	247.20	1
			247.20	
SAI	SAI	Membership	627.00	1
			627.00	
WALMART	WALMART COMMUNITY BRC	FCS SUPPLIES	459.87	1
WALMART	WALMART COMMUNITY BRC	CAMP SUPPLIES	40.93	1
			500.80	
		Batch Total:	3,310.45	
		Report Total:	3,310.45	

Vendor ID	Vendor Name	Description	Invoice Amount	
AHLECOON	Ahlers & Cooney, P.C.	Legal Services	28.50	
AHLECOON	Ahlers & Cooney, P.C.	Legal Services	990.84	
			1,019.34	
ALLIUTIL	ALLIANT ENERGY	ELECTRICITY	14,601.62	
			14,601.62	
BAUEBUIL	BAUER BUILT TIRE	ALIGNMENT	312.00	
			312.00	
BUCHAUDI	BUCHANAN COUNTY AUDITOR	ELECTION FEE	4,521.70	
			4,521.70	
CAPISANI	CAPITAL SANITARY SUPPLY CO. INC.	custodial supplies	193.02	
CAPISANI	CAPITAL SANITARY SUPPLY CO. INC.	custodial supplies	230.44	
CAPISANI	CAPITAL SANITARY SUPPLY CO. INC.	PAPER TOWELS	7,000.72	
			7,424.18	
AEDSUPER	Cardio Partners Inc	AED equipment & supplies	2,591.10	
			2,591.10	
CID	Central Iowa Distributing	cleaning supplies	1,350.00	
CID	Central Iowa Distributing	custodial supplies	240.00	
CID	Central Iowa Distributing	CUSTODIAL SUPPLIES	1,286.00	
CID	Central Iowa Distributing	vacuum replacement and repairs	763.00	
CID	Central Iowa Distributing	custodial supplies	72.00	
CID	Central Iowa Distributing	vacuum replacement and repairs	152.00	
CID	Central Iowa Distributing	vacuum replacement and repairs	146.00	
CID	Central Iowa Distributing	SUPPLIES	904.00	
			4,913.00	
CITYLAUN	CITY LAUNDERING CO.	PURCHASED SERVICE	63.83	
			63.83	
CITYWINT	CITY OF WINTHROP	WATER/SEWER	867.60	1
			867.60	
CJCOOP	CJ COOPER & ASSOCIATES, INC.	PURCHASED SERVICE	312.75	
			312.75	
CLAYCOUN	CLAYTON COUNTY CONSERVATION	FIELD TRIP	68.00	1
			68.00	
COPYSYST	COPY SYSTEMS INC	TONER	158.31	
COPYSYST	COPY SYSTEMS INC	COPIER MAINTENANCE	2,054.21	
			2,212.52	
DEIKEIMP	Deike Implement Company	new cutting edge for tractor	548.09	
			548.09	
DHS	DHS CASHIER 1ST FL.	STATE MEDICAID MATCH	380.32	
			380.32	
BISHTIMO	Dreamer State University LLC	Timmy The Dreamer	2,750.00	1
			2,750.00	
DUNKERTO	DUNKERTON SCHOOL DISTRICT	TRAINING	73.78	

Vendor ID	Vendor Name	Description	Invoice Amount
			73.78
EBTELEPH	EAST BUCHANAN COOP TELEPHONE	TELEPHONE	1,554.30
			1,554.30
INDENAPA	Etten Enterprises LLC	SUPPLIES	54.60
INDENAPA	Etten Enterprises LLC	PARTS	469.26
			523.86
HALFADAM	Halford, Adam	DOT PHYSICAL	110.00
			110.00
HAUSERSWAT	HAUSERS WATER SYSTEMS INC	B&G SUPPLIES	439.55
			439.55
HAWKCOMM	HAWKEYE COMMUNITY COLLEGE	Enrollment/Textbooks	50,735.38
			50,735.38
HDC	HDC PRINTED PRODUCTS	CHECKS	565.82
			565.82
HOMEPEST	Hometown Pest Control	PURCHASED SERVICE	52.00
HOMEPEST	Hometown Pest Control	PURCHASED SERVICE	94.00
			146.00
HOTLUNCH	HOT LUNCH PROGRAM	PS SNACKS	142.18
			142.18
IMAGLEAR	Imagine Learning	WORKBOOKS	211.20
IMAGLEAR	Imagine Learning	Workbooks	70.40
			281.60
ICN	IOWA COMMUNICATIONS NETWORK	ICN SERVICES	449.39
ICN	IOWA COMMUNICATIONS NETWORK	ICN SERVICES	472.81
			922.20
JWPEPPER	J.W. PEPPER & SON, INC.	General	169.86
			169.86
KLUESANI	Kluesner Sanitation LLC	GARBAGE SERVICES	785.00
			785.00
KNAPSERV	KNAPP'S SERVICE	chainsaw repair	50.99
			50.99
LINNCOOP	LINN CO-OPERATIVE OIL CO	GAS/DIESEL	966.08
LINNCOOP	LINN CO-OPERATIVE OIL CO	GAS/DIESEL	5,665.38
			6,631.46
MENARDSWLO	MENARDS	maint supplies	132.68
			132.68
MOBYMAX	MobyMax Education LLC	Licenses	668.00
			668.00
MSCIND	MSC INDUSTRIAL SUPPLY CO.	IND ARTS SUPPLIES	202.96
			202.96

Vendor ID	Vendor Name	Description	Invoice Amount
NICKGROC	Nick's Grocery	FCS SUPPLIES	1.89
			1.89
HOGLBUSMN	North Central Intl LLC	REFUND	(32.78)
HOGLBUSMN	North Central Intl LLC	BUS PARTS	104.07
			71.29
OELWPUBL	OELWEIN PUBLISHING COMPANY	ADVERTISING	189.72
			189.72
PRINEXPR	PRINT EXPRESS/BRENNAN PRINTING	Leader in Me Tickets	183.11
			183.11
RELAYHUB	RelayHub, LLC	Medicaid Purchased Service	38.36
			38.36
SCHOBUSS	SCHOOL BUS SALES CO	PARTS/SUPPLIES	20.74
SCHOBUSS	SCHOOL BUS SALES CO	PARTS/SUPPLIES	338.74
SCHOBUSS	SCHOOL BUS SALES CO	PARTS/SUPPLIES	188.86
SCHOBUSS	SCHOOL BUS SALES CO	PARTS/SUPPLIES	1,165.99
			1,714.33
SUPEWELD	SUPERIOR WELDING SUPPLY	IND ARTS EQUIPMENT	444.69
			444.69
TNTREPA	TNT REPAIR & RECOVERY LLC	TIRES	636.20
			636.20
VITASOUR	VitalSource	Hawkeye Textbooks	89.99
VITASOUR	VitalSource	Hawkeye Fall Textbooks	2,502.29
			2,592.28
WESTMUSI	WEST MUSIC COMPANY	Repair	158.00
WESTMUSI	WEST MUSIC COMPANY	Repair	114.00
WESTMUSI	WEST MUSIC COMPANY	Repair	99.00
WESTMUSI	WEST MUSIC COMPANY	Repair	127.00
WESTMUSI	WEST MUSIC COMPANY	Repair	285.00
WESTMUSI	WEST MUSIC COMPANY	General	60.97
WESTMUSI	WEST MUSIC COMPANY	General	59.56
			903.53
WILLANNA	WILLIAMS, ANNA	CAMP LIFEGUARD	150.00
			150.00
WILSREST	WILSON RESTAURANT SUPPLY INC.	walk in freezer repair	714.15
			714.15
WINTBUIL	WINTHROP BUILDING SUPPLY	Materials for GaGa Ball Pit	469.54
WINTBUIL	WINTHROP BUILDING SUPPLY	misc maint items	137.02
			606.56
YMCACAMP	YMCA CAMP WAPSIE	CAMP	2,430.05
			2,430.05

Batch Total: 117,397.83

Report Total: 117,397.83

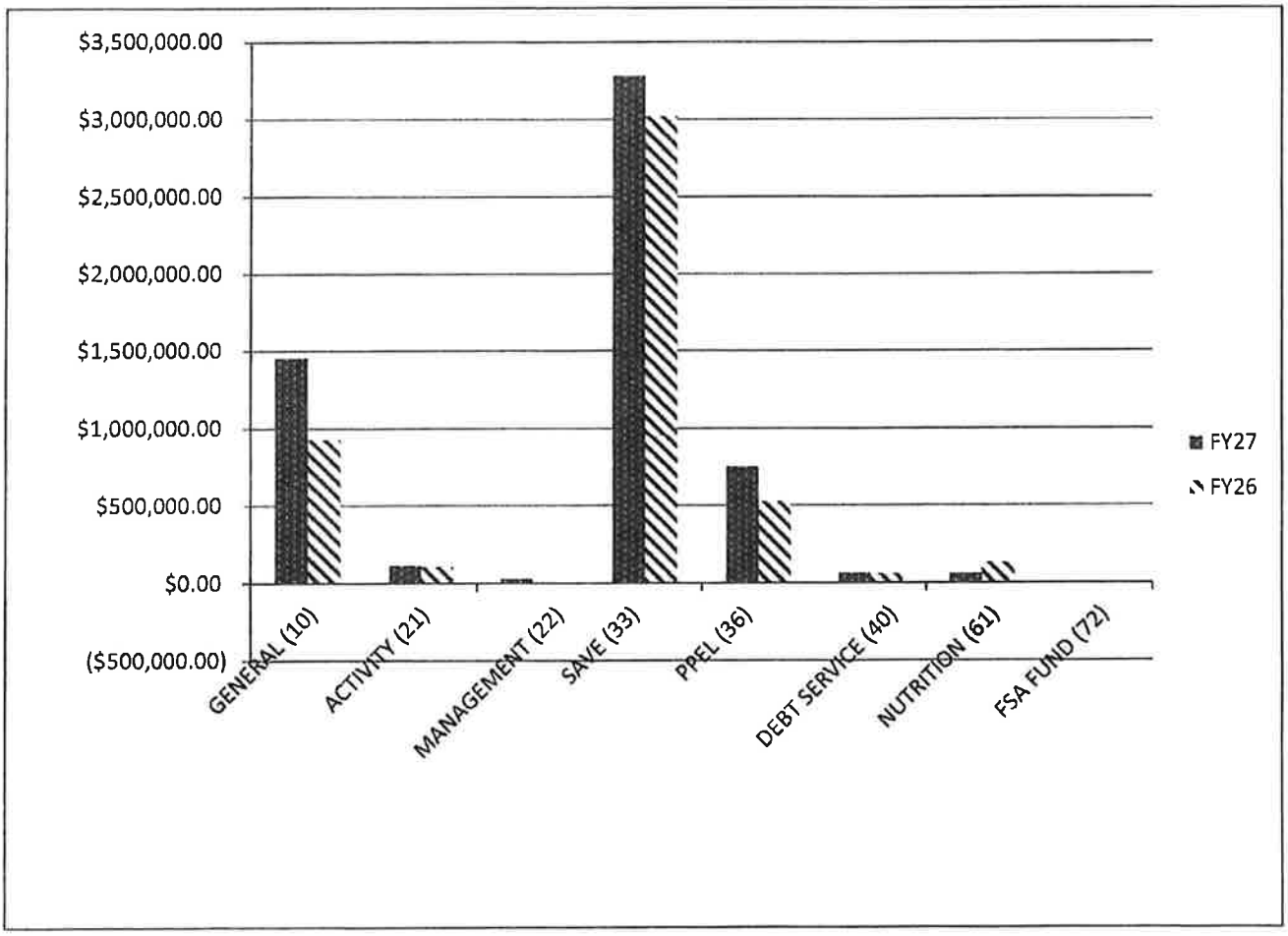
Vendor ID	Vendor Name	Description	Invoice Amount	
ADVAENVI	Advanced Environmental	ASBESTOS TESTING	1,900.00	
			1,900.00	
CDWG	CDW GOVERNMENT, INC	Storage Carts	8,538.00	
			8,538.00	
EMERARCH	Emergent Architecture PLC	MS PROJECT	39,072.45	
			39,072.45	
SADLPOWE	SADLER POWER TRAIN	JALTEST RENEWAL	2,085.00	
			2,085.00	
SCHOBUSS	SCHOOL BUS SALES CO	BUS	139,325.00	3
SCHOBUSS	SCHOOL BUS SALES CO	BUS-AMT DUE	3,191.00	3
			142,516.00	
WINTBUIL	WINTHROP BUILDING SUPPLY	misc maint items	686.38	
			686.38	
		Batch Total:	194,797.83	
		Report Total:	194,797.83	

East Buchanan Community School District
Cash Summary Report

	Jul-26	Aug-26	Sep-26
10-GENERAL FUND			
Beginning Balance	1,689,334.75	2,445,845.47	1,955,378.22
Revenue	1,420,696.56	173,182.33	79,455.35
Expenditures	664,185.84	663,649.58	583,456.33
Ending Balance	2,445,845.47	1,955,378.22	1,451,377.24
21-ACTIVITY FUND			
Beginning Balance	93,513.60	89,761.02	99,645.53
Revenue	3,968.57	29,603.42	16,970.24
Expenditures	7,721.15	19,718.91	4,188.66
Ending Balance	89,761.02	99,645.53	112,427.11
22-MANAGEMENT FUND			
Beginning Balance	243,234.91	15,181.59	804.07
Revenue	105,584.13	0.00	39,777.69
Expenditures	333,637.45	14,377.52	13,438.25
Ending Balance	15,181.59	804.07	27,143.51
33-SAVE			
Beginning Balance	3,302,317.55	3,184,432.70	3,202,199.69
Revenue	80,252.65	61,496.43	78,116.65
Expenditures	198,137.50	43,729.44	0.00
Ending Balance	3,184,432.70	3,202,199.69	3,280,316.34
36-PPEL			
Beginning Balance	741,722.61	739,125.13	759,412.33
Revenue	8,196.32	21,863.24	19,733.55
Expenditures	10,793.80	1,576.04	27,674.52
Ending Balance	739,125.13	759,412.33	751,471.36
40-DEBT SERVICE			
Beginning Balance	50,313.59	53,557.37	53,855.01
Revenue	201,381.28	797.64	10,998.35
Expenditures	198,137.50	500.00	0.00
Ending Balance	53,557.37	53,855.01	64,853.36
61-NUTRITION FUND			
Beginning Balance	62,441.42	54,684.49	70,743.88
Revenue	7,812.51	32,167.05	30,692.47
Expenditures	15,569.44	16,107.66	41,847.83
Ending Balance	54,684.49	70,743.88	59,588.52
less: Received on Acct	3,494.49	21,457.04	13,252.74
	51,190.00	49,286.84	46,335.78
72-FLEX SPENDING ACCT FUND			
Beginning Balance	7,512.49	7,028.82	4,575.80
Revenue (contributions)	1,001.67	1,001.67	1,046.67
Expenditures (claims)	1,485.34	3,454.69	602.52
Ending Balance	7,028.82	4,575.80	5,019.95
EMPLOYER'S PAYROLL EXPENSE:			
Gross Wages-hourly	37,227.64	24,178.12	48,503.79
Gross Wages-contract	324,735.53	318,787.97	314,425.60
	361,963.17	342,966.09	362,929.39
Employer paid deductions	48,335.13	44,402.52	50,982.09
Employer paid IPERS	32,671.69	31,581.03	33,554.34
Employer paid FICA	27,239.64	25,886.64	27,369.79
	108,246.46	101,870.19	111,906.22
TOTAL	470,209.63	444,836.28	474,835.61

CASH SUMMARY REPORT
EAST BUCHANAN COMMUNITY SCHOOL
Sept 2026

Fund Description	Beginning	Revenues	Expenditures	FY27 Ending	FY26 End Balance	Difference
GENERAL (10)	$1,955,378.22	$79,455.35	$583,456.33	$1,451,377.24	$927,599.06	$523,778.18
ACTIVITY (21)	$99,645.53	$16,970.24	$4,188.66	$112,427.11	$104,031.38	$8,395.73
MANAGEMENT (22)	$804.07	$39,777.69	$13,438.25	$27,143.51	$7,991.91	$35,135.42
SAVE (33)	$3,202,199.69	$78,116.65	$0.00	$3,280,316.34	$3,019,315.15	$261,001.19
PPEL (36)	$759,412.33	$19,733.55	$27,674.52	$751,471.36	$526,134.25	$225,337.11
DEBT SERVICE (40)	$53,855.01	$10,998.35	$0.00	$64,853.36	$59,730.81	$5,122.55
NUTRITION (61)	$70,743.88	$30,692.47	$41,847.83	$59,588.52	$130,886.07	($71,297.55)
FSA FUND (72)	$4,575.80	$1,046.67	$602.52	$5,019.95	$3,344.98	$1,674.97
			TOTAL	$5,752,197.39	$4,763,049.79	$989,147.60



EAST BUCHANAN CSD
TREASURER'S REPORT

MONTH BY FUND: **Sep-26**

Fund	#	Beginning Fund Balance	+ Revenues	- Expenditures	Ending Fund Balance
General	10	$ 1,955,378.22	$ 79,455.35	$ 583,456.33	$ 1,451,377.24
Activity	21	$ 99,645.53	$ 16,970.24	$ 4,188.66	$ 112,427.11
Management	22	$ 804.07	$ 39,777.69	$ 13,438.25	$ 27,143.51
SAVE	33	$ 750,188.83	$ 71,143.53	$ -	$ 821,332.36
SAVE	33	$ 2,452,010.86	$ 6,973.12	$ -	$ 2,458,983.98
PPEL	36	$ 759,412.33	$ 19,733.55	$ 27,674.52	$ 751,471.36
Debt Service	40	$ 53,855.01	$ 10,998.35	$ -	$ 64,853.36
Nutrition	61	$ 70,743.88	$ 20,051.52	$ 31,206.88	$ 59,588.52
Nutrition	61	$ -	$ 10,640.95	$ 10,640.95	$ -
FSA	72	$ 4,575.80	$ 1,046.67	$ 602.52	$ 5,019.95
		$ 6,146,614.53	$ 276,790.97	$ 671,208.11	$ 5,752,197.39

BY BANK ACCOUNT

Fund	#	Beginning Fund Balance	+ Revenues	- Expenditures	Ending Fund Balance	Outstanding Total	Ending Bank Balance	Bank Acct
General	10	$ 1,786,108.89	$ 10,195,384.12	$ 10,530,115.77	$ 1,451,377.24			
Management	22	$ 219,118.50	$ 603,707.57	$ 795,682.56	$ 27,143.51			
FSA	72	$ 13,280.70	$ 38,064.15	$ 46,324.90	$ 5,019.95			
					$ 1,483,540.70	$ 56,543.08	$ 1,540,083.78	XX009
Activity	21	$ 74,058.43	$ 223,300.66	$ 184,931.98	$ 112,427.11			
					$ 112,427.11	$ 1,310.00	$ 113,737.11	XX306
SAVE	33	$ 2,349,394.86	$ 309,721.62	$ 200,132.50	$ 2,458,983.98	$ -	$ 2,458,983.98	XX1520
SAVE	33	$ 665,612.39	$ 942,014.82	$ 1,011,294.85	$ 596,332.36			
PPEL	36	$ 588,169.63	$ 623,344.31	$ 460,042.58	$ 751,471.36			
Debt Service	40	$ 43,774.02	$ 1,059,424.34	$ 813,345.00	$ 289,853.36			
					$ 1,637,657.08	$ 22,063.47	$ 1,659,720.55	XX900
Debt Service	40	$ -	$ -	$ -	$ -		$ -	UMB
Nutrition	61	$ 127,773.92	$ 634,157.22	$ 702,342.62	$ 59,588.52	$ 10,651.55	$ 70,240.07	XX603

Certified Budget compared to Actual Revenues/Expenditures

		ALL FUNDS			GENERAL FUND ONLY		
		Certified Budget	YTD-as of 9/30/26	over / (under) budget	Certified Budget	YTD-as of 9/30/26	over / (under) budget
Taxes Levied on Property	1	3,641,959	105,795		2,289,303	66,506	
Utility Replacement Excise Tax	2	41,144	-		25,863	-	
Income Surtaxes	3	295,600	-		295,600	-	
Tuition\Transportation Received	4	735,000	6,719		735,000	6,719	
Earnings on Investments	5	182,200	54,617		50,000	18,711	
Nutrition Program Sales	6	192,000	30,403		-	-	
Student Activities and Sales	7	102,000	29,513		2,000	150	
Other Revenues from Local Sources	8	187,750	86,741		152,750	23,061	
Revenue from Intermediary Sources	9	-	-		-	-	
State Foundation Aid	10	4,143,807	1,025,803		4,143,807	1,025,803	
Instructional Support State Aid	11	12,639	-		12,639	-	
Other State Sources	12	794,000	174,659		101,500	52,937	
Two Tier Assessment Limitation Repl	13	40,808	-		28,850	-	
Title 1 Grants	14	55,000	3,393		55,000	-	
IDEA and Other Federal Sources	15	421,000	-		231,000	-	
Total Revenues	16	10,844,907	1,517,643		8,123,312	1,193,888	
General Long-Term Debt Proceeds	17	-	-		-	-	
Transfers In	18	250,280	198,138		-	-	
Proceeds of Fixed Asset Dispositions	19	-	4,000		-	-	
Special Items/Upward Adjustments	20	-	-		-	-	
Total Revenues & Other Sources	21	11,095,187	1,719,781	(9,375,406)	8,123,312	1,193,888	(6,929,424)
Beginning Fund Balance	22	5,823,790	5,823,790		1,188,676	1,188,676	
Total Resources	23	16,918,977	7,543,570		9,311,988	2,382,564	
****Instruction***	24	5,682,261	508,656	(5,173,605)	5,400,000	469,152	(4,930,848)
Student Support Services	25	300,000	29,650		300,000	29,650	
Instructional Staff Support Services	26	350,000	57,362		350,000	15,515	
General Administration	27	280,000	75,440		280,000	31,806	
School/Building Administration	28	400,000	91,301		400,000	82,801	
Business & Central Administration	29	150,000	31,117		150,000	31,117	
Plant Operation and Maintenance	30	975,000	332,369		600,000	79,505	
Student Transportation	31	875,000	82,265		425,000	50,655	
This row is intentionally left blank	32	-	-		-	-	
****Total Support Services (lines 25-32)***	32A	3,330,000	699,503	(2,630,497)	2,505,000	321,048	(2,183,952)
****Noninstructional Programs***	33	420,000	46,303	(373,697)	-	-	-
Facilities Acquisition and Construction	34	200,000	44,162		-	-	
Debt Service	35	621,993	198,138		-	-	
AEA Support - Direct to AEA	36	213,005	40,987		213,005	40,987	
****Total Other Expenditures (lines 34-36)***	36A	1,034,998	283,286	(751,712)	213,005	40,987	(172,018)
Total Expenditures	37	10,467,259	1,537,748		8,118,005	831,187	
Transfers Out	38	250,280	198,138		5,000	-	
Other Uses	39	-	-		-	-	
Total Expenditures & Other Uses	40	10,717,539	1,735,885	(8,981,654)	8,123,005	831,187	(7,291,818)
Ending Fund Balance	41	6,201,438	5,807,685		1,188,983	1,551,377	
Total Requirements	42	16,918,977	7,543,570		9,311,988	2,382,564	

This report shows the district's progress towards staying on budget according to the certified budget published and approved. The expenditures with * must stay below the budgeted amount to avoid having to revise the budget by May 31st of each fiscal year. Revenues and expenses will continue for the fiscal year until the Certified Annual Report (CAR) is completed in September.

Fund: 21 ACTIVITY FUND

Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Ending Balance
21 0000 729 000	Fund Balance	0.00	0.00	0.00	0.00
21 6111 729 910	DRAMA	16,493.80	0.00	0.00	16,493.80
21 6210 729 910	MUSIC CLUB	348.87	0.00	0.00	348.87
21 6220 729 910	PEP BAND	2,854.14	0.00	0.00	2,854.14
21 6221 729 910	MUSIC TRIP	1,848.37	0.00	0.00	1,848.37
21 6600 729 920	ATHLETICS	17,466.37	2,405.98	9,908.54	24,968.93
21 6645 729 920	CROSS COUNTRY	846.50	0.00	0.00	846.50
21 6693 729 920	CHEERLEADING	1,743.13	0.00	0.00	1,743.13
21 6694 729 920	DANCE TEAM	1,354.97	0.00	0.00	1,354.97
21 6710 729 920	BOYS' BASKETBALL	944.05	0.00	70.00	1,014.05
21 6720 729 920	FOOTBALL	1,287.05	0.00	0.00	1,287.05
21 6730 729 920	BASEBALL	2,679.08	0.00	0.00	2,679.08
21 6740 729 920	BOYS' TRACK	2,546.67	0.00	0.00	2,546.67
21 6760 729 920	BOYS' GOLF	2,073.72	0.00	0.00	2,073.72
21 6790 729 920	BOYS' WRESTLING	254.82	0.00	0.00	254.82
21 6810 729 920	GIRLS BASKETBALL	2,444.20	0.00	0.00	2,444.20
21 6815 729 920	VOLLEYBALL	1,681.00	296.97	0.00	1,384.03
21 6835 729 920	SOFTBALL	196.32	0.00	0.00	196.32
21 6840 729 920	GIRLS TRACK	1,123.38	0.00	0.00	1,123.38
21 6860 729 920	GIRLS' GOLF	96.93	0.00	0.00	96.93
21 6890 729 000	GIRLS WRESTLING	1,180.00	0.00	0.00	1,180.00
21 7010 729 950	FBLA	4,192.39	0.00	0.00	4,192.39
21 7011 729 950	HS STUDENT COUNCIL	2,489.96	339.70	2,566.00	4,716.26
21 7012 729 950	SPANISH CLUB	997.45	0.00	0.00	997.45
21 7013 729 950	NHS	1,809.76	0.00	0.00	1,809.76
21 7017 729 950	SKILLS USA	69.22	0.00	0.00	69.22
21 7020 729 950	NEWSPAPER	2,236.84	0.00	0.00	2,236.84
21 7023 729 950	FCCLA	4,210.57	461.18	891.00	4,640.39
21 7026 729 950	FFA	14,235.00	103.90	2,367.00	16,498.10
21 7040 729 950	MS STUDENT COUNCIL	1,220.20	0.00	0.00	1,220.20
21 7082 729 950	CLASS OF 2027	2,519.75	0.00	0.00	2,519.75
21 7083 729 950	CLASS OF 2028	723.94	0.00	0.00	723.94
21 7084 729 950	Class of 2029	61.54	0.00	0.00	61.54
21 7085 729 950	CLASS OF 2030	61.54	0.00	0.00	61.54
21 8000 729 910	ANNUAL	4,802.67	0.00	280.00	5,082.67
21 8004 729 910	INTEREST	551.33	0.00	306.77	858.10
	Fund Total: 21	99,645.53	3,607.73	16,389.31	112,427.11

701.5 - Fiscal Management

The Board recognizes its fiduciary responsibility to oversee the management of school district funds in keeping with the school district vision, mission and goals. To achieve this purpose, the board may engage in learning about the financial needs, operations and requirements of the school district as appropriate for the board's understanding of the district's financial position. The Board also commits to engaging in annual financial goal setting for the district based upon measurable data and projections for the school district.

Monthly, the Superintendent, in coordination with the Treasurer, will provide the board with accurate reports showing the receipts, disbursements, and balances for each fund, cashflow needs, the investment portfolio, and any other reports showing the financial condition of the school district. After the fiscal year has closed, the Superintendent, in coordination with the Treasurer, will provide to the Board concise, timely, well organized financial data for that fiscal year. The Board will exercise its oversight responsibilities by reviewing relevant PK-12 public education sector indicators to understand the financial trends of the district.

The Board will establish and review financial goals and fiscal management performance measures annually and publish in the minutes. The District will measure whether these goals were obtained as of June 30, but only after completion of the Certified Annual Report due September 15th each year.

Providing the best possible educational experience for all students and meeting federal, state, and local academic goals for each student requires maximizing General Fund resources for use in the instructional program. The board may request from the School Budget Review Committee (SBRC) additional modified spending authority (MSA) where it may be available for items such as:

- Special education deficit balances
- Advances to support increasing student enrollment
- Supports for students identified as English Learners
- At risk / dropout prevention programming
- Initial staffing associated with opening new buildings or programs
- Any other lawful purpose

Any award of modified supplement amount will be levied as a cash reserve based on the recommendation of the Superintendent in coordination with the Treasurer and approved by the Board of Directors, consistent with its annual financial goals and the fiscal management performance measures..

Legal Reference: *Iowa Code* §§ 257.7, 31; 279.8

NOTE: Districts should include any optional uses of MSA the district uses to the bulleted list.

I.C. Iowa Code	Description
Iowa Code § 257.31	Finance Program - Committee
Iowa Code § 279.8	Directors - General Rules - Bonds of Employees
Iowa Code § 257.7	Authorized Expenditures

Cross References

Code	Description
705.05	Federal Awards Compliance

701.5-R(1) - Fiscal Management - Financial Metrics

The following relevant PK-12 public sector indicators will be provided to the Board annually to better understand the financial trends of the district. These indicators will be an accurate depiction as of June 30th of the preceding fiscal year and will depict at a minimum of 5 years of data.

- Total revenues and expenditures by fund and major sources;
- Financial Solvency Ratio - assigned plus unassigned fund balances divided by total revenue minus AEA flow through;
- Unspent Authorized Budget Ratio - amount of maximum spending authority left at year end after deducting the general fund expenditures incurred during the year;
- Unspent Authorized Balance Ratio Net of Restricted Fund Balances (Categorical Fund Balances) - amount of maximum spending authority left at year end after deducting both the general fund expenditures incurred during the year and the total restricted fund balances (categorical fund balances) at year end;
- Enrollment Trend - funding follows the student so it is important to understand district enrollment numbers;
- Staff costs as a percent of total general fund.

Financial Projections

Five-year financial projections of the general fund will be prepared and updated annually. The general fund is the operating fund of the district where the majority of salaries and benefits are funded. Projections will help the board determine sustainability of the annual operating budget and help make future budgetary decisions.

The District is committed to utilizing the following financial metrics in determining district financial goals:

1. Unspent Authorized Budget Ratio: Maintain unspent authorized budget ratio within the *15-25% t*arget range. The higher range is due to fluctuations and uncertainty in enrollment patterns, including open enrollment. The current year's projected balance will be discussed with the Board before staffing and other spending decisions are finalized for the succeeding year.
2. Unspent Authorized Budget Net of Restricted Fund Balances (Categorical Balances): Maintain unspent authorized budget ratio net of restricted fund balances (categorical balances) within the *0-5*% target range. The district will attempt to spend the restricted (categorical) annual allocation in the year received to the extent possible.

3. Solvency Ratio: Maintain an unrestricted, uncommitted general fund balance within the 10-20%. The current year's projected balance will be discussed with the Board before establishing the succeeding year's cash reserve levy and before staffing and other spending decisions are finalized.

I.C. Iowa Code	Description
Iowa Code § 257.31	Finance Program - Committee
Iowa Code § 279.8	Directors - General Rules - Bonds of Employees
Iowa Code § 257.7	Authorized Expenditures

Cross References

Code	Description
705.05	Federal Awards Compliance

300 - Role of School District Administration (10/12/2022)

In this series of the board policy manual, the board defines the role and the employment of school district administrators. Policies in the 400 Series, "Employees," also apply to administrators unless a more specific policy exists in the 300 Series, "Administration."

School district administrators have been given a great opportunity and responsibility to manage the school district, to provide educational leadership, and to implement the educational philosophy of the school district. They are responsible for the day-to-day operations of the school district. In carrying out these operations, the administrators are guided by board policies, the law, the needs of the students, and the wishes of the citizens in the school district community.

It is the responsibility of the administrators to implement and enforce the policies of the board, to oversee employees, to monitor educational issues confronting the school district, and to inform the board about school district operations.

While the board holds the superintendent ultimately responsible for these duties, the principals are more directly responsible for educational results, for the administration of the school facilities and for the employees.

The board and the administration will work together to share information and decisions under the management team concept.

Approved November 10, 2004

Reviewed April 12, 2017; October 12, 2022

301.1 - MANAGEMENT (10-12-22)

The board and the administrators will work together in making decisions and setting goals for the school district. This effort is designed to obtain, share, and use information to solve problems, make decisions, and formulate school district policies and regulations.

It is the responsibility of each administrator to fully participate in the management of the school district by investigating, analyzing, and expressing their views on issues. Those board members or administrators with special expertise or knowledge of an issue may be called upon to provide information. Each board member and administrator will support the decisions reached on the issues confronting the school district.

The board is responsible for making the final decision in matters pertaining to the school district.

It is the responsibility of the superintendent to develop guidelines for cooperative decision-making.

Legal Reference: Iowa Code § 279.8

Approved: November 10, 2004

Reviewed: April 12, 2017; October 12, 2022

302 - Administration Contracts

302.1 - SUPERINTENDENT OF SCHOOLS QUALIFICATIONS, RECRUITMENT, APPOINTMENT (10/12/22)

The board will employ a superintendent to serve as the chief executive officer of the board, to conduct the daily operations of the school district, and to implement board policy with the power and duties prescribed by the board and the law.

The board will consider applicants that meet or exceed the standards set by the Iowa Department of Education and the qualifications established in the job description for the superintendent position. In employing a superintendent, the board will consider the qualifications, credentials and records of the applicants without regard to race, color, creed, religion, sex, national origin, age, sexual orientation, gender identity or disability. In keeping with the law, however, the board will consider the veteran status of the applicants. The board will look closely at the training, experience, skill and demonstrated competence of qualified applicants in making its final decision.

In choosing a superintendent, the board will also consider the school district's educational philosophy, financial situation, organizational structure, education programs, and other factors deemed relevant by the board.

The board may contract for assistance in the search for a superintendent.

Legal Reference: 29 U.S.C. §§ 621-634

42 U.S.C. §§ 2000e et seq.

Iowa Code §§ 21.5(1)(i); 35C; 216; 279.8, .20

281 I.A.C. 12.4(4).

Cross Reference: 200.2 Powers of the Board of Directors

200.3 Responsibilities of the Board of Directors

Approved: November 10, 2004

Reviewed: April 1, 2017; October 12, 2022

302.2 - SUPERINTENDENT CONTRACT AND CONTRACT NONRENEWAL (10/12/22)

The length of the contract for employment between the superintendent and the board is determined by the board. The contract will begin on July 1 and end on June 30. The contract will state the terms of employment and shall not exceed three years.

The first three consecutive years of a contract issued to a newly employed superintendent is considered a probationary period. The probationary period may be extended for an additional year upon the consent of the superintendent. In the event of termination of a probationary or nonprobationary contract, the board will afford the superintendent appropriate due process, as required by law. The superintendent and board may mutually agree to terminate the superintendent's contract at any time.

It is the responsibility of the board to provide the contract for the superintendent. The board may issue a temporary and nonrenewable contract in accordance with law.

If the superintendent wishes to resign, to be released from a contract, or to retire, the superintendent must comply with applicable law and board policies.

Legal Reference: Martin v. Waterloo Community School District, 518 N.W. 2d 381 (Iowa 1994).

Cook v Plainfield Community School District, 301 N.W.2d 771 (Iowa App. 1980).

Board of Education of Fort Madison Community School District v. Youel, 282 N.W.2d 677 (Iowa 1979).

Briggs v Board of Directors of Hinton Community School District, 282 N.W.2d 740 (Iowa 1979).

Luse v. Waco Community School District of Henry Co., 258 Iowa 1087, 141 N.W.2d 607 (1966).

Iowa Code § 279.

281 I.A.C. 12.4.

Cross Reference: 302.08 Superintendent Consulting/Outside Employment

Approved: November 15, 2017
Reviewed: October 12, 2022

302.3 - SUPERINTENDENT SALARY AND OTHER COMPENSATION (10/12/22)

The board has complete discretion to set the salary of the superintendent. It is the responsibility of the board to set the salary and benefits of the superintendent at a level that will include consideration of, but not be limited to, the economic condition of the school district and the training, experience, skill, and demonstrated competence of the superintendent. The salary is set at the beginning of each contract term.

In addition to the salary and benefits, the superintendent's actual and necessary expenses are paid by the school district when the superintendent is performing work-related duties. It is within the discretion of the board to pay dues to professional organizations for the superintendent.

The board may approve the payment of dues and other benefits or compensation over and above the superintendent's contract. Approval of dues and other benefits or compensation will be included in the records of the board in accordance with board policy.

Legal Reference: Iowa Code §§ 279.8, .20

Cross Reference: 302.7 Superintendent Civic Activities

Approved: November 10, 2004

Reviewed: April 12, 2017; October 12, 2022

302.4 - SUPERINTENDENT DUTIES (10-12-22)

The board employs a superintendent of schools to serve as the chief executive officer of the board. The board delegates to the superintendent the authority to implement board policy and to execute decisions made by the board concerning the internal operations of the school district, unless specifically stated otherwise.

The superintendent is responsible for the implementation and execution of board policy and the observance of board policy by employees and students. The superintendent is responsible for overall supervision and discipline of employees and the education program.

In executing the above-stated duties, the superintendent will consider the financial situation of the school district as well as the needs of the students. Specifically, the superintendent:

- Interprets and implements all board policies and all state and federal laws relevant to education;

- Supervises, either directly or through delegation, all activities of the school system according to, and consistent with, the policies of the board;

- Represents the board as a liaison between the school district and the community;

- Establishes and maintains a program of public relations to keep the public well-informed of the activities and needs of the school district, effecting a wholesome and cooperative working relationship between the school district and the community;

- Attends and participates in all meetings of the board, except when the superintendent has been excused, and makes recommendations affecting the school district;

- Reports to the board on such matters as deemed material to the understanding and proper management of the school district or as the board may request;

- Assumes responsibility for the overall financial planning of the district and for the preparation of the annual budget, and submits it to the board for review and approval;

- Establishes and maintains efficient procedures and effective controls for all expenditures of school district funds in accordance with the adopted budget, subject to the direction and approval of the board;

- Files, or causes to be filed, all reports required by law;

- Makes recommendations to the board for the selection of employees for the school district;

- Makes and records assignments and transfers of all employees pursuant to their qualifications;

- Employs such employees as may be necessary, within the limits of budgetary provisions and subject to the board's approval;

- Recommends to the board, for final action, the promotion, salary change, demotion, or dismissal of any employee;

- Prescribes rules for the classification and advancement of students, and for the transfer of students from one building to another in accordance with board policies;

- Summons employees of the school district to attend such regular and occasional meetings as are necessary to carry out the education program of the school district;

- Supervises methods of teaching, supervision, and administration in effect in the schools;

- Attends such conventions and conferences as are necessary to keep informed of the latest educational trends;

- Accepts responsibility for the general efficiency of the school system, for the development of the employees, and for the educational growth and welfare of the students;

- Defines educational needs and formulates policies and plans for recommendation to the board;

- Makes administrative decisions necessary for the proper functioning of the school district;

- Responsible for scheduling the use of buildings and grounds by all groups and/or organizations;

- Acts as the purchasing agent for the board, and establishes procedures for the purchase of books, materials and supplies;

- Approves vacation schedules for employees;

- Conducts periodic district administration meetings;

- Performs other duties as may be assigned by the board.

- Supervises the establishment or modification of the boundaries of school attendance and transportation areas subject to approval of the board; and

· Directs studies of buildings and sites, taking into consideration population trends and the educational and cultural needs of the district in order to ensure timely decisions by the board and the electorate regarding construction and renovation projects.

This list of duties will not act to limit the board's authority and responsibility over the superintendent. In executing these duties and others the board may delegate, the superintendent will consider the school district's financial condition as well as the needs of the students in the school district.

Legal Reference: Iowa Code §§ 279.8, .20, 23A

281 I.A.C. 12.4(4).

Cross Reference: 209.5 Administration in the Absence of Policy

302.8 Superintendent Consulting/Outside Employment

Approved: November 10, 2004

Reviewed: April 12, 2017; October 12, 2022

302.5 - SUPERINTENDENT EVALUATION (10/12/22)

The board will conduct an ongoing evaluation of the superintendent's skills, abilities, and competence. At a minimum, the board will formally evaluate the superintendent on an annual basis. The goal of the superintendent's formal evaluation is to ensure the education program for the students is carried out, promote growth in effective administrative leadership, clarify the superintendent's role, clarify the immediate priorities of the board, and develop a working relationship between the board and the superintendent.

The superintendent will be an educational leader who promotes the success of all students by:

Mission, Vision and Core Values: Develop, advocate and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
Ethics and Professional Norms: Act ethically and according to professional norms to promote each student's academic success and well-being.
Equity and Cultural Responsiveness: Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
Curriculum, Instruction and Assessment: Develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each student's academic success and well-being.
Community Care and Support for Students: Cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.
Professional Capacity of School Personnel: Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
Professional Community for Teachers and Staff: Foster a professional community of teachers and professional staff to promote each student's academic success and well-being.
Meaningful Engagement of Families and Community: Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
Operations and Management: Manage school operations and resources to promote each student's academic success and well-being.
School Improvement: Act as an agent of continuous improvement to promote each student's academic success and well-being.
The formal evaluation will be based upon the following principles:

The evaluation criteria will be in writing, clearly stated and mutually agreed upon by the board and the superintendent. The criteria will be related to the job description, the Iowa Standards for School Leaders, the school district's goals, and the goals of the administrator's individual professional development plan;
At a minimum, the evaluation process will be conducted annually at a time agreed upon;
Each board member will have an opportunity to individually evaluate the superintendent, and these individual evaluations will be compiled into an overall evaluation by the entire board;
The superintendent will conduct a self-evaluation prior to discussing the board's evaluation, and the board as a whole will discuss its evaluation with the superintendent;

The board may discuss its evaluation of the superintendent in closed session upon a request from the superintendent and if the board determines its discussion in open session will needlessly and irreparably injure the superintendent's reputation; and,

The individual evaluation by each board member, if individual board members so desire, will not be reviewed by the superintendent. Board members are encouraged, however, to communicate their criticisms and concerns to the superintendent in the closed session. The board president will develop a written summary of the individual evaluations, including both the strengths and the weaknesses of the superintendent, and place it in the superintendent's personnel file to be incorporated into the next cycle of evaluations.

Legal Reference: Wedergren v. Board of Directors, 307 N.W.2d 12 (Iowa 1981).

Iowa Code §§ 279.8, .20, .23, .23A

281 I.A.C. Ch. 83; 12.3(4).

Cross Reference: 212 Closed Sessions

Approved: November 10, 2004

Reviewed: April 12, 2017; October 12, 2022

302.6 - SUPERINTENDENT PROFESSIONAL DEVELOPMENT (10/12/22)

The board encourages the superintendent to continue professional growth by being involved in professional organizations, attending conferences, continuing education, and participating in other professional activities.

It is the responsibility of the superintendent to arrange the superintendent's schedule in order to enable attendance at various conferences and events. If a conference or event requires the superintendent to be absent from the office for more than three days, requires overnight travel, or involves unusual expense, the superintendent will bring it to the attention of the board president prior to attending the event.

The superintendent will report to the board after an event.

Legal Reference: Iowa Code § 279.8

281 I.A.C. 12.7.

Cross Reference: 303.7 Administrator Professional Development

401.7 Employee Travel Compensation

Approved: November 10, 2004

Reviewed: April 12, 2017; October 12, 2022

302.7 - SUPERINTENDENT CIVIC ACTIVITIES (10/12/22)

The board encourages the superintendent to be involved in the school district community by belonging to school district community organizations and attending and participating in school district community activities.

It is the responsibility of the superintendent to become involved in school district community activities and events. It is within the discretion of the board to pay annual fees for professional organizations and activities.

Legal Reference: Iowa Code § 279.8

Cross Reference: 302.3 Superintendent Salary and Other Compensation

303.8 Administrator Civic Activities

Approved: November 10, 2004

Reviewed: April 12, 2017; October 12, 2022

302.8 - SUPERINTENDENT CONSULTING/OUTSIDE EMPLOYMENT (10-12-22)

The superintendent is considered a full-time employee. The board expects the superintendent to give the responsibilities of the position precedence over other employment. The superintendent may accept consulting or outside employment for pay as long as, in the judgment of the board, the work is conducted on the superintendent's personal time and it does not interfere with the performance of the superintendent's duties.

The board reserves the right, however, to request that the superintendent cease the outside employment as a condition of continued employment. The board will give the superintendent thirty days notice to cease outside employment.

Legal Reference: Iowa Code §§ 279.8, .20

Cross Reference: 302.2 Superintendent Contract and Contract Nonrenewal

302.4 Superintendent Duties

Approved: November 10, 2004

Reviewed: April 12, 2017; October 12, 2022

303 - Administrator Salary and Other Compensation

303.1 - ADMINISTRATIVE POSITIONS (10-12-22)

The school district will have, in addition to the Superintendent, the following administrative positions: Elementary Principal and Secondary Principal.

These administrators will work closely together in the day-to-day operations of the school district.

It is the responsibility of these administrators to uphold board policy, to instill a positive, cooperative environment with employees, and to share their expertise with each other and the board under the management team concept.

Legal Reference: Iowa Code §§ 279.8, .20, .21, .23-.24

281 I.A.C. 12.4.

Approved: December 8, 2004

Reviewed: April 12, 2017; October 12, 2022

303.2 - ADMINISTRATOR QUALIFICATIONS, RECRUITMENT, APPOINTMENT (10-12-22)

The board will employ building principals and other administrators, in addition to the superintendent, to assist in the daily operations of the school district.

The board will consider applicants who meet or exceed the standards set by the Iowa Department of Education and the qualifications established in the job description for the position. In employing an administrator, the board will consider the qualifications, credentials and records of the applicants without regard to race, color, creed, religion, sex, national origin, age, sexual orientation, [redacted] or disability. In keeping with the law, however, the board will consider the veteran status of the applicants. The board will look closely at the training, experience, skill and demonstrated competence of qualified applicants in making its final decision.

In choosing an administrator, the board will also consider the school district's educational philosophy, financial condition, organizational structure, education programs, and other factors deemed relevant by the board.

It is the responsibility of the superintendent to make a recommendation to the board for filling an administrative position, based on the requirements stated in this policy. The board will act only on the superintendent's recommendation.

The board may contract for assistance in the search for administrators.

Legal Reference: Iowa Code §§ 279.8, .21

281 I.A.C. 12.4.

Approved: December 8, 2004

Reviewed: April 12, 2017; October 12, 2022

303.3 - ADMINISTRATOR CONTRACT AND CONTRACT NONRENEWAL (10-12-22)

The length of the contract for employment between an administrator and the board will be determined by the board and stated in the contract. The contract will also state the terms of the employment.

The first three consecutive years of a contract issued to a newly employed administrator will be considered a probationary period. The probationary period may be extended for an additional year upon the consent of the administrator. In the event of termination of a probationary or non-probationary contract, the board will afford the administrator appropriate due process, as required by law. The administrator and board may mutually agree to terminate the administrator's contract.

It is the responsibility of the superintendent to create a contract for each administrative position. The board may issue temporary and nonrenewable contracts in accordance with law.

Administrators who wish to resign, to be released from a contract, or to retire, must comply with applicable law and board policies.

Legal Reference: Martin v. Waterloo Community School District, 518 N.W. 2d 381 (Iowa 1994).

Cook v Plainfield Community School District, 301 N.W. 2d 771 (Iowa App. 1980).

Board of Education of Fort Madison Community School District v Youel, 282 N.W. 2d 677 (Iowa 1979).

Briggs v Board of Education of Hinton Community School District, 282 N.W. 2d 740 (Iowa 1979).

Iowa Code §§ 279.20, .22-.25

281 I.A.C. 12.4

Cross Reference: 303.9 Administrator Consulting/Outside Employment

Approved: December 8, 2004

Reviewed: November 15, 2017; October 12, 2022

303.4 - ADMINISTRATOR SALARY AND OTHER COMPENSATION (10-12-22)

The board has complete discretion to set the salary of the administrators. It is the responsibility of the board to set the salary and benefits of the administrators at a level that will include consideration of, but not be limited to, the economic condition of the school district and the training, experience, skill, and demonstrated competence of the administrators. The salary will be set at the beginning of each contract period.

In addition to the salary and benefits agreed upon, the administrator's actual and necessary expenses will be paid by the school district when the administrator is performing work-related duties. The board will approve the payment of other benefits or compensation over and above the administrator's contract. Approval of other benefits or items of an administrator's compensation will be included in the records of the board in accordance with board policy.

Legal Reference: Iowa Code § 279.21

Approved: December 8, 2004

Reviewed: April 12, 2017; October 12, 2022

303.5 - ADMINISTRATOR DUTIES

Administrators will be hired by the board to assist the superintendent in the day-to-day operations of the school district.

Each attendance center will have a building principal responsible for the administration and operation of the attendance center. Each building principal, as chief administrator of the assigned attendance center, is responsible for the building and grounds, for the students and employees assigned to the attendance center, for school activities at the attendance center, for the education program offered in the attendance center, and the budget for the attendance center. The principal is considered the professional advisor to the superintendent in matters pertaining to the attendance center supervised by the principal. Although the principals serve under the direction of the superintendent, duties of the principal may include, but not be limited to the following:

Cooperate in the general organization and plan of procedure in the school under the principal's supervision;
Supervision of the teachers in the principal's attendance center;
Maintain the necessary records for carrying out delegated duties;
Work with the superintendent in rating, recommending and selecting supervised employees whenever possible;
Work with the superintendent in determining the education program to be offered and in arranging the schedules. As much of the schedule as possible should be made before school closes for summer vacation. In the matter of courses offered, the final approval rests with the superintendent who is in turn responsible to the board;
Ensure that proper care is taken of all school books, supplies, materials, equipment, furniture and facilities;
Instruct teachers to make a complete annual inventory of all school property contained in their individual rooms. This inventory is reviewed and filed with the board secretary;
Investigate excessive cases of absence or tardiness of students and notify the parents or guardians of unexcused absence or tardiness. All such cases should be reported to the superintendent;
Make such reports from time to time as the superintendent may require;
Maintain the regular schedule of school hours established by the board and make no temporary changes in the schedule without the consent of the superintendent;
Promptly notify the superintendent whenever ventilation, sanitation or heating of the building is unsatisfactory;
Contribute to the formation and implementation of general policies and procedures of the school;
Perform such other duties as may be assigned by the superintendent of schools.
This list of duties will not act to limit the board's authority and responsibility over the position of the administrators. In executing these duties and others the board may delegate, the administrators will consider the school district's financial condition as well as the needs of the students in the school district.

Legal Reference: Iowa Code §§ 279.8, .21, .23A

281 I.A.C. 12.4(5), .4(6), .4(7).

Cross Reference: 303.9 Administrator Consulting/Outside Employment

Approved: December 8, 2004

Reviewed: April 12, 2017; October 12, 2022

303.6 - ADMINISTRATOR EVALUATION

The Superintendent will conduct an ongoing process of evaluating the administrators on their skills, abilities, and competence. At a minimum, the Superintendent will formally evaluate the administrators annually. The goal of the formal evaluation process is to ensure that the educational program for the students is carried out, ensure student learning goals of the school district are met, promote growth in effective administrative leadership for the school district, clarify the administrator's role as defined by the board and the superintendent, ascertain areas in need of improvement, clarify the immediate priorities of the responsibilities listed in the job description, and develop a working relationship between the superintendent and the administrator.

The superintendent is responsible for designing an administrator evaluation instrument to assess, among other things, the administrator's competence in meeting the Iowa Standards for School Leaders and the goals of the administrator's individual professional development plan. The formal evaluation will include written criteria related to the job description. The superintendent, after receiving input from the administrators, will present the formal evaluation instrument to the board for approval.

The formal evaluation will also include an opportunity for the administrator and the superintendent to discuss the written criteria, the past year's performance and the future areas of growth. The evaluation is completed by the superintendent, signed by the administrator and filed in the administrator's personnel file.

The principal will be an educational leader who promotes the success of all students by:

Mission, Vision and Core Values: Develop, advocate and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
Ethics and Professional Norms: Act ethically and according to professional norms to promote each student's academic success and well-being.
Equity and Cultural Responsiveness: Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
Curriculum, Instruction and Assessment: Develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each student's academic success and well-being.
Community Care and Support for Students: Cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.
Professional Capacity of School Personnel: Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
Professional community for Teachers and Staff: Foster a professional community of teachers and professional staff to promote each student's academic success and well-being.
Meaningful Engagement of Families and Community: Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Operations and Management: Manage school operations and resources to promote each student's academic success and well-being.
School Improvement: Act as an agent of continuous improvement to promote each student's academic success and well-being.
It is the responsibility of the superintendent to conduct a formal evaluation of the probationary administrators and non-probationary administrators prior to May 15.

Legal Reference: Iowa Code §§ 279.8, .21-.23A

281 I.A.C. 12.3(4); ch 83.

Approved: December 8, 2004

Reviewed: April 12, 2017; October 12, 2022

303.7 - ADMINISTRATOR PROFESSIONAL DEVELOPMENT

The board encourages the administrators to continue their professional growth by becoming involved in professional organizations, attending conferences, continuing their education, and participating in other professional activities.

It is the responsibility of the administrators to arrange their schedules in order to attend various conferences and events in which they are involved. Prior to attendance at an event, the administrator must receive approval from the superintendent. In the case where overnight travel or unusual expense is involved, the superintendent will bring it to the attention of the board prior to the administrator attending the event.

The administrator will report to the superintendent after an event.

Legal Reference: Iowa Code § 279.8

281 I.A.C. 12.7.

Cross Reference: 302.6 Superintendent Professional Development

401.7 Employee Travel Compensation

Approved: December 8, 2004

Reviewed: April 12, 2017; October 12, 2022

303.8 - ADMINISTRATOR CIVIC ACTIVITIES

The board encourages the administrators to be involved in the school district community by belonging to community organizations and by attending and participating in school district community activities.

It is the responsibility of the administrators to become involved in school district community activities and events. It is within the discretion of the board to pay annual fees for professional organizations and activities.

Legal Reference: Iowa Code § 279.8

Cross Reference: 302.7 - Superintendent Civic Activities

Approved: December 8, 2004

Reviewed: April 12, 2017; October 12, 2022

303.9 ADMINISTRATOR CONSULTING/OUTSIDE EMPLOYMENT

An administrative position is considered full-time employment. The board expects administrators to give the responsibilities of their positions in the school district precedence over other employment. An administrator may accept consulting or outside employment for pay as long as, in the judgment of the board and the superintendent, the work is conducted on the administrator's personal time and it does not interfere with the performance of the administrative duties contracted by the board.

The board reserves the right, however, to request the administrator cease the outside employment as a condition of continued employment. The board will give the administrator thirty days notice to cease outside employment.

Legal Reference: Iowa Code §§ 279.8, .21

Cross Reference: 303.3 - Administrator Contract and Contract Nonrenewal

303.5 - Administrator Duties

Approved: December 8, 2004

Reviewed: April 12, 2017; October 12, 2022

600 - Goals and Objectives of the Education Program

This series of the board policy manual is devoted to the goals and objectives for the delivery of the education program. The board's objective in the design, contents and the delivery of the education program is to provide an equal opportunity for students to pursue an education free of discrimination on the basis of race, creed, color, sex, national origin, marital status, religion, sexual orientation, gender identity or disability.

In providing the education program of the school district, the board will strive to meet its overall goal of providing the students an opportunity to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance and encourages critical thinking in students.

In striving to meet this overall goal, the objectives of the education program are to provide students with an opportunity to:

Acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively;
Become effective and responsible contributors to the decision-making processes of the social and political institutions of the community, state and nation;
Acquire entry-level job skills and knowledge necessary for further education;
Acquire the capacities for satisfying and responsible roles as family members;
Acquire knowledge, habits and attitudes that promote personal and public health, both physical and mental;
Acquire an understanding of ethical principles and values and the ability to apply them to their own lives;
Develop an understanding of their own worth, abilities, potential and limitations; and,
Learn and enjoy the process of learning and acquire the skills necessary for a lifetime of continuous learning and adaptation to change.
An advisory committee of representatives of the school district community and the school district is appointed to make recommendations for the goals and objectives of the education program. Annually, the board will report to the committee regarding progress toward achievement of the goals and objectives of the education program.

Approved: December 12, 2007

Last Reviewed: August 14, 2019

601 - SCHOOL CALENDAR

601.1 - SCHOOL CALENDAR

The school calendar will accommodate the education program of the school district. The school calendar is for a minimum 1080 hours and includes, but is not limited to, the days for student instruction, staff development, in-service days and teacher conferences. Each year the minimum school calendar may include up to 5 days or 30 hours of instruction delivered primarily over the internet.

The academic school year for students shall begin no sooner than August 23. Employees may be required to report to work at the school district prior to this date.

Special education students may attend school on a school calendar different from that of the regular education program consistent with their Individualized Education Program.

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

It is the responsibility of the superintendent to develop the school calendar for recommendation, approval, and adoption by the board annually.

The board may amend the official school calendar when the board considers the change to be in the best interests of the school district's education program. The board shall hold a public hearing on any proposed school calendar prior to adopting the school calendar.

Legal Reference: Iowa Code §§ 20.9; 279.10, 280.3; 299.1 (2)

281 I.A.C. 12.1(7); 41.106.

Cross Reference: 214 Public Hearings

409.1 Employee Vacation

501.3 Compulsory Attendance

601.2 School Day

603.3 Special Education

Approved: December 12, 2007

Reviewed: December 10, 2012; November 14, 2014; August 14, 2019; August 9, 2023

601.2 - SCHOOL DAY

The student school day for grades one through twelve will consist of a minimum of six hours, not including the lunch period. The school day consists of the schedule of class instruction and class activities as established and sponsored by the school district. Time during which students are released from school for parent/teacher conferences may be counted as part of students' instructional time. The minimum school day will meet the requirements as established for the operation of accredited schools.

The board may define the number of days kindergarten will be held and the length of each school day for the students attending kindergarten. The school day will consist of a schedule as recommended by the superintendent and approved by the board.

The school district may also record a day of school with less than the minimum instructional hours if the total hours of instructional time for grades one through twelve in any five consecutive school days equals a minimum of thirty hours, even though any one day of school is less than the minimum instructional hours because of a staff development opportunity provided for the instructional staff or parent-teacher conferences have been scheduled beyond the regular school day. If the total hours of instructional time for the first four consecutive days equal at least thirty hours because parent-teacher conferences have been scheduled beyond the regular school day, the school district may record zero hours of instructional time on the fifth consecutive school day as a school day. Schedule revisions and changes in time allotments will be made by the superintendent.

When the school is forced to close due to weather or other emergencies, the part of the day during which school was in session will constitute a school day. The superintendent will create administrative regulations necessary to utilize any remote learning opportunities that are available and permitted by law during the period of closure. Remote learning opportunities will count toward instructional time requirements as allowed by law. During the time of remote learning, student attendance will be taken, assessments may be administered and grades will count toward students' cumulative grade point average. The provision of special education and accommodations for students who have individualized education programs (IEPs) or Section 504 plans during periods of closure will be determined by each respective IEP or Section 504 team.

It is the responsibility of the superintendent to inform the board annually of the length of the school day.

Legal Reference: Iowa Code § 256.7, 279.8, .10 (2013).

281 I.A.C. 12.1(1), .1(7-10).

Cross Reference: 601.1 School Calendar

Approved: December 12, 2007

Last Reviewed: August 12, 2020

602 - CURRICULUM DEVELOPMENT

602.1 - CURRICULUM DEVELOPMENT

Curriculum development is an ongoing process in the school district and consists of both research and design. Research is the studious inquiry and critical investigation of the various content areas for the purpose of revising and improving curriculum and instruction based on relevant information pertaining to the discipline. This study is conducted both internally (what and how we are currently doing at the local level) and externally (what national standards, professional organizations, recognized experts, current research, etc. tell us relative to the content area). Design is the deliberate process of planning and selecting the standards and instructional strategies that will improve the learning experiences for all students.

A systematic approach to curriculum development (careful research, design, and articulation of the curriculum) serves several purposes:

Focuses attention on the content standards of each discipline and ensure the identified learnings are rigorous, challenging, and represent the most important learning for our students.
Increases the probability that students will acquire the desired knowledge, skills and dispositions and that our schools will be successful in providing appropriate learning experiences.
Facilitates communication and coordination.
Improves classroom instruction.
The superintendent is responsible for curriculum development and for determining the most effective method of conducting research and design activities. A curriculum framework will describe the processes and procedures that will be followed in researching, designing, and articulating each curriculum area. This framework will at a minimum, describe the processes and procedures for the following curriculum development activities to:

- Study the latest thinking, trends research and expert advice regarding the content/discipline;

Study the current status of the content/discipline (what and how well students are currently learning);
Identify content standards, benchmarks, and grade level expectations for the content/discipline;
Describe the desired learning behaviors, teaching and learning environment related to the content/discipline;
Identify differences in the desired and present program and develop a plan for addressing the differences;
Communicate with internal and external publics regarding the content area;
Involve staff, parents, students, and community members in curriculum development decisions;
Verify integration of local, state, and/or federal mandates (MCNS, school-to-work, etc);
Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a K-12 continuum that builds on the prior learning of each level.

It is the responsibility of the superintendent to keep the board apprised of necessary curriculum revisions, progress or each content area related to curriculum development activities, and to develop administrative regulations for curriculum development including recommendations to the board.

Legal Reference: 20 U.S.C. § 1232h.

34 C.F.R. Pt. 98.

Iowa Code §§ 216.9; 256.7, 279.8; 280.3.

281 I.A.C. 12.5, .8.

Cross Reference: 101 Educational Philosophy of the School District

103 Long-Range Needs Assessment

602 Curriculum Development

603 Instructional Curriculum

604.10 Virtual/Online Courses

605 Instructional Materials

Approved: December 12, 2007

Last Reviewed: August 14, 2019

602.2 - CURRICULUM IMPLEMENTATION

Without careful and continuing attention to implementation, planned changes in curriculum and instruction rarely succeed as intended. How change is put into practice, to a large extent, determines how well it fares.

Implementation refers to what actually happens in practice as compared to what was supposed to happen. Curriculum implementation includes the provision of organized assistance to staff in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level. There are two components of any implementation effort that must be present to guarantee the planned changes in curriculum and instruction succeed as intended:

Understanding the conceptual framework of the content/discipline being implemented; and,
Organized assistance to understand the theory, observe exemplary demonstrations, have opportunities to practice, and receive coaching and feedback focused on the most powerful instructional strategies to deliver the content at the classroom level.
The superintendent is responsible for curriculum implementation and for determining the most effective way of providing organized assistance and monitoring the level of implementation. A curriculum framework will describe the processes and procedures that will be followed to assist all staff in developing the knowledge and skills necessary to successfully implement the developed curriculum in each content area. This framework will, at a minimum, describe the processes and procedures for the following curriculum implementation activities to:

Study and identify the best instructional practices and materials to deliver the content;
Describe procedures for the purchase of instructional materials and resources (See Policy 605.1);
Identify/develop exemplars that demonstrate the learning behaviors, teaching, and learning environment to deliver the content;
Study the current status of instruction in the content area (how teachers are teaching);
Compare the desired and present delivery system, identify differences (gap analysis), and develop a plan for addressing the differences;
Organize staff into collaborative study teams to support their learning and implementation efforts (address the gaps);
Provide ongoing professional development related to instructional strategies and materials that focuses on theory, demonstration, practice and feedback;
Regularly monitor and assess the level of implementation;
Communicate with internal and external publics regarding curriculum implementation;
Involve staff, parents, students, and community members in curriculum implementation decisions.
Ensure the curriculum framework complies with applicable laws
Provide professional development to staff to support effective curriculum implementation
It is the responsibility of the superintendent to keep the board apprised of curriculum implementation activities, progress of each content area related to curriculum implementation

activities, and to develop administrative regulations for curriculum implementation including recommendations to the board.

Legal Reference: 20 U.S.C. § 1232h (2010).

34 C.F.R. pt. 98 (2010).

Iowa Code §§ 216.9, 256.7, 279.8, 280.3 (2013).

281 I.A.C. 12.8.

Cross Reference: 101 Educational Philosophy of the School District

103 Long-Range Needs Assessment

505 Student Scholastic Achievement

602 Curriculum Development

603 Instructional Curriculum

Approved: December 12, 2007

Last Reviewed: August 14, 2019

602.3 - CURRICULUM EVALUATION

Regular evaluation of the total curriculum is necessary to ensure that the written and delivered curriculum is having the desired effect for students.

Curriculum evaluation refers to an ongoing process of collecting, analyzing, synthesizing, and interpreting information to aid in understanding what students know and can do. It refers to the full range of information gathered in the school district to evaluate (make judgments about) student learning and program effectiveness in each content area.

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

The superintendent is responsible for curriculum evaluation and for determining the most effective way of ensuring that assessment activities are integrated into instructional practices as part of school improvement with a particular focus on improving teaching and learning. A curriculum framework will describe the procedures that will be followed to establish an evaluation process that can efficiently and effectively evaluate the total curriculum. This framework will, at a minimum, describe the procedures for the following curriculum evaluation activities:

Identify specific purposes for assessing student learning;
Develop a comprehensive assessment plan;
Select/develop assessment tools and scoring procedures that are valid and reliable;
Identify procedures for collecting assessment data;
Identify procedures for analyzing and interpreting information and drawing conclusions based on the data (including analysis of the performance of various sub-groups of students);
Identify procedures for establishing at least three levels of performance (specific to the content standard and the assessment tool when appropriate) to assist in determining whether students have achieved at a satisfactory level (at least two levels describe performance that is proficient or advanced and at least one level describes students who are not yet performing at the proficient level);
Identify procedures for using assessment information to determine long-range and annual improvement goals;
Identify procedures for using assessment information in making decisions focused on improving teaching and learning (data based decision making);
Provide support to staff in using data to make instructional decisions;
Define procedures for regular and clear communication about assessment results to the various internal and external publics (mandatory for communication about students receiving special education services);
Define data reporting procedures;

Verify that assessment tools are fair for all students and are consistent with all state and federal mandates;
Verify that assessment tools measure the curriculum that is written and delivered;
Identify procedures for deciding when multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning;
Identify roles and responsibilities of key groups;
Involve staff, parents, students, and community members in curriculum evaluation;
Ensure participation of eligible students receiving special education services in district-wide assessments.

Ensure curriculum complies with applicable laws

It is the responsibility of the superintendent to keep the board apprised of curriculum evaluation activities, the progress of each content area related to curriculum evaluation activities, and to develop administrative regulations for curriculum evaluation including recommendations to the board.

Legal Reference: 20 U.S.C. § 1232h (2010).

34 C.F.R. pt. 98 (2010).

Iowa Code §§ 216.9, 256.7, 279.8, 280.3 (2013).

281 I.A.C. 12.8.

Cross Reference: 101 Educational Philosophy of the School District

103 Long-Range Needs Assessment

505 Student Scholastic Achievement

602 Curriculum Development

603 Instructional Curriculum

Approved: December 12, 2007

Last Reviewed: December 10, 2012; August 14, 2019

602.4 - PILOT - EXPERIMENTAL - INNOVATIVE PROJECTS

The board welcomes new ideas in curriculum. Proposals for pilot or experimental projects will first be reviewed and analyzed by the superintendent. Projects recommended by the superintendent will be considered by the board. Pilot and experimental projects approved by the board, the Iowa Department of Education, or the U. S. Department of Education may be utilized in the education program.

Students, who may be or are asked to participate in a research or experimental project or program, must have their parents' written consent on file prior to participating in the project or program. A research or experimental program or project requiring parents' prior written consent is a program or project designed to explore or develop new or unproven teaching methods or techniques. These programs or projects are designated as research or experimental projects or programs. The educational materials of a program or project designated as a research or experimental program or project may be inspected and reviewed by the parents of the students participating or being considered for participation in the program or project. The inspection and review by the parents is in accordance with board policy 605.2, "Instructional Materials Inspection."

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

Legal Reference: 20 U.S.C. § 1232h (2010).

34 C.F.R. Pt. 98 (2010).

Iowa Code §§ 279.8, .10; 280.3 (20113).

281 I.A.C. 12.5, .8.

Cross Reference: 602 Curriculum Development

603 Instructional Curriculum

Approved: December 12, 2007

Last Reviewed: August 14, 2019

603 - BASIC INSTRUCTION PROGRAM

603.1 - BASIC INSTRUCTION PROGRAM

The basic instruction program will include the courses required for each grade level by the State Department of Education. The instructional approach will be gender fair and multicultural.

The basic instruction program of students enrolled in kindergarten is designed to develop healthy emotional and social habits, language arts and communication skills, the capacity to complete individual tasks, character education and the ability to protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development.

The basic instruction program of students enrolled in grades one through six will include English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, visual art and computer science. Computer science will be offered during at least one grade level.

The basic instruction program of students enrolled in grades seven and eight will include English-language arts, social studies, mathematics, science, health, human growth and development, family and consumer, career, technology education, physical education, music, visual art and computer science. Computer science will be offered during at least one grade level.

The basic instruction program of students enrolled in grades nine through twelve will include English-language arts (6 units), social studies (5 units), mathematics (6 units), science (5 units), health (1 unit), physical education (1 unit), fine arts (3 units), foreign language (4 units), financial literacy (1/2 unit), vocational education (12 units) and computer science (1/2 unit).

The board may, in its discretion, offer additional courses in the instruction program for any grade level.

Each instruction program is carefully planned for optimal benefit taking into consideration the financial condition of the school district and other factors deemed relevant by the board or superintendent. Each instruction program's plan should describe the program, its goals, the effective materials, the activities and the method for student evaluation.

It is the responsibility of the superintendent to develop administrative regulations stating the required courses and optional courses for kindergarten, grades one through six, grades seven and eight, and grades nine through twelve.

[redacted]

[redacted]

Legal Reference: 20 U.S.C. § 1232h.

34 C.F.R. Pt. 98.

Iowa Code §§ 216.9; 256.11; 279.8; 280.3-.14.

281 I.A.C. 12.5, 11.

Cross Reference:
- 102 Equal Educational Opportunity
- 103 Long-Range Needs Assessment
- 505 Student Scholastic Achievement
- 602 Curriculum Development
- 603 Instructional Curriculum

Approved: December 12, 2007

Last Reviewed: April 14, 2021

603.2 - SUMMER SCHOOL INSTRUCTION

The East Buchanan Community School recognizes the importance of ongoing learning opportunities for students. As such, the district shall offer summer school instruction in accordance with the following:

The board, in its discretion, may offer summer school for one or more courses and student activities for students who need additional help and instruction or for enrichment in those areas. Upon receiving a request for summer school, the board will weigh the benefit to the students and the school district as well as the school district's budget and availability of licensed employees to conduct summer school.
If a child who is eligible for special education has been determined to need extended school year services as necessary to receive a free appropriate public education, as determined according to state and federal law, such services shall be provided as described in the child's individualized education program.
In additional instances as provided by law.
The superintendent may develop administrative regulations regarding this policy.

Legal Reference: Iowa Code §§ 279.8; 280.3; 282.6.

Iowa Admin. Code. 41.106.

Cross Reference: 410.2 Summer School Licensed Employees

505.2 Student Promotion – Retention – Acceleration

603 Instructional Curriculum

711.4 Summer School Transportation

Approved: Dec 12, 2007

Last Reviewed: Oct 9, 2019

603.3 - SPECIAL EDUCATION

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

The district will ensure that each student's IEP is accessible to all employees responsible for its implementation and that such employees are informed of their specific responsibilities and the accommodations, modifications, and supports required under the IEP. Each responsible employee must review updates to the IEP and provide written confirmation of the review.

Special education students are required to meet the requirements stated in board policy 505.5 and in their IEPs for graduation. It is the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for appropriate special education and related services.

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

Legal Reference: Board of Education v. Rowley, 458 U.S. 176 (1982).

Springdale School District #50 v. Grace, 693 F.2d 41 (8th Cir. 1982).

Southeast Warren Comm. School District v. Dept. of Public Instruction, 285 N.W.2d 173 (Iowa 1979).

20 U.S.C. §§1400 et seq.

34 C.F.R. Pt. 300 et seq.

Iowa Code §§ 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8.

281 I.A.C. 41.109; 41.404

Cross Reference: 503 Student Discipline

505.5 Graduation Requirements

506 Student Records

507.2 Administration of Medication to Students

507.8 Student Special Health Services

601.1 School Calendar

603 Instructional Curriculum

Approved: December 12, 2007

Last Reviewed: April 14, 2021

603.4 - MULTICULTURAL/GENDER FAIR EDUCATION

Students will have an equal opportunity for a quality education without discrimination, regardless of their race, religion, creed, color, sex, marital status, national origin, sexual orientation, gender identity or disability.

The education program is free of discrimination and provides equal opportunity for the students. The education program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Special emphasis is placed on Asian-Americans, African-Americans, Hispanic-Americans, American Indians, European-Americans and persons with disabilities. It will also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

Legal Reference: Iowa Code §§ 216.9; 256.11 (2013).

281 I.A.C. 12.5(8).

Cross Reference: 102 Equal Educational Opportunity

600 Goals and Objectives of the Education Program

Approved: December 12, 2007

Last Reviewed: October 9, 2019

603.5 - HEALTH EDUCATION

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

The areas stated above are included in health education and the instruction are adapted at each grade level to aid understanding by the students.

Parents who object to health education instruction in human growth and development may file a written request that the student be excused from the instruction. The written request will include a proposed alternate activity or study acceptable to the superintendent. The superintendent will have the final authority to determine the alternate activity or study.

Legal Reference: Iowa Code §§ 256.11; 279.8; 280.3-.14 (2011).

281 I.A.C. 12.5.

Cross Reference: 502 Student Rights and Responsibilities

603 Instructional Curriculum

607 Instructional Services

Approved: December 12, 2007

Last Reviewed: October 9, 2019

603.6 - PHYSICAL EDUCATION

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

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

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

- the student is enrolled in academic courses not otherwise available, or
- the student has obtained a physical education waiver for a trimester because the student is actively involved in an athletic program.
- the student is participating in the Legislative Page Program at the state capitol for a regular session of the general assembly; or
- the student is enrolled in a junior reserve officer training corps.

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

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

Legal Reference: Iowa Code § 256.11 (2011); 281 I.A.C. 12.5.

Cross Reference: 504 - Student Activities; 603 - Instructional Curriculum

Approved: December 12, 2007

Last Reviewed: October 9, 2019

603.7 - CAREER EDUCATION

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

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

Legal Reference: Iowa Code §§ 256.11, .11A; 280.9 (2011).

281 I.A.C. 12.5(7).

Cross Reference: 603 Instructional Curriculum

Approved: December 12, 2007

Last Reviewed: October 9, 2019

603.8 - TEACHING ABOUT RELIGION

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

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

- the proposed activity must have a secular purpose;

- the primary objective of the activity must not be one that advances or inhibits religion; and

- the activity must not foster excessive governmental entanglement with religion.

Legal Reference: U.S. Const. amend. I.

Lee v. Weisman. 112 S.Ct. 2649 (1992).

Lemon v. Kurtzman, 403 U.S. 602 (1971).

Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985).

Iowa Code §§ 279.8; 280.6 (2013).

Cross Reference: 603 Instructional Curriculum

604.5 Religious-Based Exclusion from a School Program

606.2 School Ceremonies and Observances

Approved: December 12, 2007

Last Reviewed: October 9, 2019

603.8R1 - TEACHING ABOUT RELIGION REGULATION - RELIGIOUS HOLIDAYS

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

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

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

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

603.9 - ACADEMIC FREEDOM

The board believes students should have an opportunity to reach their own decisions and beliefs about conflicting points of view. Academic freedom is the opportunity of licensed employees and students to study, investigate, present, interpret, and discuss facts and ideas relevant to the subject matter of the classroom and appropriate to and in good taste with the maturity and intellectual and emotional capacities of the students.

It is the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or biased positions in the classroom or through teaching methods. Teachers are not discouraged from expressing personal opinions as long as students are aware it is a personal opinion and students are allowed to reach their own conclusions independently.

It is the responsibility of the principal to ensure academic freedom is allowed but not abused in the classroom.

Legal Reference: Iowa Code §§ 279.8; 280.3, .6 (2013).

Cross Reference: 502 Student Rights and Responsibilities

603 Instructional Curriculum

903.5 Distribution of Materials

Approved: December 12, 2007

Last Reviewed: October 9, 2019

603.9R1 - TEACHING CONTROVERSIAL ISSUES

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

It is the belief of the board that controversial issues should be fairly presented in a spirit of honest academic freedom so that students may recognize the validity of other points of view but can also learn to formulate their own opinions based upon dispassionate, objective, unbiased study and discussion of the facts related to the controversy.

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

It is the responsibility of the instructor to protect the right of the student to study pertinent controversial issues within the limits of good taste and to allow the student to express personal opinions without jeopardizing the student's relationship with the teacher.

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

The board encourages full discussion of controversial issues in a spirit of academic freedom that shows students that they have the right to disagree with the opinions of others but that they also have the responsibility to base the disagreement on facts and to respect the right of others to hold conflicting opinions.

603.10 GLOBAL EDUCATION

Because of our growing interdependence with other nations in the world, global education is incorporated into the education program for grades kindergarten through twelve so that students have the opportunity to acquire a perspective on world issues, problems, and prospects for an awareness of the relationship between an individual's self-interest and the concerns of people elsewhere in the world.

Legal Reference: Iowa Code §§ 256.11, .11A (2013).

281 I.A.C. 12.5(11).

Cross Reference: 602 Curriculum Development

603 Instructional Curriculum

Approved: December 12, 2007

Last Reviewed: October 9, 2019

603.11 - CITIZENSHIP

Being a citizen of the United States, of Iowa and of the school district community entitles students to special privileges and protections as well as requiring the students to assume civic, economic and social responsibilities and to participate in their country, state and school district community in a manner that entitles them to keep these rights and privileges. As part of the education program, students will have an opportunity to learn about their rights, privileges, and responsibilities as citizens of this country, state and school district community.

As part of this learning opportunity students are instructed in the elements of good citizenship and the role quality citizens play in their country, state and school district community.

Legal Reference: Iowa Code §§ 256.11, .11A (2013).

281 I.A.C. 12.3(6), 12.5(3)(b)-(5)(b).

Cross Reference: 101 Educational Philosophy of the School District

502 Student Rights and Responsibilities

503 Student Discipline

Approved: December 12, 2007

Last Reviewed: October 9, 2019

Policy 603.12: Postsecondary Education Counseling

The district believes in the importance of education to shape the lives of all students. Some students may consider postsecondary education and training beyond their secondary education, and have questions related to the cost of education programs and the future employability of graduates. It is valuable for students who express an interest in postsecondary education to make informed decisions related to their future options.

The district will ensure that students in grades eleven and twelve who express interest in postsecondary education will be provided with basic information to assist in their decision-making. This information includes but may not be limited to:

- A link to the annual report published by the State Board of Regents pursuant to Iowa Code 262.9(38); and
- a link to the Iowa Student Outcomes internet site maintained by the Department of Education.

If the district employs a college and career transition counselor, this staff member will provide the information to interested students. If the district does not employ this type of counselor, the superintendent will designate a staff member to ensure this information is provided to interested students.

604 - COMPETENT PRIVATE INSTRUCTION

604.1 - PRIVATE INSTRUCTION

The East Buchanan CSD recognizes that families with students may select alternative forms of education outside the traditional school setting, including private instruction. The applicable legal requirements for private instruction, including, but not limited to those relating to reporting and evaluations for progress, shall be followed.

Except as otherwise exempted, in the event a child of compulsory attendance age as defined by law does not attend public school or an accredited nonpublic school, the child must receive private instruction. Private instruction means instruction using a plan and a course of study in a setting other than a public or organized accredited nonpublic school.

Private instruction can take the form of competent private instruction and independent private instruction. The Iowa Department of Education recognizes three options for delivery of this form of instruction: two options for delivery of competent private instruction and one option for independent private instruction.

Competent private instruction means private instruction provided on a daily basis for at least one hundred forty-eight days during a school year, to be met by attendance for at least thirty-seven days each school quarter, which results in the student making adequate progress. Competent private instruction is provided by or under the supervision of a licensed practitioner or by other individuals identified in law.

~~Independent private instruction means instruction that meets the following criteria: (i) is not accredited, (ii) enrolls not more than four unrelated students, (iii) does not charge tuition, fees, or other remuneration for instruction, (iv) provides private or religious-based instruction as its primary purpose, (v) provides enrolled students with instruction in mathematics, reading and language arts, science, and social studies, (vi) provides, upon written request from the superintendent of the school district in which the independent private instruction is provided, or from the director of the department of education, a report identifying the primary instructor, location, name of the authority responsible for the independent private instruction, and the names of the students enrolled, (vii) is not a nonpublic school and does not provide competent private instruction as defined herein, and (viii) is exempt from all state statutes and administrative rules applicable to a school, a school board, or a school district, except as otherwise provided by law.~~

Independent private instruction means private instruction that meets the following criteria: (i) is not accredited, (ii) provides private or religious-based instruction as its primary purpose, (iii) provides students in all grade levels with instruction in mathematics, reading and language arts, science, and social studies, (iv) provides, upon written request from the superintendent of the school district in which the independent private instruction is provided, or from the director of the

department of education, a report identifying the primary instructor, location, name of the authority responsible for the independent private instruction, and the names of the students receiving the instruction, who need not be related to the primary instructor, (v) is not a nonpublic school and does not provide competent private instruction as defined herein, and, (vi) is exempt from all state statutes and administrative rules applicable to a school, a school board, or a school district, except as otherwise provided by law.

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

Legal Reference: Iowa Code §§ 299, 299A.

281 I.A.C. 31.

Cross Reference: 501 Student Attendance

502 Student Rights and Responsibilities

504 Student Activities

507.1 Student Health and Immunization Certificates

604.7 Dual Enrollment

604.9 Home School Assistance Program

Approved: January 9, 2008

Last Reviewed: October 9, 2019

604.11-APPROPRIATE USE OF ONLINE LEARNING PLATFORMS

It is important to embrace technology that can foster a creative, interactive learning environment for students, and facilitate employee professional development and collaboration. The use of online platforms to host remote interaction between students and employees and to facilitate learning is encouraged in the district.

While student and employee instruction and communication using virtual and online platforms provides a wide array of learning opportunities, it is imperative that employees and students recognize that the use of such platforms is a privilege. Training related to the use of online learning platforms will be provided to employees and students.

The district shall carefully safeguard the right of students and employees to learn and teach in a respectful environment regardless of the method. All instruction and communication through online learning platforms should be appropriate to the age and ability of the participants. Students and employees should be aware that online platforms may be monitored by the district. Verbal and written communication occurring on these platforms may be recorded and stored by the district in accordance with applicable laws.

Any verbal or written communication on these platforms deemed to be inappropriate will subject the student and/or employee to the same disciplinary measures that would exist if the interaction took place through traditional in-person learning. Students and employees who have concerns about the proper use of these platforms are encouraged to speak with their teachers or building principal. The superintendent will make administrative regulations necessary to enforce this policy.

Legal Reference: 20 U.S.C. §1232g; 34 C.F.R. Part 99; 47 U.S.C. §254; 20 U.S.C. §6777; Iowa Code §§ 715C

Cross Reference:
- 104 Anti-Bullying/Anti-Harassment
- 401.13 Staff Technology Use/Social Networking
- 506.1 Student Records
- 605.4 Technology in the Classroom
- 605.6 Internet Appropriate Use
- 501.6 Student Transfers In

Approved: August 12, 2020

604.2 - INDIVIDUALIZED INSTRUCTION

The board's primary responsibility in the management of the school district is the operation and delivery of the regular education program. Generally, students attending the school district will receive the regular education program offered by the district. Only in exceptional circumstances will the board approve students receiving individualized instruction at the expense of the school district.

Recommendations from the superintendent for individualized instruction will state the need for the instruction, the objectives and goals sought for the instruction, the employee requirements for the instruction, the implementation procedures for the instruction and the evaluation procedures and processes that will be used to assess the value of the instruction.

It is the responsibility of the superintendent to develop administrative regulations for individualized instruction.

Legal Reference: Iowa Code §§ 256.11; 279.8, .10, .11; 280.3, .14; 299.1-.6, .11, .15, .24; 299A (2013).

Cross Reference: 501.12 Pregnant Students

604.1 Competent Private Instruction

Approved: January 9, 2008

Last Reviewed: October 9, 2019

604.3 - PROGRAM FOR TALENTED AND GIFTED STUDENTS

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

It is the responsibility of the superintendent to develop a talented and gifted program which provides for identifying students, for program evaluation, and for training of employees.

Legal Reference: Iowa Code §§ 257.42-.49 (2013).

281 I.A.C. 12.5(12); 59.

Cross Reference: 505 Student Scholastic Achievement

604.6 Instruction at a Post-Secondary Educational Institution

Approved: January 9, 2008

Reviewed: December 10, 2012; October 9, 2019

Regulation 604.03-R(1): Program for Gifted and Talented Students - Regulation

The district shall use systematic and uniform procedures for screening, referral, identification and serving gifted and talented students enrolled in kindergarten through grade twelve.

Screening, Referral and Identification

[The district may use universal screening as part of the identification process.] A reasonable effort (which may include outreach, data review, and multiple identification pathways) will be made to identify gifted and talented students among all student populations, including special education and English language learners. Identification of gifted and talented students is based on evidence from multiple data sources (objective and subjective), including local comparisons within the school district and, when appropriate, within individual attendance centers. This may include, but is not limited to: [The district may choose all that apply from the list below].

Standardized testing
Student achievement
Cognitive ability
Creative ability
Qualitative and quantitative data
Teacher and parent input
Observation of gifted characteristics and behaviors

No single criterion prohibits a student from participating in the district's programming for gifted and talented students.

Serving Programming

The educational services provided to gifted and talented students must include but are not limited to:

1. Addressing cognitive needs of the gifted and talented student;
2. Addressing character development or common challenges of gifted and talented children and promoting skills to support personal growth and academic success;
3. Be in alignment with the gifted and talented child's identification data;
4. Correspond to the academic strengths and interests of the gifted and talented child;
5. [Insert other considerations]

Acceleration options, including subject acceleration and whole grade acceleration, will be implemented in accordance to district policy and applicable laws.

I.C. Iowa Code	Description
Iowa Code § 257	Financing School Programs

I.A.C. Iowa Administrative Code	Description
281 I.A.C. 12.5	General Accreditation Standards - Education Program
281 I.A.C. 59	Education - Gifted and Talented

Cross References

Code	Description
604.06	Instruction at a Post-Secondary Educational Institution

604.4 - PROGRAM FOR AT-RISK STUDENTS

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

It is the responsibility of the superintendent to develop a plan for students at-risk which provides for identifying students, for program evaluation, and for the training of employees.

Legal Reference: Iowa Code §§ 257.38-.41; 280.19, .19A (2013).

281 I.A.C. 12.5(13); 33; 65.

Cross Reference: 505 Student Scholastic Achievement

607.1 Student Guidance and Counseling Program

Approved: January 9, 2008

Reviewed: December 10, 2012; October 9, 2019

604.5 - RELIGIOUS-BASED EXCLUSION FROM A SCHOOL PROGRAM

Parents who wish to have their child excluded from a school program because of religious beliefs must inform the superintendent. The board authorizes the administration to allow the exclusion if it is not disruptive to the education program and it does not infringe on a compelling state or educational interest. Further, the exclusion must not interfere with other school district operations. Students who are allowed to be excluded from a program or activity which violates their religious beliefs are required to do an alternate supervised activity or study.

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

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

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

Legal Reference: U.S. Const. amend. I.

Lee v. Weisman, 112 S.Ct. 2649 (1992).

Lemon v. Kurtzman, 403 U.S. 602 (1971).

Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985).

Iowa Code §§ 256.11(6); 279.8 (2013).

Cross Reference: 603 Instructional Curriculum

606.2 School Ceremonies and Observances

Approved: January 9, 2008

Reviewed: March 13, 2013; October 9, 2019

604.6 - INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

In accordance with this policy, students in grades nine through twelve may receive academic or career and technical education credits that count toward the graduation requirements set out by the board for courses successfully completed in post-secondary educational institutions. Students and parents or guardians shall be made aware of the post-secondary instructional opportunities as part of the development of each student's individual career and academic plan as required by law. The Superintendent or designee is responsible for developing the appropriate forms and procedures for implementing this policy and the following post-secondary educational opportunities:

Concurrent Enrollment

The board may, in its discretion, enter into a contractual agreement with a community college to provide courses for eligible students in grades nine through twelve when comparable courses are not offered by the school district. Notice of the availability of the concurrent enrollment program shall be included in the school district's registration handbook, and the handbook shall identify which courses, if successfully completed, generate post-secondary credit. Students shall not be charged tuition for concurrent enrollment courses and shall not be required to reimburse the school district for tuition if they do not successfully complete a course. Students or their parents or guardians may be required to pay a fee consistent with the school district's established textbook policy and other materials for the concurrent enrollment course to the extent permitted by law. Students or their parents or guardians may also be required to provide their own transportation to and from concurrent enrollment courses to the extent permitted by law. However, transportation shall be the responsibility of the school district for any contracted course that is used to meet school district accreditation requirements.

Students who successfully complete a concurrent enrollment course, as determined by the postsecondary institution, shall receive postsecondary credit in accordance with the institution's policies and high school credit that will be reflected on their high school transcript. The Superintendent or designee shall grant to a student who successfully completes a concurrent enrollment course a unit of high school graduation credit for every unit of high school level instruction successfully completed.

Post-Secondary Enrollment Option

Ninth and tenth grade students who have been identified by the school district as gifted and talented, and eligible eleventh and twelfth grade students, may utilize the Post-Secondary Enrollment Option ("PSEO") program. To qualify, a course must be a nonsectarian, credit-bearing course that leads to a degree, and in the areas of: mathematics, science, social sciences, humanities, career and technical education. A course is not eligible for PSEO if a comparable course is offered by the school district. In addition, courses at a community college

with which the district has a concurrent enrollment agreement are not eligible for PSEO. Students shall not be charged for tuition, textbooks, materials, or fees related to a PSEO course with the exception of equipment that becomes the property of the student.

The school district shall reimburse the post-secondary institution for tuition and other expenses for each PSEO course up to $250. Students who successfully complete a PSEO course, as determined by the postsecondary institution, shall receive postsecondary credit and high school credit. The Superintendent or designee shall grant to a student who successfully completes a PSEO course a unit of high school graduation credit for every unit of high school level instruction successfully completed.

Transportation to and from the postsecondary institution is the responsibility of the student or parent or legal guardian of the student enrolled in a PSEO course. Eligible students may take up to seven hours of post-secondary credit during the summer months and receive high school credit upon successful completion of a post-secondary course. However, the student or student's parent or legal guardian are responsible for all costs associated with courses taken during the summer.

Students who fail a PSEO course and fail to receive credit are required to reimburse the school district for all costs directly related to the course up to the $250.00 reimbursement maximum. Prior to registering, students under the age of eighteen are required to have a parent or guardian sign a form indicating that the parent is responsible for the costs of the course should the student fail the course and fail to receive credit. Reimbursement waivers may be granted by the board if sufficient verification is provided to show that the student was unable to complete the course for reasons outside the student's control, including but not limited to physical incapacity, a death in the student's immediate family, or a move out of the school district.

If a student is unable to demonstrate proficiency or the school district or accredited nonpublic school determines that the course unit completed by the student does not meet the school district's standards, the superintendent shall provide in writing to the student's parent or guardian the reason for the denial of credit.

Legal References: Iowa Code §§ 256.7, 11; 258; 261E; 279.61, 280.3, 280.14

281 I.A.C. 12 and 22

Cross References: 505 Student Scholastic Achievement

604.3 Program for Talented and Gifted Students

Approved: January 9, 2008

Reviewed: March 13, 2013
Revised: October 9, 2019; April 14, 2021

604.7 - DUAL ENROLLMENT

The parent, guardian, or custodian of a student receiving competent private instruction may also enroll the student in the school district in accordance with state law and policy. The student is considered under dual enrollment. The parent, guardian, or custodian requesting dual enrollment for the student should notify the board secretary no later than September 15 of the school year in which dual enrollment is sought on forms provided by the school district. On the form, they will indicate the extracurricular and academic activities in which the student is interested in participating. The forms are available at the central administration office.

A dual enrollment student is eligible to participate in the school district's extracurricular and academic activities in the same manner as other students enrolled in the school district. The policies and administrative rules of the school district will apply to the dual enrollment students in the same manner as the other students enrolled the school district. These policies and administrative rules will include, but not be limited to, athletic eligibility requirements, the good conduct rule, academic eligibility requirements, and payment of the fees required for participation.

A dual enrollment student whose parent, guardian, or custodian has chosen standardized testing as the form of the student's annual assessment will not be responsible for the cost of the test or the administration of the test.

After the student notifies the school district which activities in which they wish to participate, the school district will provide information regarding the specific programs.

The applicable legal requirements for dual enrollment including, but not limited to those related to reporting and eligibility, shall be followed. It is the responsibility of the superintendent to develop administrative regulations regarding this policy.

Legal Reference: Iowa Code §§ 279.8, 299A (2015).

281 I.A.C. 31.

Cross Reference:
- 502 Student Rights and Responsibilities
- 503 Student Discipline
- 504 Student Activities
- 507 Student Health and Well-Being
- 604.1 Private Instruction

604.9 Home School Assistance Program

Approved: January 9, 2008

Reviewed: March 13, 2013

Revised: October 9, 2019

604.8 - FOREIGN STUDENTS

Foreign students must meet all district entrance requirements including age, place of residence and immunization. Foreign students must be approved by the board. The board reserves the right to limit the number of foreign students accepted. Students who are citizens of a foreign country will be considered residents if they meet one of the following requirements:

The student resides with his/her parents(s) or legal guardian;
The student is in the United States with appropriate documentation (Form I-20) from the United States Department of Justice-Immigration and Naturalization Services; or
The student is a participant in a recognized foreign exchange program; and
The student is physically able to attend school and has provided the school district with such proof, including a current TB test.

Legal Reference: Iowa Code § 279.8 (2013).

Cross Reference: 501 Student Attendance

507.1 Student Health and Immunization Certificates

Approved: January 9, 2008

Reviewed: March 13, 2013; October 9, 2019

604.9 - HOME SCHOOL ASSISTANCE PROGRAM

The board, recognizing alternatives to education outside the formal public school system, authorizes the establishment of a home school assistance program. This program will assist students receiving competent private instruction by providing licensed employees of the school district to assist the parent, guardian or legal custodian in the education of the student.

The parent, guardian or legal custodian registering for the home school assistance program will agree to comply with the requirements established by the faculty of the program.

Students registered for the home school assistance program will be counted in the basic enrollment.

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

Legal Reference: Iowa Code §§ 279.8; 299A (2013).

281 I.A.C. 31.

Cross Reference: 504 Student Activities

507 Student Health and Well-Being

604.1 Private Instruction

604.7 Dual Enrollment

Approved: January 9, 2008

Reviewed: March 13, 2013; October 9, 2019

604.10 - ON-LINE COURSES

The board recognizes that online coursework may be a good alternative for students to not only meet graduation requirements but, also have the opportunity to take advanced or other courses not offered by the school district.

High school students may earn a maximum of 6 credits to be applied toward graduation requirements by completing online courses offered through the district or through agencies approved by the board and the Iowa Department of Education. Credit from an online course may be earned only in the following circumstances:

- The course is not offered at the high school;
- Although the course is offered at the high school, the virtual educational setting will be more conducive to the student's individual learning needs;
- Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict that would keep the student from meeting graduation requirements;
- The course will serve as a supplement to extend homebound instruction;
- The student has been given a long-term suspension from the regular school setting, but educational services are to be continued; or
- The principal, with agreement from the student's teachers and parents, determines the student requires a differentiated or accelerated learning environment.

Students applying for permission to take an online course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment. In addition, the express approval of the principal shall be obtained before a student enrolls in an online course. The school must receive an official record of the student's final percentage score and suggested grade before credit toward graduation will be recognized.

Provided online courses are part of the student's regular school day coursework and within budgetary parameters, the tuition costs for an online course shall be borne by the school district during the fall and spring semesters, but may be passed on to the parent/guardian during the summer semester. Any additional costs such as textbooks, rentals or school supplies, shall be borne by the parents for students enrolled full-time.

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

Legal Reference: Iowa Code § 256.9(55); 279.8.

281 I.A.C. 15

Cross Reference: 605.6 Internet Appropriate Use

501.6 Student Transfers In

Approved: January 9, 2008

Reviewed: March 13, 2013

Revised: November 13, 2019; April 14, 2021

Request for Allowable Growth and Supplement Aid - Negative Special Education Balance

A district may request allowable growth and supplement aid for a negative special education balance for the current school year. The supplemental aid payment will be calculated by the Department of Management after all special education balances have been finalized. If a district has a positive special education balance, they do not have the ability to request allowable growth and supplemental aid. The date listed below indicates when the district's board approved seeking allowable growth and supplemental aid for a negative special education balance.

The amount is calculated on the Special Education Supplement that is part of the fiscal year end reporting process as shown below.

1	**Previous Year Carryover (Screen 4)**	**$0.00**
2	**Weighted Receipts (Screen 4)**	**$494,697.00**
3	**Total Special Education Revenue (Screen 4)**	**$1,182,722.93**
4	**Carryover Allowed in Current Year (10% of Weighted Receipts (line 2))**	**$49,469.70**
5	**Total Special Education Expenditures (Screen 8)**	**$1,490,451.51**
6	**Special Education Balance in Current Year (line 1 + line 3 - line 5)**	**($307,728.58)**
7	**Special Education Support Services Restricted Balance**	**$0.00**
8	**Maximum Modified Supplemental Amount (line 6 + line 7)**	**($307,728.58)**
9	**Amount to be Redistributed to Districts with a Negative Balance**	**$0.00**
10	**Amount of Modified Supplemental Amount Requested**	**$307,728.58**

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Date approved:

Minutes uploaded:

804.5 STOCK PRESCRIPTION MEDICATION SUPPLY

The East Buchanan Community School District seeks to provide a safe environment for students, staff, and visitors who are at risk of potentially life-threatening incidents including severe allergic reactions, respiratory distress and opioid overdose. Therefore, it is the policy of the district to annually obtain a prescription for epinephrine delivery systems ~~auto-injector~~, bronchodilator canisters and spacers and opioid antagonist from a licensed health care professional, in the name of the school district, for administration by a school nurse or personnel trained and authorized to administer to a student or individual who may be experiencing an anaphylactic reaction, respiratory distress or acute opioid overdose.

Procurement and maintenance of supply: The district shall stock a minimum of the following for each attendance center:

- One pediatric dose and one adult dose epinephrine delivery systems ~~auto-injector~~; for each school building.
- One pediatric dose and one adult dose bronchodilator canister or spacer;
- One dose of opioid antagonist.

The supply of such medication shall be maintained in a secure, dark, temperature-controlled location in each school building.

The school nurse shall routinely check stock of medication and document in a log monthly:

- The expiration date;
- Any visualized particles; or
- Color change.

The employee shall be responsible for ensuring the district replaces, as soon as reasonably possible, any logged epinephrine delivery systems ~~auto-injector,~~ bronchodilator canister, or spacer or opioid antagonist that is empty after use, damaged or close to expiration. The district shall dispose of stock medications and delivery devices in accordance with state laws and regulations.

Training: A school nurse or personnel trained and authorized may provide or administer any of the medication listed in this policy from a school supply to a student or individual if the authorized personnel or school nurse reasonably and in good faith believes the student or individual is having an anaphylactic reaction, respiratory distress, asthma or other airway-constricting disease, or opioid overdose. Training to obtain a signed certificate to become personnel authorized to administer an epinephrine delivery systems ~~auto-injector~~, bronchodilator canisters or spacer or opioid antagonist shall consist of the requirements

established by law and an annual anaphylaxis, asthma, other airway-constricting disease, opioid overdose training program approved by the Department of Education.
Authorized personnel will be required to retake the medication administration course, training program and provide a procedural skills demonstration to the school nurse demonstrating competency in the administration of stock epinephrine delivery systems ~~auto-injector~~, bronchodilator canister or spacer or opioid antagonists to retain authorization to administer these medications if the following occur:

- Failure to administer an epinephrine delivery systems ~~auto-injector~~, bronchodilator canister or spacer or opioid antagonist according to generally accepted standards of practice ("medication error"); or
- Accidental injection injury to school personnel related to improperly administering the medication ("medication incident").

Reporting: Authorized personnel will contact the school nurse or emergency medical services (911) immediately after a stock bronchodilator canister is administered to a student or individual. The school nurse retains accountability for professional nursing judgment with the administration of stock bronchodilators and whether to contact emergency medical services in accordance with Iowa laws.

The district will contact emergency medical services (911) immediately after a stock epinephrine delivery systems ~~auto-injector~~, or stock opioid antagonist is administered to a student or individual. The school nurse or authorized personnel will remain with the student or individual until emergency medical services arrive.

Within 48 hours, the district will report to the Iowa Department of Education:

- Each medication incident with the administration of stock epinephrine, bronchodilator canister or spacer, or opioid antagonist;
- Each medication error with the administration of stock epinephrine, bronchodilator canister or spacer, or opioid antagonist; or
- The administration of a stock epinephrine delivery systems ~~auto-injector~~, bronchodilator canister or spacer, or opioid antagonist.

As provided by law, the district, board, authorized personnel or school nurse, and the prescriber shall not be liable for any injury arising from the provision, administration, failure to administer, or assistance in the administration of an epinephrine delivery systems ~~auto-injector~~, bronchodilator canister or spacer, or opioid antagonist provided they acted reasonably and in good faith.

The superintendent may develop an administrative process to implement this policy.

Legal Reference:

- Iowa Code §§ 135.185; 190; 279.8.
- 281 I.A.C. 14.3.
- 655 I.A.C 6.2(2)

Cross Reference:

- 507.2 Administration of Medication to Students

Adopted: August 10, 2022

Last Reviewed: April 12, 2023; August 9, 2023

PARENTAL AUTHORIZATION AND RELEASE FORM FOR THE ADMINISTRATION OF A VOLUNTARY SCHOOL SUPPLY OF STOCK MEDICATION FOR LIFE THREATENING INCIDENTS

_____	___/___/___	_____	___/___/___
Student's Name (Last), (First), (Middle)	Birthday	School	Date

The district seeks to provide a safe environment for students, staff, and visitors who are at risk of potentially life-threatening incidents The district supplies the following prescription medications for life threatening incidents that are listed below. Generic brands may be substituted, (select all that apply):

- Epinephrine delivery systems ~~auto-injector~~
- Bronchodilator
- Bronchodilator Canisters and Spacers
- Opioid Antagonist

Pursuant to state law, the school district or and its employees are to incur no liability for any injury arising from the provision, administration, failure to administer, or assistance in the administration of the selected prescription medications supplied by the school for life threatening incidents provided they have acted reasonably and in good faith.

The parent or guardian shall sign consent for the student to receive the voluntary school supply of stock medication listed for life threatening incidents and sign a statement acknowledging that the school district is to incur no liability as a result of administration of a prescription medication for life threatening incidents provided the school district to have acted reasonably and in good faith. Electronic signature meets the requirement of written signature.

- I request the above-named student be administered the voluntary stock supply of prescription medication, in the name of the school district, by a school nurse or personnel trained and authorized to administer to a student who acting reasonably and in good faith perceives the student may be experiencing symptoms associated with a life threatening incident following the administration instructions listed as identified in the required annual awareness training associated with the stock medication(s) above and after completion of the medication administration course requirements
- I understand the school district and its employees acting reasonably and in good faith shall incur no liability as a result of administration of the prescription medication(s) for life threatening incidents provided the school district has acted reasonably and in good faith.

_____	_____
Parent/Guardian Signature (agreed to the above statement)	Date

Request for Allowable Growth and Supplement Aid - Negative Special Education Balance

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10	**Amount of Modified Supplemental Amount Requested**	**$307,728.58**

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Date approved:

Minutes uploaded:

English Learners (EL) Excess Costs Application for MSA

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Districts may request a modified supplement amount (MSA) from the school budget review committee (SBRC) for the costs in excess of weightings and other resources for providing its EL program as shown below. If approved by the SBRC, there will be an increase in the district's spending authority for the current year. This does not provide any revenue.

The EL Excess Costs application is populated using district data from the Certified Annual Report (FY25 and FY26 CAR), Student Reporting in Iowa (fall 2025 and spring 2026), Certified Enrollment (fall 2025), and Fall BEDS Staff (fall 2025). The application includes only costs for students who were served in an English Language (EL) program during the 2025-2026 school year. (Source: Sept 2025 School Business Alert)

	Salaries	***Benefits***	***Other (tuition)***	***Supplies***	***Total***
1. Instruction	*1,903.20*	*601.38*	*10,060*	*69.00*	*12633.58*

12. Weighted funding received (from October 2022 CE x FY24 DCPP)	*1,677.00*	
13. Other resources (expenditures above that have project >0000, excluding 1112)	*372.18*	
14. FY23 state and federal carryover	*0.00*	
15. MSA on FY26 Application form (from SBRC application form)	*0.00*	
16. Resources Available but unused	*0.00*	
Total Resources Available (Sum Lines 12 thru 16)	*2,049.18*	
21. Maximum allowable request (Line 17 minus Lines 18-20, if positive, otherwise zero)		*10,584.40*
22. Amount requested (may be less than maximum allowable) (district input)		*10,584.40*

Motion to submit a request to the SBRC for a modified supplement amount of $10,584.40 due to excess costs of providing the EL program in the prior year.

Minutes uploaded:_____

Policy 107: Religious Expression

Pursuant to SF 2231, the Iowa Department of Education was charged with developing a model policy that satisfies the requirements of SF 2231 passed in 2026: Sample Board Policy: Religious Expression.

I. Leadership and Staff Notification

It is the policy of East Buchanan Community School District that the superintendent shall annually distribute the most recent version of the "Guidance on Constitutionally Protected Prayer and Religious Expression" produced by the U.S. Department of Education, and distributed by the Iowa Department of Education, to each [for school districts: board member, principal, and teacher (including making available to substitute and student teachers)/for charter schools: governing board member and teacher (including making available to substitute teachers and student teachers)]. [A principal of a charter school is required to distribute the guidance to each member of the governing board and teacher of the charter school.]

II. Constitutionally Protected Prayer

It is the policy of East Buchanan Community School District to allow students and staff to engage in constitutionally protected prayer within the district schools consistent with applicable statutory or case law pertaining to the First Amendment of the United States Constitution. Accordingly, no board policy will prevent, or otherwise deny participation in, constitutionally protected prayer in district schools, consistent with federal law.

III. Grading Standards

It is the policy of East Buchanan Community School District that religious content in student assignments will be evaluated using the same academic grading standards applied to secular work.

IV. Student Organizations

It is the policy of the East Buchanan Community School District that religious student organizations have the same rights, access to facilities, and institutional support as secular student clubs.

V. Professional Development

It is the policy of the East Buchanan Community School District to offer professional development opportunities to each employee of the school district or charter school regarding constitutionally protected prayer and religious expression in public elementary and secondary schools.

VI. Concerns

Concerns may be directed to the district civil rights coordinator.

SF 2231 further explains, when a school district adopts the DE's model policy, the district will be deemed to have *satisfied all requirements of SF 2231 related to those topics.*

Iowa Code § 279.89