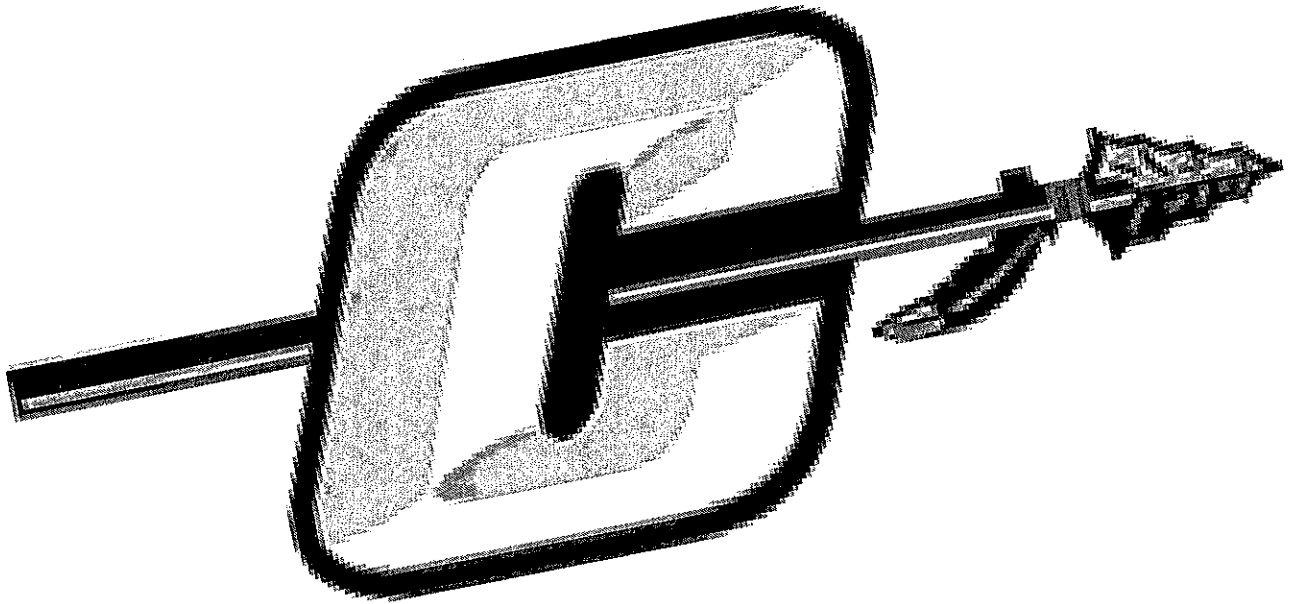


Cherokee Community School District



Regular Board Meeting
July 21, 2025
CWHS Library

Board Members:
Mrs. Jodi Thomas, President
Mr. Ray Mullins, Vice-President
Mr. Jared Barkley
Mr. Brian Freed
Mrs. Jocelyn Riggert
Mrs. Joyce Lundsgaard, Board Secretary
Mr. Tom Ryherd, Superintendent

**Cherokee Board of Education
Work Session
Cherokee Community School District, 600 West Bluff Street
Agenda for Monday, July 21, 2025 at 4:00 PM**

1. Call the meeting to order
2. Discussion of facility planning and funding options with Travis Squires of Piper Sandler.
3. Adjournment

**Regular Board of Education Meeting
Cherokee Community School District, 600 West Bluff Street
Agenda for Monday, July 21, 2025 at 5:30 PM**

The tentative agenda contains a list of subjects known at the time of distribution. A copy of the agenda kept continuously current is available for inspection at the office of the superintendent during regular business hours. This agenda may be changed up to 24 hours before the scheduled commencement of the meeting. The agenda sequence is provided as a courtesy only. The board reserves the right to consider each item in any sequence it deems appropriate. Therefore, we encourage visitors to attend the meeting from the beginning.

NOTICE: If you have comments that you wish to be considered please submit those comments to: Tom Ryherd, Superintendent, at tryherd@ccsd.k12.ia.us by July 21, 2025 by 2:00 PM along with your phone number and you will be called prior to the agenda item you wish to address.

1. Call the meeting to order
2. Pledge of Allegiance and Mission Statement
3. Approve the agenda
4. Roll call of members in attendance
5. Welcome Visitors Recognition of media and persons who wish to speak to the board regarding a school issue not on the agenda
6. Consent agenda A. Approve the minutes of the regular meeting [6-16-25] B. Approve financial statements C. Approve monthly bills D. Approve fundraising requests E. Approve resignations Anthony Miller - Head Baseball Coach Cindy Sizeland - Substitute Bus Driver F. Approve retirements G. Approve internal transfers H. Approve contract extensions Josie Leeck - CMS Para Kiersten Ryherd - CMS Para Emma Martin - CMS Para Bailey Mathews - CWS Student Council Sponsor
7. Communication and Reports A. Principals' Building Reports/ Instructional Coaches' Reports B. Directors'/ Superintendent's Report
8. Policy Clerical Change(s): Clerical changes and edits as recommended by IASB Policy Manual Review Affirm: 104 - Anti-Bullying/Harassment Policy; 104.E.1 - Complaint Form; 104.E.2 - Witness Disclosure Form; 104.E.3 - Disposition of Complaint Form; 211 - Open Meetings; 402.2 - Child Abuse Reporting; 402.3 -

*** Note: The Board of Education, with a majority vote of the Board, may enter into an closed/exempt session for the purpose of discussing confidential records, litigation, suspension/expulsion hearings, personnel, purchase of real estate, and security or negotiation strategy.**

Abuse of Student by School District Employees; 405.2 - Licensed Employee Qualifications, Recruitment, Selection; 501.3 - Compulsory Attendance; 501.9 - Chronic Absenteeism and Truancy	
9. New Business A. Discussion of/ action concerning 2025-2026 school year district goals B. Discussion of/ action concerning CES, CMS, and CHS Handbooks for the 2025-2026 school year [Second Reading] C. Discussion of/ information concerning Emergency Operations Procedures manual for the 2025-2026 school year. [First Reading] D. Discussion of/ information concerning board policy 503.9 Student Use of Personal Electronic Devices [First Reading] E. Discussion of/ action concerning IASB legislative priorities for the 2025-2026 school year F. Discussion of/ action concerning student fees for the 2025-2026 school year G. Discussion of/ action concerning Pam Barnes request for reimbursement H. Discussion of/ action concerning the official newspaper for the 2025-2026 school year I. Discussion of/ information concerning End of Year Reports for the 2024-2025 school year	
10. Board Committee Reports A. Curriculum and Instruction – Thomas & Barkley B. Policy – Thomas & Riggert C. Finance – Freed & Riggert D. Building, Grounds, Capital Projects – Mullins & Barkley E. Transportation, Nutrition – Mullins & Freed F. Board Member Closing Comments	
Closed Session - Conduct Evaluation of Superintendent The evaluation will be held in closed session as provided in section 21.5(1)(i) of the open meetings law to evaluate the professional competency of an individual whose appointment, hiring, performance, or discharge is being considered when necessary to prevent needless and irreparable injury to that individual's reputation and that individual requests a closed session.	
11. Adjournment	

Projected Dates/Times for Regular Board of Education Meetings 2025-2026

August 18, 2025 @ 5:30 pm	September 15, 2025 @ 5:30 pm	October 20, 2025 @ 5:30 pm	November 17, 2025 @ 5:30 pm
December 15, 2025 @ 5:30 pm	January 19, 2026 @ 5:30 pm	February 16, 2026 @ 5:30 pm	March 16, 2026 @ 5:30 pm
April 20, 2026 @ 5:30 pm	May 18, 2026 @ 5:30 pm	June 15, 2026 @ 5:30 pm	July 20, 2026 @ 5:30 pm

*** Note: The Board of Education, with a majority vote of the Board, may enter into an closed/exempt session for the purpose of discussing confidential records, litigation, suspension/expulsion hearings, personnel, purchase of real estate, and security or negotiation strategy.**

**Cherokee Community School District
Regular Meeting
June 16, 2025**

The Cherokee Community School District Board of Education held a regular meeting on Monday, June 16, 2025. The meeting was held in the CWHS Library, 600 W. Bluff St., Cherokee, IA.

1. Call the meeting to order

The meeting was called to order at 5:30 P.M.

2. Pledge of Allegiance and Mission Statement

The Pledge of Allegiance and Mission Statement were recited.

3. Action to approve the agenda

Moved by Riggert, seconded by Barkley to approve the agenda. All Ayes

4. Roll call of members in attendance

Roll call of board members was taken. Present were Jocelyn Riggert, Jared Barkley, Ray E. Mullins II, Brian Freed. Absent: Jodi Thomas

5. Welcome Visitors

Visitors were welcomed. Mullins referenced board policy 213, Public Participation in Board Meetings.

6. Action to approve the consent agenda

Moved by Freed, seconded by Riggert to approve the consent agenda. All Ayes

- Minutes of the public hearing/regular meeting – 5/19/25
- Monthly Bills
- Financial Statements
- Resignations –Addisyn VanOort - CES Para; Bailey Mathews – Co-Basketball Cheer Coach; Peggy Blood – LEGO League Sponsor; Michael Morris – CWHS Co-Student Council Advisor; Veranda Mulligan – CWHS Co-Student Council Advisor; Shauna Henke – CMS Girls Basketball Coach; Sarah Tracy – Head Girls Golf Coach; Cherie Blaise – CES Para
- Internal Transfers – Andrea Gebers – Central Office AP to CWHS Counselor Secretary
- Contract Extensions – Rhonda Smith – CES Secretary

7. Communication and Reports

Principal and Superintendent reports were given.

8. Policy

Moved by Freed, seconded by Barkley to affirm 401.7 - Employee Travel Compensation; 401.8 - Recognition for Service of Employees; 401.9 - Employee Political Activity; 401.10 - Credit Cards; 401.14 - Employee Expression; 402.1 - Release of Credit Information; 402.2 - Child Abuse Reporting; 402.2.r.1 - Child Abuse Reporting Regulation; 402.3 - Abuse of Student by School District Employee; 402.3.e.1 - Abuse of Student by School District Employee Regulation. All Ayes

9. New Business

A. Discussion of/action concerning insurance updates from Central Insure

Justin Mohning of Central Insure discussed insurance updates for FY 26. Moved by Freed, seconded by Riggert to approve insurance through EMC from Central Insure for FY26. All Ayes

B. Discussion of/action concerning participation in the Storm Protection Fund for wind and hail property coverage

Discussion was held regarding participation in the Storm Protection Fund for wind and hail property insurance coverage, a policy to aid districts who may suffer a catastrophic structural loss due to a major storm event. Moved by Freed, seconded by Barkley to approve participation in the Storm Participation Fund for FY 26. All Ayes

C. Discussion of/action concerning renewal of SU Equipment Breakdown Insurance

Moved by Riggert, seconded by Freed to approve the renewal of the SU Equipment Breakdown Insurance without the HVAC coverage. All Ayes

D. Discussion of/action concerning Northwest AEA and CCSD contract for transfer of state funding

Moved by Freed, seconded by Barkley to approve the contract between Northwest AEA and Cherokee Community Schools for the transfer of state funding. All Ayes

E. Discussion of/action concerning dairy and bread bids for the 2025-26 school year

Moved by Freed, seconded by Barkley to approve the dairy bid from Prairie Farms and the bread bid from Pan-O-Gold for the 2025-26 school year. All Ayes

F. Discussion of/action concerning fuel bids for the 2025-26 school year

Moved by Freed, seconded by Riggert to approve the fuel bid from Cherokee Country Store for the 2025-26 school year. All Ayes

G. Discussion of/action concerning bus purchase

Moved by Riggert, seconded by Freed to approve the purchase of a 71 passenger bus off lease from School Bus Sales for the 2025-26 school year at a price of \$85,000. All Ayes

H. Discussion of/action concerning the purchase of school board software (SIMBLI)

The board discussed the value and costs of purchasing a board management software. Moved by Freed, seconded by Riggert to approve the purchase of SIMBLI board management software at a cost of \$8100 for the policy and meetings modules to be evaluated for renewal in 1 year. Ayes: Freed, Riggert, Mullins; Nays: Barkley

I. Discussion of/action concerning donations for special classroom projects from the Cherokee Education Foundation

Moved by Freed, seconded by Barkley to approve donations for special classroom projects and supplies in the amount of \$60,000 from the Cherokee Education Foundation. All Ayes

J. Discussion of action concerning shared Human Resources Director with South O'Brien

Moved by Barkley, seconded by Riggert to approve the shared Human Resources Director contract with South O'Brien for the 2025-26 school year – 80% Cherokee/20% South O'Brien. All Ayes

K. Discussion of/action concerning the shared Transportation Director with South O'Brien

Moved by Freed, seconded by Riggert to approve the shared Transportation Director contract with South O'Brien for the 2025-26 school year. All Ayes

L. Discussion of/action concerning Certified and Support Staff Employee Handbooks – second reading

Moved by Freed, seconded by Barkley to approve the Certified and Support Staff Handbooks for the 2025-26 school year. Ayes: Freed, Barkley, Mullins; Nays: Riggert

M. Discussion of/action concerning Activities Handbook for the 2025-26 school year – second reading

Moved by Freed, seconded by Barkley to approve the Activities Handbook for the 2025-26 school year. All Ayes

N. Discussion of/information concerning CES, CMS, CWSHS Handbooks for the 2025-26 school year – first reading

Board members were given the CES, CMS and CWHS Handbooks for review and approval at the July board meeting.

Closed Session:

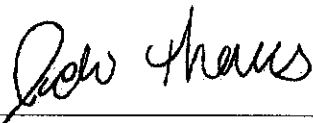
Moved by Riggert, seconded by Freed to enter into closed session at 7:16 PM pursuant to Iowa Code 21.5(1)(i) to discuss the purchase or sale of particular real estate. Ayes: Freed, Barkley, Riggert, Mullins

The board resumed in open session at 7:27 P.M.

11. Adjournment

Moved by Freed, seconded by Barkley to adjourn the meeting at 7:27 PM. All Ayes

Regular Meeting – July 21, 5:30 P.M.



President, Board of Education
Cherokee Community School District



Secretary, Board of Education
Cherokee Community School District

6/30/2025

Fund	Beginning Balance	Receipts	Expenditures	Ending Balance
Operating	\$ 3,909,727.81	1,542,196.68	2,861,339.77	2,590,584.72
Management	1,080,536.03	8,783.40	-	1,089,319.43
Self-Insurance Fund	816,987.23	6,632.46	15,134.96	808,484.73
TPRA Grant		-	-	
Subtotal General Fund	5,807,251.07	1,557,612.54	2,876,474.73	4,488,388.88
Activity	150,550.18	11,412.62	45,000.21	116,962.59
PPEL	334,671.71	10,652.08	120,786.88	224,536.91
Capital Projects (Sales Tax)	2,482,145.13	100,548.83	63,138.50	2,519,555.46
Debt Service	15,448.10	4,157.17	900.00	18,705.27
Hot Lunch	319,881.04	39,047.72	173,375.69	185,553.07
Trust and Agency	42,644.85	2.37	-	42,647.22
Braves Bank	35,352.34	-	-	35,352.34
Total - All Funds	\$ 9,187,944.42	\$ 1,723,433.33	\$ 3,279,676.01	\$ 7,631,701.74

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User ID: ALG

Vendor Number	Vendor Name	Amount
Invoice Description		
Checking Account ID 1	Fund Number 10	GENERAL FUND
Parts for Chromebooks		
14716	AGParts Worldwide, Inc.	1,599.50
24-25 Special Education Billing		
10958	Alta-Aurelia Comm School District	43,141.57
Pallet Fork Extensions		
15162	Bitter Creek Machine	400.00
COOLER RENTAL		
10079	Blaine's Culligan	59.85
06/17-06/30 Bomgaars Supplies		
10021	Bomgaars Supply	1,213.47
Latch Kit & Parts for Mowers		
Parts		
Parts		
10396	Builder's Sharpening and Service	726.56
OE Tuition & TLC		
12856	CAM Community School District	3,995.56
Publication- Board Meeting Minutes		
18221	Cherokee Chronicle Times	206.72
2024-2025 Spec Ed Tuition Fees		
13397	Clayton Ridge Community School District	409.92
Bus Inspection		
11300	Department of Education	50.00
TAP Program		
12787	Galva Holstein CSD	13,139.20
Washed Fill Sand for Grounds		
Grounds Maintenance		
14443	Hallett Materials	58.58
Medicaid		
12846	Iowa Department of Human Services	8,633.19
2024-2025 Spec Ed Tuition Fees		
11366	Marcus-Meriden-Cleghorn-CSD	21,214.50
Service Water Line at Ball Field		
11495	MODERN HEATING INC	111.28
Tires, Tire Repairs, Balancing		
10425	Northside Tire Inc	1,095.30
Drivers Ed brake installed		
11459	Ron's Repair, Inc.	200.00
SPRING CONCURRENT ENROLLMENT		
10778	Sioux Central Community School District	345.83
Special Ed Tuition Fees 2024-2025		

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Vendor Number	Vendor Name	Amount
Invoice Description		
12692	Sioux City Comm School District	24,470.21
Puff O'Matic Test Kit		
14505	Soter Technologies, LLC	255.00
2024-2025 Special Ed Tuition Fees		
10797	South O'Brien CSD	9,621.90
24-25 Spec Ed		
13182	Storm Lake Comm School District	71,133.70
25 Spring League Courses-In Person		
10248	Western Iowa Tech Comm College	13,408.00
Fund Number 10		
Checking Account ID 1		
Checking Account ID 2	Fund Number 36	PHYSICAL PLANT & EQUIPMENT
Siding FB Concession Stand		
11597	Benson Construction	12,373.58
Rain Spout Rain Gates for Green House		
15162	Bitter Creek Machine	965.00
Building Improvement		
14498	Midwestern Mechanical, Inc.	3,243.78
Fund Number 36		
Checking Account ID 2		
Checking Account ID 3	Fund Number 21	STUDENT ACTIVITY FUND
BASEBALL UMPIRE		
14991	Benson, Justin	150.00
HS Softballs		
MUELLER COACH'S TAPE		
30263	CENTER SPORTS, INC	646.81
BASEBALL UMPIRE		
14536	Cuthrell, Dave	150.00
SOFTBALL UMPIRE		
13964	Fry, Mike	190.00
SOFTBALL UMPIRE		
15168	HAUGE, STEVEN	135.00
Timing Fees for MS Track Meet		
15510	Hero's Timing	2,200.00
SOFTBALL UMPIRE		
30706	PEDERSEN, LES	95.00
BASEBALL UMPIRE 6/30/25		
14970	Price, Drew	150.00
HS Equipment reconditioning		
30698	Riddell All American Sports Corp.	12.00
MS CONF. TRACK		
14506	Sones, Linda	175.00

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Vendor Number Vendor Name

Amount

Invoice Description

Softball tournament fee 6/14/25

14980	Trinity Christian High School	100.00
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SOFTBALL UMPIRE

31584	Wessling, Doug	135.00
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Fund Number 21

Checking Account ID 3

Checking Account ID 4

Fund Number 61

SCHOOL NUTRITION FUND

CWS Milk

14860	East Side Jersey Dairy ESJD	1,277.74
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Purchased Food-Bread

14861	PAN-O-GOLD BAKING CO	282.92
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Fund Number 61

Checking Account ID 4

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Vendor Number	Vendor Name	Amount
Invoice Description		
Checking Account ID 1	Fund Number 10	GENERAL FUND
Chromebook Parts		
14716	AGParts Worldwide, Inc.	29.75

Brave Designs Supplies		
Climate/Culture - teacher appreciati		
SPED classroom materials		
WHS Ind Art Instructional Supplies		
Pink Heat Transfer Vinyl		
TAG Supplies		
Brave Designs Supplies		
Special education health office		
13771	Amazon Capital Services	462.15

Bus 3 DOT and Exhaust		
15172	Ascendance Truck Centers	1,406.16

State Track Lodging		
Lodging Band Instructor for Conference		
Foundation- Instructional Supplies		
conference ticket (World Languages)		
14961	Elan Financial Services	676.43

MAINTENANCE SUPPLIES - ROLLER		
14426	Inmele, Darla	24.00

NW-STRUCTURED TEACHING COURSE		
15483	Jurgenson, Dawn	120.00

Wiper Blades		
10180	Motor Parts Sales	22.44

Long term service agreement		
13215	Plains Boiler Service	1,561.00

MEDICAID MONTHLY BILLING - JUNE		
12838	Timberline Billing Service LLC	1,188.68

August 25 Health		
July 25 Health		
19110	Wellmark Blue Cross/Blue Shiel	170,507.22

Equipment Repair- No Power to Controller		
15119	Winona Controls, Inc.	186.00

Fund Number 10			
Checking Account ID 1			
Checking Account ID 2	Fund Number 33	Local Option Sales and Service Tax Fund	
Building Improvement			
13841	Beck Engineering, Inc.	600.00	

Fund Number 33			
Checking Account ID 2	Fund Number 36	PHYSICAL PLANT & EQUIPMENT	
HIGH SCHOOL - PROBLEM WITH AHU			

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User ID: ALG

Vendor Number Vendor Name

Amount

Invoice Description

#2

Building Improvement

15176 M & S HVAC Services, LLC 1,934.00

Repairs to Tunnel Steam Line

Leaks

13215 Plains Boiler Service 12,771.08

Fund Number 36

Checking Account ID 2

Checking Account ID 3 Fund Number 21 STUDENT ACTIVITY FUND

State Track Lodging

14961 Elan Financial Services 4,325.44

Softball tourney on 6/28/25

13780 Okoboji Community Schools 85.00

CMS TRACK RECORDS

10188 Pilot Rock Signs 289.00

Fund Number 21

Checking Account ID 3

Checking Account ID 4 Fund Number 61 SCHOOL NUTRITION FUND

SUMMER LUNCH

18253 MARTIN BROS. DISTRIBUTING
CO., INC. 5,218.79

Fund Number 61

Checking Account ID 4

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User ID: ALG

Vendor Number	Vendor Name	Amount
Invoice Description		
Checking Account ID 1	Fund Number 10	GENERAL FUND
Choir Shirts/31		
13763	360 Custom Designs	174.90
Thank you cards for the school		
12912	Adams, Teresa	21.96
Chromebook Parts		
Replacement keyboards		
Chromebook Parts		
Chromebook Parts		
Chromebook Parts		
14716	AGParts Worldwide, Inc.	3,231.30
Legal Service through 6/15/25		
20291	Ahlers and Cooney, PC	684.00
OE- 2nd Semester		
10958	Alta-Aurelia Comm School District	55,460.89
Bus 12, DOT replace bottom panels on ent		
BUs 11, DOT and Exhaust clamp replaced		
Bus 4 DOT, Mudflap, air leak at Door		
Bus 26 Exhaust repair		
Bus 5 Front Air bag for brakes and Suspe		
15172	Ascendance Trucks Midwest, LLC	4,324.65
Retiree Flowers		
10671	Blooming House, LTD	105.00
ELPA Assessments 24-25		
14300	Cambium Assessment Inc	1,587.00
Lodging & Meals		
14340	Carlson, Melissa	144.36
Replaced wall packs @ CWHS		
Equipment Repair / Grounds Maintenance		
Outlets for doors for the new Fobs		
Building Repair-Outside Labor		
10034	Champion Electric	2,409.77
Concession Vending Kitchen CMS		
11224	Chesterman Company	168.04
Outside Labor to Upkeep Grounds		
14414	Claycamp, Fred	360.00
Comm. Services- June 2025		
14832	Donovan Group I	1,000.00
Repairs		
Repairs		
14092	Elevate Roofing	1,420.44

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Vendor Number	Vendor Name	Amount
Invoice Description		
Climate/Culture		
10938	Family Table Restaurant	984.00
Food for conferences		
Biology and Oceanography lab supplies		
2024-2025		
10067	Fareway Stores, Inc.	1,398.93
Replaced Smoke Detector		
14222	Feld Fire	372.00
Drivers Ed BRake for Mini Van		
15478	GiveTthem a Brake, LLC	378.74
Carry-Out Passenger/Light Truck Tire		
14523	Heartland Tire	484.00
1st Grade Pancake Breakfast		
10274	Hy-Vee Food Stores, Inc	79.98
2025 Summit Student Success		
10002	Iowa Association of School Boards	280.00
ISASPs 2024-2025		
10555	Iowa Testing Programs	7,289.00
Solo ensemble books		
music for pops concert		
music for pops concert		
5th/6th honor choir music		
Books for solo/ensemble contest		
Books for solo/ensemble contest		
Marching Band Music		
Music		
Music		
12200	J.W. Pepper and Son, Inc.	669.37
Adlerian Applications of Sand		
Tray Play		
15477	LEAPT	1,100.00
Install faucets in (2) Kg Rooms @ CES		
Outside Labor		
Equipment Repair		
Filters		
11495	MODERN HEATING INC	2,082.36
HOM Executive Chairs		
10852	One Office Solution	250.00
Retiree Posters		
10188	Pilot Rock Signs	260.00
Equipment Repair		
13751	Riser Inc.	8,375.00
Rock for Center Islands @ WHS		
13615	SCE, LLC	334.20

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Vendor Number	Vendor Name	Amount
Invoice Description		
Lost Book Found		
SHUPE	Shupe, Weston & Amber	4.00
Student Transportation: May		
11955	Siouxland Regional Transit System	424.00
Lost Book Found		
THOMPSON	Thompson, Justin	8.00
UFLI Foundations Manual		
15045	Ventris Learning LLC	90.00
Cell Service thru 6/20/25		
18319	Verizon Wireless	659.80
Mop Service		
10183	VESTIS	30.43
softball coaches shirts		
14880	Wall of Fame	45.00
Health Insurance - August 2025		
Health Insurance - July 2025		
19110	Wellmark Blue Cross/Blue Shiel	3,393.64
Library Book Refund		
11827	WELLS, MAYLISSA	5.00
Repair-Outside Labor		
15119	Winona Controls, Inc.	248.00
Fund Number 10		
Checking Account ID 1		
Checking Account ID 2	Fund Number 36	PHYSICAL PLANT & EQUIPMENT
Greenhouse Project		
Site Improvements for BB Dug Outs		
11597	Benson Construction	9,857.60
Work done on Green House		
10034	Champion Electric	19,264.41
Work done on Greeen House Project		
11495	MODERN HEATING INC	4,441.18
Building Improvement		
15119	Winona Controls, Inc.	248.00
Fund Number 36		
Checking Account ID 2		
Checking Account ID 3	Fund Number 21	STUDENT ACTIVITY FUND
Football Helmet Decals		
15499	Alesch, Kris	294.99
concession stand supplies		
Special Ed track supplies		
13771	Amazon Capital Services	248.49
Tomahawk Coronation		
10671	Blooming House, LTD	34.00

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User ID: ALG

Vendor Number	Vendor Name	Amount
Invoice Description		
Coach/Catcher communication set		
11462	BSN Sports, LLC	930.90
Concessions Supplies		
10865	Cherokee Comm School Food Service	188.00
Concession Vending Kitchen CMS		
11224	Chesterman Company	593.60
New baseball scoreboard		
10223	Daktronics	13,170.00
2024-2025		
10067	Fareway Stores, Inc.	1,037.88
HS track meet fees		
12907	Hinton High School	220.00
June 2025 Balance-applied credit \$255.20		
FFA Jackpot Sheep Show		
10274	Hy-Vee Food Stores, Inc	426.89
Food / Supplies / Concession		
18253	MARTIN BROS. DISTRIBUTING CO., INC.	2,423.26
Nathan Schubert scoreboard sign		
10188	Pilot Rock Signs	814.60
JV Wrestling Tournament Fee		
14147	Sioux Center Community School District	115.00
Spencer Golf Tournament Fee		
31049	Spencer High School	100.00
Fund Number 21		
Checking Account ID 3		
Checking Account ID 4		
Fund Number 61		
SCHOOL NUTRITION FUND		
Food Service 04/25-06/25		
\$27.70 from Lunch to Tuition/Fees N. Pig		
19014	Cherokee Comm School District	101,746.85
Concession Vending Kitchen CMS		
11224	Chesterman Company	2,026.80
Advertising for Free Lunch Program		
10084	City of Cherokee	30.00
Summer inspection of equipment 399. per		
40074	Hobart Sales and Service	399.00
Lunch Refund		
13483	Hurd, Mark & Kerry	9.80
Lunch Refund		
15498	Husman, Dylan	123.60
Mileage tp Workshop in Storm		

Cherokee Community School

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Board Report

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User ID: ALG

Vendor Number	Vendor Name	Amount
Invoice Description		
Lake		
12942	Jacobson, Cara	37.90
Lunch Account Refund		
15167	Jenness, Missy	87.90
Lunch Refund		
15497	Louck, Lena	39.40
Food / Supplies / Concession		
18253	MARTIN BROS. DISTRIBUTING CO., INC.	19,417.89
Lunch Refund for Seniors		
14047	Mazurek, Nicolas & Lisa	80.80
Lunch Refund for Seniors		
15495	Olguin, Jessalyne	94.45
Purchased Food-Bread		
Purchased Food-Bread		
14861	PAN-O-GOLD BAKING CO	636.16
Lunch Refund		
14388	Utesch, Jana	57.05
Lunch Refund		
15496	Weiland, Cheyenne	18.35
Fund Number 61		
Checking Account ID 4		

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User ID: ALG

Vendor Number	Vendor Name	Amount
Invoice Description		
Checking Account ID 1	Fund Number 10	GENERAL FUND
Garbage Pick up-Special Dump		
15160	Benson's Sanitation, LLC	275.00
Grounds, Tech, Supplies		
5/20/25-6/13/25		
10021	Bomgaars Supply	1,616.36
last order		
Books for CMS Library		
Books for CMS Library		
last order		
Books for CMS Library		
last order		
13052	Book Vine, The	291.24
New Weed Eater and Edger		
Blower & Edger		
10396	Builder's Sharpening and Service	733.93
Paper Towels		
Floor Stripper		
15464	Capital Sanitary Supply CO, INC	825.47
Publication Expense		
18221	Cherokee Chronicle Times	293.67
2015 Ford Super Duty F-250		
Repairs		
112288	Cherokee Collision Center LLC	6,210.25
Water & Sewer		
10084	City of Cherokee	5,565.00
Legal Services		
10305	Cornwall, Avery, Bjornstad & Scott	750.00
Tires on 17		
Steer tire on Bus 14		
4 New tires installed on Bus 6		
12916	Country Tire and Service Inc.	1,497.84
Nirtile Gloves		
Deskside Recycling Blue Container		
Spray Disinfectant		
Vac Bags & Drain Solve		
6 White Headband 24 oz		
Maintenance Supplies		
14" Dual Vacuum		
Maintenance Supplies		
14724	HD Supply Formerly Home Depot Pro	6,553.33
Medicaid		
12846	Iowa Department of Human Services	11,083.85
Background Check		
11789	ISFIS, Inc.	42.00
5-6-7 Honor Choir Music 24-25		
12200	J.W. Pepper and Son, Inc.	82.94

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User ID: ALG

Vendor Number	Vendor Name	Amount
Invoice Description		
Covers w/ names & shipping		
Covers with Names & Packaging & Delivery		
Diplomas & Handling & Delivery		
Covers w/ names & Delivery		
Diplomas		
11073	Jostens, Inc.	903.25
Wood for CES Sand Box Repairs		
11735	Marcus Lumber	188.40
Concurrent Enrollment		
11366	Marcus-Meriden-Cleghorn-CSD	669.12
Electricity 600 W Bluff St, WHS		
Electricity 206 E Indian, CMS		
Electricity-Concession		
1301 Ridgeview Dr., Doupe		
Ballfields		
Electricity		
336 Gillette Dr- Armory		
12363	MidAmerican Energy Company	9,845.18
55 gallons of DEF		
12876	Midwest Lubricants, Inc.	137.50
Grounds Maintenance		
11495	MODERN HEATING INC	105.28
2025 Curriculum, Professional Dev.		
15407	National Council for Agricultural Education	3,050.00
AEA Class - Teacher Tools		
10125	Northwest AEA	225.00
250 Pk Mtr Tapes Sngl Lg Labels		
15423	Quadient, Inc.	84.00
DOT Physical-Eaton		
14502	Redenbaugh Chiropractic	150.00
Winch Repair at CMS Gym		
13751	Riser Inc.	375.00
Grounds Maintenance		
13615	SCE, LLC	96.50
Johnson Science Supplies		
11884	School Specialty, LLC	13.58
DOT Physical		
14747	Sioux Valley Family Health	150.00
Lodging for IASB Conference & Mileage		
15396	Thomas, Jodi	311.02
GS - 2nd Semester		
10248	Western Iowa Tech Comm College	76,220.00
Gasoline & Diesel		

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User ID: ALG

Vendor Number	Vendor Name	Amount
10361	Your FleetCard Program	4,755.67
14987	Zimco Supply Co	458.00
Fund Number 10		
Checking Account ID 1		
Checking Account ID 2	Fund Number 36	PHYSICAL PLANT & EQUIPMENT
Roof Work-Armory & Bus Barn		
14263	Brentwood Construction LLC	2,100.00
New Front Doors CMS -Safety Grant		
15463	Heartland Glass Company, LLC	45,135.00
Building Improvement		
Building Improvements		
Building Improvement		
Work done on AHU1 unit that broke		
Building Improvement		
Building Improvements		
15176	M & S HVAC Services, LLC	2,640.16
Sprinkler System Work		
14821	Van Holland Lawn Service, Ltd.	3,102.25
Fund Number 36		
Checking Account ID 2		
Checking Account ID 3	Fund Number 21	STUDENT ACTIVITY FUND
BB Official 6/16/25		
15487	Anderson, Caydin	150.00
BB Official 6/16/25		
BB 6/5/25 Official		
15486	Anderson, Jaydin	245.00
Grounds, Tech, Supplies		
5/20/25-6/13/25		
10021	Bomgaars Supply	19.99
JVR BB Official 6/13/25		
JVR BB 5/30/25		
15491	Bork, Kyler	190.00
Boys BB Warm Ups		
11462	BSN Sports, LLC	330.39
6/4 JVR BB Official		
15488	DeSmit, Chris	95.00
SB Official 6/16/2025		
JVR SB 6/11/25		
JVR SB 6/13/25		
13964	Fry, Mike	230.00
5/22 Varsity baseball		
15473	Hamilton, Bryce	150.00
JVR Baseball		
6/9 JVR Baseball		

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Vendor Number	Vendor Name	Amount
Invoice Description		
JVR BB 6/13/25		
30936	HARRIMAN, WADE	285.00
5/28 JV/V Softball		
15168	HAUGE, STEVEN	135.00
6/4/25 Softball Official		
15485	Kasel, Benjamin	135.00
SB Officail 6/12/25		
31446	Maxfield, Ken	135.00
NHS Cut-A-Thon Donation		
15482	Mayo Clinic Dept. of Development	3,608.77
JVR BB Official 6/13/25		
SB Official 6/12/25		
14158	McPike, Milt	230.00
5/27 Varsity baseball		
14362	Otto, Justin	150.00
SB Official 6/4/25		
30706	PEDERSEN, LES	135.00
Pizza		
10428	Pizza Hut	132.24
6/12/25 BB Official		
14970	Price, Drew	150.00
JV/V Baseball		
15476	Richards, Bret Alexander	150.00
HS Equipment reconditioning		
30698	Riddell All American Sports Corp.	2,686.19
BB Official 6/12/25		
12650	Sanow, Brett	150.00
Baseball Official 5/27/25		
15474	Schubert, Matt	150.00
SB Official 6/16/25		
JVR SB Official		
14327	Shea, Mark	230.00
6/5 JV/V baseball		
14990	Sotebeer, Nate	150.00
BB Official 5/28/25		
15481	SUMMERFIELD, BRYCE	150.00
JVR BB 6/4/25 vs. ELC		
15489	Wallin, Michael	95.00
5/28 JV/V softball		
JVR SB 6/9/25 Official		
31584	Wessling, Doug	230.00

Fund Number 21

Checking Account ID 3

06/23/2025 12:13 PM

User ID: ALG

Vendor Number Vendor Name

Amount

Invoice Description

Checking Account ID 4 Fund Number 61 SCHOOL NUTRITION FUND

Grounds, Tech, Supplies

5/20/25-6/13/25

10021 Bomgaars Supply 23.99

Purchased Food-Bread

14861 PAN-O-GOLD BAKING CO 1,750.44

Fund Number 61

Checking Account ID 4

Cherokee Elementary School

July 2025

Brian Christiansen, Principal

Jen Burch, Instructional Coach



DISTRICT GOAL 1

COLLEGE & CAREER READINESS

DISTRICT GOAL 2

21ST CENTURY SKILLS

PROBLEM SOLVING,
TEAM BUILDING &
INTERPERSONAL SKILLS

DISTRICT GOAL 3

COMMUNICATION & POSITIVE RELATIONSHIPS



The CES Student Handbook received a few small updates for the 2025-2026 school year. Below is a summary of the updates to the handbook

- Chronic Absenteeism: Language was added to reflect the various levels of attendance and the number of absences associated with each level
- Language was added to reflect the use of the JMC Family app for attendance notifications
- Language was added to highlight that student lockers are subject to searches, this aligns with CMS and CWHS
- Language was added to highlight that all visitors will need a valid state ID before signing into the building.
- Health Program Information was updated by Director of Nursing, Rachel Doeden
- Clerical changes were made to reflect new staffing.

Each winter the ECLC student/parent handbook is part of a review. Statewide Voluntary Preschool Desk Audit is reviewed by the Iowa Department of Education. There were not changes that needed to be made from the yearly review to comply with IQPP standards. There are clerical changes to highlight new staffing and to draw attention to the financial assistance available for school supplies.

Online registration for the upcoming school year will open on August 1st. A message will be sent via JMC with detailed instructions, and additional reminders will be shared in the coming weeks. For families who prefer to register in person, onsite registration will be available August 11-15 at each students' designated school building. The first day of school is scheduled for Monday, August 25th.

We're excited to introduce our new Jump Start program in August; an engaging alternative to traditional summer school. Families have already received information about the program, and we look forward to the valuable learning experiences it will offer students during the two-week session in August. The dates for Jump Start will be August 5, 6, 7, 12, 13, and 14 from 9:00-12:00.

CES had an average daily attendance of 94.82% which is a slight increase from the 94.30% for the 2023-2024 school year. The number of students who had 10 or more absences for the school decreased by 17; with 163 students having 10 or more absences in the 24-25 school year compared to the 190 in the 23-24 school year. CES ended the school year with an enrollment of 488 students which was an increase of 8 students from the October 1st certified enrollment.

Cherokee Middle School

July 2025

Krista Miller, Principal
Kasey Stowater, Instructional Coach



DISTRICT GOAL 1 **COLLEGE & CAREER** **READINESS**

DISTRICT GOAL 2 **21ST CENTURY SKILLS** **PROBLEM SOLVING,** **TEAM BUILDING &** **INTERPERSONAL SKILLS**

DISTRICT GOAL 3 **COMMUNICATION &** **POSITIVE** **RELATIONSHIPS**

We are very excited to share that we received the Therapeutic Classroom grant from the state this year! We were lucky enough last year to receive donations from Northstar Community Credit Union and Central Bank to create our therapeutic classroom in our school. We were able to serve many students.

This grant will allow us to work with the experts in the therapeutic classroom world providing us with professional development this school year to make this space even better! We are also able to get additional sensory/calming instructional materials to support our students. There will be two opportunities in the school year for events with families to help support our students! We are excited about this opportunity and looking forward to the amazing learning opportunities ahead!

Parents will be able to register for the upcoming school year completely online starting August 1st. There will be a JMC message go out with instructions and there will be additional reminders in the upcoming weeks. We will have in person registration August 11-15 at the building your child will be attending. Our first day of school will be Monday August 25th.

We are looking forward to launching our Jump Start program this fall, which will serve as an exciting new alternative to traditional summer school. Families have already received communication about the program, and we are enthusiastic about the opportunities it will provide for students during those two weeks in August.

Following the recent adoption of new science standards in May, we have begun the process of reviewing and realigning our grade-level science standards to ensure alignment with the updated expectations. This work will help us continue to provide rigorous and relevant instruction in science across all grades.

Additionally, we have received our official ISASP (Iowa Statewide Assessment of Student Progress) results. We have started analyzing these scores and look forward to sharing a detailed overview and analysis of these results with the board this fall.

Cherokee Washington High School

July 2025

Matt Malausky, Principal

Natalie Barkley, Instructional Coach



DISTRICT GOAL 1

COLLEGE & CAREER READINESS

We have been getting our communications out to teachers about our first days back, and the professional development that will include. Lincoln Siebert and McKenna Massmann will be joining our staff in our Social Studies department. Jackson Graff will be joining us in our Business department, and Evan Mattioda will be moving from ELL para to teaching Spanish in the high school and middle school.

Our custodial staff has been doing an amazing job of getting things ready as well. The building is looking great, and it is ready for our students and staff to return. Our grounds crew has also done an awesome job in making our campus look its best. It's great coming down Bluff street and seeing the practice field looking the way it does.

DISTRICT GOAL 2

21ST CENTURY SKILLS

PROBLEM SOLVING, TEAM BUILDING & INTERPERSONAL SKILLS

Our Administration and Instructional Coaches have been meeting this summer as well, getting stuff organized for the upcoming school year. We were able to discuss and finalize our professional development schedules for the beginning of the school year, as well as setting dates and times for different trainings throughout the school year.

The district secured funds through a grant for trainings for our staff. With these funds, several high school and middle school staff members will be able to attend a two day training in restorative practices. Restorative practices involves getting the disagreeing/disputing parties to sit down and discuss the issue and hopefully come to an agreement. Currently, we have three high school staff members trained in restorative practices, but with this grant, we will nearly triple that amount of trained staff members. This training will occur in December.

DISTRICT GOAL 3

COMMUNICATION & POSITIVE RELATIONSHIPS

In August, Krista, Brian and I will be attending the SAI conference in Des Moines. This provides us an opportunity to connect as an administration team as well as divide and conquer and learn from presenters and reconvene and share what we have learned with one another. The one speaker we will be attending together is one that will be beneficial to all of our buildings. The presenter is speaking about tough behaviors in schools and how to deal with them.

We are looking forward to getting the teachers back into the building, as well as the students, and have a positive start to the 2025/2026 school year!



Superintendent Report
July, 2025

Board/District Goal #1: To support and expand career opportunities with local entities, in addition to college readiness, by prioritizing/allocating resources

- Utility work has been completed in the greenhouse. Teachers will receive training on the internal components within the greenhouse in August.
- The withholding of some federal funds is a hot topic and one that we continue to monitor. It does not impact Title I funds, which is our largest allocation of the Title fund allocations. The timing of the notice was not great as we have our budget set for the year. We will continue to monitor this as new information becomes available.
- We will have an additional mental health service in our district this year as we will be working with Northwest Iowa Counseling. They will provide two therapists, two days each in our district. This will be in addition to one therapist that we contract with Season's.

Board/District Goal #2: To develop problem solving skills, interpersonal skills, and team building skills for all students, while increasing implementation/alignment of Iowa Common Core, by prioritizing/allocating resources.

- Principals are working on plans to implement new curricular requirements set by legislation which include Math assessments, civics assessment, and new health curriculum expectations.
- SAI Administrators Conference - August 6 - 7
 - Principals will be attending, but I will not be attending this year.
- New Teacher Orientation will be August 15 & 18
- Opening PD days for all staff - August 19 - 22
 - There will be school safety training for staff provided by SRO Gannon and Justin Pritts of Emergency Management of Cherokee County

Board/District Goal #3: Improve communication between all stakeholders in the district that will promote an atmosphere that encourages positive relationships.

- I have been going through training modules with Simbli the last few weeks. It seems to be a pretty straightforward program that should allow us to streamline many different facets of the work the board does over the course of the school year.
- Online school registration will begin August 1. In-person registration will be held on Thursday, August 11 - 15.
- The first day of school is Monday, August 25.
- Homecoming Week will be September 8 - 12

SRO & Technology Update

- **School Resource Officer, Sergeant Brett Gannon**
 - I would like to remind the board of the upcoming active shooter training and emergency protocols covered by Mr. Pritts and myself on August 22nd. Feel free to come and participate or just observe the training.
- **IT Director, Dan Bringle**
 - It has been a very busy month. We've been installing FOBs and cameras across the district.

- All devices—except for the new Chromebooks—have been processed and assigned. New products are now beginning to arrive and will be distributed accordingly.

Nursing & Transportation Update

- **Director of Nursing, Rachel Doeden**
 - Not a lot to report for the health dept. Starting to gather and sort records for the fast approaching school year and send out reminders of student health needs.
- **Transportation Director, Rachel Mallory**
 - Summer went quickly, baseball and softball have finished, but boys basketball, football, and Volleyball have all started.

Activities, Building, Grounds, & Capital Projects Update

- **Maintenance Director, Mike Fiedler & Grounds Director, Jamie Hodgdon**
 - School cleaning is and has run smoothly this summer.
 - Jamie has been busy with parking lot islands in the high school parking lot. Looks great!
 - Jamie has been keeping up with the mowing as the rain continues to fall.
 - We had to have some repairs done to the chill tower at the middle school, and some repairs to the steam lines in the tunnel under the high school. Some very old stuff got replaced.
 - Commons air handler had some repairs and it is back up and running at full capacity.
- **Activities Director, Jason Spooner**
 - Baseball and softball have both finished their seasons. The Braves baseball team ended the season with a tough loss to a very good Emmetsburg team. The softball team ended their season all the way in Missouri Valley who was the top seed.
 - On July 15, Cherokee hosted the Sub State baseball final vs Remsen St Mary's and Lemars Gehlen to go to state.
 - Iowa's Sports Non Contact Week will be from July 27 - Aug 3. There will be no activities at our schools during this week.
 - Fall sports may start official practice on Aug 11.

ANTI-BULLYING/HARASSMENT POLICY

The Cherokee Community School District is committed to providing all students, employees, and volunteers with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying and/or harassing behavior can seriously disrupt the ability of school employees to maintain a safe and civil environment, and the ability of students to learn and succeed.

Bullying and/or harassment of or by students, employees, and volunteers is against federal, state, and local policy and is not tolerated by the board.

Accordingly, school employees, and volunteers shall not engage in bullying or harassing behavior while on school property, while on school-owned or school-operated vehicles, while attending or participating in school-sponsored or sanctioned activities, and while away from school grounds if the conduct materially interferes with the orderly operation of the educational environment or is likely to do so.

Complaints may be filed with the building principal pursuant to the regulation accompanying this policy. The superintendent is responsible for implementation of this policy and all accompanying procedures. Complaints will be investigated within a reasonable time frame. Within 24 hours of receiving a report that a student may have been the victim of conduct that constitutes bullying and/or harassment, the district will notify the parent or guardian of the student.

If as a result of viewing surveillance system data or based on a report from a school district employee, the district determines that a student has suffered bullying or harassment by another student enrolled in the district, a parent or guardian of the student may enroll the student in another attendance center within the district that offers classes at the student's grade level, subject to the requirement and limitation established in Iowa law related to this topic.

A school employee, volunteer, or student, or a student's parent or guardian who promptly, reasonably, and in good faith reports an incident of bullying or harassment, in compliance with the procedures in the regulation to the appropriate school official designated by the school district, shall be immune from civil or criminal liability relating to such report and to participation in any administrative or judicial proceeding resulting from or relating to the report.

Individuals who knowingly file false bullying or harassment complaints and any person who gives false statements in an investigation may be subject to discipline by appropriate measures.

Retaliation Prohibited

Retaliation against any person because the person has filed a bullying or harassment complaint or assisted or participated in an investigation is prohibited.

Any student found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, removal from service and exclusion from school grounds.

Definitions

For the purposes of this policy, the defined words shall have the following meaning:

- “Electronic” means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic, or other similar means. “Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.
- “Harassment” and “bullying” mean any repeated and targeted electronic, written, verbal or physical act or conduct toward an individual that creates an objectively hostile school environment that meets one or more of the following conditions:
 - (1) Places the student in reasonable fear of harm to the individual’s person or property.
 - (2) Has a substantial detrimental effect on the individual’s physical or mental health.
 - (3) Has the effect of substantially interfering with an individual’s academic or career performance. Has the effect of substantially interfering with the individual’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
- “Volunteer” means an individual who has regular, significant contact with students.

Publication of Policy

The board will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district’s web site

Legal References: 20 U.S.C. §§ 1221-1234i.
 29 U.S.C. § 794.
 42 U.S.C. §§ 2000d-2000d-7.
 42 U.S.C. §§ 12101 *et. seq.*
 Iowa Code §§ 216.9; 280.28; 280.3.
 281 I.A.C. 12.3(6).
Morse v. Frederick, 551 U.S. 393 (2007)

I.C. Iowa Code

Iowa Code § 216.9
 Iowa Code § 280.28
 Iowa Code § 280.3
 Iowa Code § 279.82

Description

Unfair/Discriminatory Practices
 Harassment and Bullying Prohibited
 Education Program - Attendance Center Requirements
 Intra-District Enrollment

I.A.C. Iowa Administrative Code

281 I.A.C. 12.3

Description

Administration

U.S.C. - United States Code

20 U.S.C. §§ 1221
 29 U.S.C. §§ 794
 42 U.S.C. § 12101
 42 U.S.C. § 2000d

Description

Education - FERPA - General Provisions
 Labor - Vocation Rehab Rights
 Public Health - Equal Opportunity - Disabilities
 Public Health - Civil Rights - Federally Programs

U.S. Supreme Court

551 U.S. 393

Description

Morse v Frederick (2007)

Case Law

Morse v. Frederick

Description

551 U.S. 393 (2007)

Cross References

102

102-R(1)

102-E(1)

102-E(2)

102-E(3)

102-E(4)

102-E(5)

102-E(6)

401.01

402.03

404

404-R(1)

404-R(2)

604.11

605.06

605.06-R(1)

605.06-E(1)

605.06-E(2)

605.08

605.08-R(1)

713

713-R(1)

Regulation

Description

Equal Educational Opportunity

Equal Educational Opportunity - Grievance Procedure

Equal Educational Opportunity - Annual Notice of
NondiscriminationEqual Educational Opportunity - Continuous Notice of
NondiscriminationEqual Educational Opportunity - Notice of Section 504
Student and Parental RightsEqual Educational Opportunity - Discrimination
Complaint FormEqual Educational Opportunity - Witness Disclosure
FormEqual Educational Opportunity - Disposition of
Complaint Form

Equal Employment Opportunity

Abuse of Students by School District Employees

Employee Conduct and Appearance

Employee Conduct and Appearance - Code of
Professional Conduct and Ethics RegulationEmployee Conduct and Appearance - Code of Rights
and Responsibilities Regulation

Appropriate Use of Online Learning Platforms

Internet - Appropriate Use

Internet - Appropriate Use - Regulation

Internet - Appropriate Use - Internet Access

Permission Letter to Parents

Internet - Appropriate Use - Violation Notice

Artificial Intelligence in the Educational Environment

Artificial Intelligence in the Educational Environment
Regulation

Responsible Technology Use & Social Networking

Responsible Technology Use & Social Networking -

COMPLAINT FORM

(Discrimination, Anti-Bullying, and Anti-Harassment)

Date of complaint:

Name of Complainant:

Are you filling out this form for yourself or someone else (please identify the individual if you are submitting on behalf of someone else):

Who or what entity do you believe discriminated against, harassed, or bullied you (or someone else)?

Date and place of alleged incident(s):

Names of any witnesses (if any):

In the space below, please describe what happened and why you believe that you or someone else has been discriminated against, harassed, or bullied. Please be as specific as possible and attach additional pages if necessary.

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

WITNESS DISCLOSURE FORM

Name of Witness: _____

Date of interview: _____

Date of initial complaint: _____

Name of Complainant (include
whether the Complainant is a
student or employee): _____

Date and place of alleged
incident(s): _____

Description of incident(s) witnessed:

Additional information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

DISPOSITION OF COMPLAINT FORM

Date: _____

Date of initial complaint: _____

Name of Complainant (include whether the Complainant is a student or employee): _____

Date and place of alleged incident(s): _____

Name of Respondent (include whether the Respondent is a student or employee): _____

Nature of harassment or bullying alleged (list specific examples): _____

Summary of Investigation: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

OPEN MEETINGS

A gathering of a majority of board members either in person or electronically in which deliberation of an issue within the scope of the board's policy making duties takes place is a board meeting. A gathering for the purpose of social or ministerial action will not constitute a board meeting when there is no discussion of policy or no intent to avoid the purpose of the open meetings law. Meetings of the board will be conducted in an open meeting unless a closed session is authorized by law or the meeting is exempt from the open meetings law.

Board members who are elected or appointed to office will, within ninety days of election or taking the oath of office, participate in an approved training course on Iowa's open meetings and public records laws. The training will comply with and be approved by the Iowa Public Information Board. After training is complete, the board secretary or their designee shall maintain record of the board members' certification of completion.

Legal Reference: Iowa Code §§ 21, 279.1-.2.

I.C. Iowa Code	Description
Iowa Code § 21	Open Meetings
Iowa Code § 279.1	Directors - Powers and Duties - Organization-Student Improvement Oversight
Iowa Code § 279.2	Superintendent-Term

Cross References	Description
202.05	Student School Board Representatives
208	Ad Hoc Committees
208-E(1)	Ad Hoc Committees - Exhibit
210.04	Work Sessions
210.08	Board Meeting Agenda
210.08-E(1)	Board Meeting Agenda - Example
210.08-E(2)	Board Meeting Agenda - Example (with closed session)
212	Closed Sessions
212.01	Exempt Meetings

CHILD ABUSE REPORTING

In compliance with state law and to provide protection to victims of child abuse, the board believes incidents of alleged child abuse should be reported to the proper authorities. All licensed school employees, teachers, coaches and paraeducators and all school employees 18 years of age or older are mandatory reporters as provided by law and are to report alleged incidents of child abuse they become aware of within the scope of their professional duties.

When a mandatory reporter suspects a student is the victim of child abuse, the mandatory reporter shall make an oral report of the suspected child abuse to the Iowa Department of Human Services within 24 hours of becoming aware of the abusive incident and shall make a written report to the Iowa Department of Human Services within 48 hours following the oral report. If the mandatory reporter believes the child is in immediate danger, the local law enforcement agency will also be notified.

Within six months of their initial employment, mandatory reporters will take a training course involving the identification and reporting of child abuse, or submit evidence they've taken the course within the previous three years. Once the training course has been taken, the certification will remain valid for three years. Employees who have taken the training course will take the one-hour follow up training course every three years and prior to the expiration of their certificate.

Legal Reference: Iowa Code §§ 232.67, .70, .73, .75; 235A; 256.160; 272A; 280.17; 709; 728.12(1).
281 I.A.C. 12.3(12), 102; 103.
441 I.A.C. 155; 175.

I.C. Iowa Code	Description
Iowa Code § 232	Juvenile Justice
Iowa Code § 235A	Child Abuse
Iowa Code § 272A	Interstate Agreement of Qualification of Ed Personnel
Iowa Code § 280.17	Uniform School Requirements - Child abuse reporting
Iowa Code § 709	Sexual Abuse
Iowa Code § 728.12	Sexual Exploitation of a Minor
Iowa code §256.160	DE - Reporting Requirements-complaints
I.A.C. Iowa Administrative Code	Description
281 I.A.C. 102	Abuse of Students by School Employees Investigation Procedures
281 I.A.C. 103	Corporal Punishment, Physical Restraint, Seclusion
281 I.A.C. 12.3	Administration
441 I.A.C. 155	Human Services - Child Abuse Prevention
441 I.A.C. 175	Human Services - Abuse of Children
Cross Reference	Description
104	Anti-Bullying/Harassment Policy
104-R(1)	Anti-Bullying/Harassment Policy - Investigation Procedures
104-E(1)	Anti-Bullying/Harassment Policy - Complaint Form
104-E(2)	Anti-Bullying/Harassment Policy - Witness Disclosure Form
104-E(3)	Anti-Bullying/Harassment Policy - Disposition of Complaint Form
401.06	Limitations to Employment References
402.02	Child Abuse Reporting
503.05	Corporal Punishment, Mechanical Restraint and Prone Restraint
503.06	Physical Restraint and Seclusion of Students
503.06-R(1)	Physical Restraint and Seclusion of Students - Regulation
503.06-E(1)	Physical Restraint and Seclusion of Students - Documentation Form
503.06-E(2)	Physical Restraint and Seclusion of Students - Debriefing Letter to

503.06-E(3)

Guardian of Student Involved in an Occurrence Where Physical
Where Physical Restraint or Seclusion was Used
Physical Restraint and Seclusion of Students - Debriefing Meeting

Approved _____ Reviewed 6/13, 7/16, 3/19, 3/22, 6/25, 7/25 Revised _____

ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES

Physical or sexual abuse of students, including but not limited to sexual or physical relationships, grooming behavior, and otherwise inappropriate relationships with students by employees will not be tolerated. The definition of employees for the purpose of this policy includes not only those who work for pay but also those who are volunteers of the school district under the direction and control of the school district. Employees found in violation of this policy will be subject to disciplinary action up to and including discharge.

The school district will respond promptly to allegations of abuse of students by school district employees by timely reporting to all relevant agencies as required by law. The processing of a complaint or allegation will be handled confidentially to the maximum extent possible. Employees are required to assist in the investigation when requested to provide information and to maintain the confidentiality of the reporting and investigation process. If the Iowa Department of Health and Human Services reports to the board of directors of the district that the allegation of abuse of a student has been made against a school employee, the district will place the employee on administrative leave until the resolution of the investigation. The employee will be prohibited from entering school property while on administrative leave.

The superintendent is responsible for drafting administrative regulations to implement this policy.

Legal Reference: Iowa Code §§ 232.67, .70, .73, .75; 235A; 256.160; 272A; 280.17; 709; 728.12(1).
281 I.A.C. 12.3(12), 102; 103.
441 I.A.C. 155; 175.

I.C. Iowa Code

I.C. Iowa Code	Description
Iowa Code § 232	Juvenile Justice
Iowa Code § 235A	Child Abuse
Iowa Code § 272A	Interstate Agreement of Qualification of Ed Personnel
Iowa Code § 280.17	Uniform School Requirements - Child abuse reporting
Iowa Code § 709	Sexual Abuse
Iowa Code § 728.12	Sexual Exploitation of a Minor
Iowa code §256.160	DE - Reporting Requirements-complaints

I.A.C. Iowa Administrative Code

I.A.C. Iowa Administrative Code	Description
281 I.A.C. 102	Abuse of Students by School Employees Investigation Procedures
281 I.A.C. 103	Corporal Punishment, Physical Restraint, Seclusion
281 I.A.C. 12.3	Administration
441 I.A.C. 155	Human Services - Child Abuse Prevention
441 I.A.C. 175	Human Services - Abuse of Children

Cross References

Cross References	Description
104	Anti-Bullying/Harassment Policy
104-R(1)	Anti-Bullying/Harassment Policy - Investigation Procedures
104-E(1)	Anti-Bullying/Harassment Policy - Complaint Form
104-E(2)	Anti-Bullying/Harassment Policy - Witness Disclosure Form
104-E(3)	Anti-Bullying/Harassment Policy - Disposition of Complaint Form
401.06	Limitations to Employment References
402.02	Child Abuse Reporting
503.05	Corporal Punishment, Mechanical Restraint and Prone Restraint
503.06	Physical Restraint and Seclusion of Students
503.06-R(1)	Physical Restraint and Seclusion of Students - Regulation
503.06-E(1)	Physical Restraint and Seclusion of Students - Documentation Form
503.06-E(2)	Physical Restraint and Seclusion of Students - Debriefing Letter to

503.06-E(3)

Guardian of student Involved in an Occurrence Where Physical Restraint or
Seclusion was Used
Physical Restraint and Seclusion of Students - Debriefing Meeting
Document

Approved _____ Reviewed 6/13, 7/16, 3/19, 3/22, 6/25, 7/25 Revised _____

LICENSED EMPLOYEE QUALIFICATIONS, RECRUITMENT, SELECTION

Persons interested in a licensed position, other than administrative positions which will be employed in accordance with board policies in Series 300, "Administration," will have an opportunity to apply and qualify for licensed positions in the school district in accordance with applicable laws and school district policies regarding equal employment. Job applicants for licensed positions will be considered on the basis of the following:

- Training, experience, and skill;
- Nature of the occupation;
- Demonstrated competence; and
- Possession of, or ability to obtain, state license if required for the position.

All job openings shall be submitted to the Iowa Department of Education for posting on TeachIowa, the online state job posting system. Additional announcements of the position may occur in a manner which the superintendent believes will inform potential applicants about the position. Whenever possible, the preliminary screening of applicants will be conducted by the administrator who will be directly supervising and overseeing the person being hired.

The board will employ licensed employees after receiving a recommendation from the superintendent. The superintendent, however, will have the authority to employ a licensed employee on a temporary basis until a recommendation can be made and action can be taken by the board on the position.

The requirements stated in the Master Contract between employees in the certified collective bargaining unit and the board regarding qualifications, recruitment and selections of such employees will be followed.

Legal Reference: 29 U.S.C. §§ 621-634
 42 U.S.C. §§ 2000e, 12101 et seq.
 Iowa Code §§ 20; 35C; 216; 256.27; 279.13.
 281 I.A.C. 12.
 282 I.A.C. 14.

I.C. Iowa Code	Description
Iowa Code § 20	Collective Bargaining
Iowa Code § 216	Civil Rights Commission
Iowa Code § 256.27	DE - Online State Job Posting System
Iowa Code § 279.13	Directors - Powers and Duties - Contracts with Teachers
Iowa Code § 35C	Veterans Preference

I.A.C. Iowa Administrative Code	Description
281 I.A.C. 12	General Accreditation Standards
282 I.A.C. 14	Educational Examiners - Special Education Endorsements

U.S.C. - United States Code	Description
29 U.S.C. §§ 621	Labor - Age Discrimination
42 U.S.C. § 12101	Public Health - Equal Opportunity - Disabilities
42 U.S.C. § 2000e	Public Health - EEO Civil Rights - Definitions

Cross References	Description
401.01	Equal Employment Opportunity
401.03	Nepotism
401.06	Limitations to Employment References
405.01	Licensed Employee Defined
405.03	Licensed Employee Individual Contracts

405.07	Licensed Employee Transfers
405.08	Licensed Employee Evaluation
410.01	Substitute Teachers

Approved 8/16/04 Reviewed 9/13, 9/16, 4/19, 5/22, 7/25 Revised _____

COMPULSORY ATTENDANCE

Parents within the school district who have children over age six and under age sixteen by September 15, in proper physical and mental condition to attend school, will have the children attend the school district at the attendance center designated by the board. Students will attend school the number of days school is in session in accordance with the school calendar. Students of compulsory attendance age will attend school a minimum of 1080 hours. Students not attending the minimum days must be exempted by this policy as listed below or, referred to the county attorney. Exceptions to this policy include children who:

- have completed the requirements for graduation in an accredited school or have obtained a high school equivalency diploma;
- are excused for sufficient reason by any court of record or judge;
- are attending religious services or receiving qualifying religious instruction in accordance with relevant laws;
- are unable to attend school due to legitimate medical reasons;
- has an individualized education program that affects the child's attendance;
- has a plan under Section 504 of the federal Rehabilitation Act 29 U.S.C. §794, that affects the child's attendance;
- are attending an approved or probationally approved private college preparatory school;
- are attending an accredited nonpublic school;
- are receiving independent private instruction; or,
- are receiving competent private instruction;
- are a military applicant undergoing military entrance processing;
- are engaged in military service;
- are traveling to attend a funeral; or
- are traveling to attend a wedding.

It is the responsibility of the parent of a child to provide evidence of the child's mental and physical inability to attend school or of the child's qualifications for one of the exceptions listed above. Evidence may be shown in written or verbal communications with the building level administration. Reasonable travel time will be afforded for engaging in the exceptions listed above.

Legal Reference: Iowa Code §§ 259A; 279.10-.11; ch. 299; 299A.

I.C. Iowa Code

Iowa Code § 259A

Iowa Code § 279

Iowa Code § 299

Iowa Code § 299A

Cross References

601.01

604.01

DescriptionHigh School Equivalency DiplomaDirectors - Powers and DutiesCompulsory EducationPrivate Instruction**Description**School CalendarCompetent Private InstructionApproved _____ Reviewed 4/14, 3/17, 10/19, 12/22, 7/25

Revised _____

Chronic Absenteeism and Truancy

The district believes that traditional, in-person school attendance leads to the greatest learning opportunities for students. Students who are present in school and engaged active learners take greater ownership over their educational outcomes. For this reason, it is the priority of the district to foster regular student attendance throughout the school year and reduce barriers to regular attendance for students in the district.

Chronic absenteeism/absences means any absence from school for more than ten percent of the days in the school year established by the district.

Truant/truancy means a child of compulsory attendance age who is absent from school for any reason for at least twenty percent of the days in the school year.

Chronic absenteeism and truancy do not apply to the following students who:

- have completed the requirements for graduation in an accredited school or has obtained a high school equivalency diploma
- are excused for sufficient reason by any court of record or judge;
- are attending religious services or receiving qualifying religious instruction in accordance with relevant laws;
- are unable to attend school due to legitimate medical reasons;
- have an individualized education program that affects the student's attendance;
- have a plan under section 504 of the federal Rehabilitation Act, 29 U.S.C. §794, that affects the child's attendance;
- are attending a private college preparatory school accredited or probationally accredited;
- are excused under *Iowa Code* §299.22; and
- are exempt under *Iowa Code* §299.24;

- are a military applicant undergoing military entrance processing;
- are engaged in military service;
- are traveling to attend a funeral; or
- are traveling to attend a wedding.

Evidence may be shown in written or verbal communications with the building level administrations. Reasonable travel time will be afforded for engaging in the exceptions listed above. Students are subject to disciplinary action for truancy including suspension and expulsion. It is within the discretion of the principal to determine, in light of the circumstances, whether a student may make up work missed because of truancy. Students receiving special education services will not be assigned to designated disciplinary action unless the goals and objectives of the student's Individualized Education Program are capable of being met.

It is the responsibility of the superintendent, in conjunction with the designated school officials, to develop administrative regulations regarding this policy. The administrative regulations will indicate the disciplinary action to be taken for truancy.

Legal 34 C.F.R. sec. 300
Reference: 28 C.F.R. Pt. 35
 Iowa Code §§ 294.4;
 299.
 281 I.A.C. 12.3(4).

I.C. Iowa Code	Description
Iowa Code § 294.4	<u>Teachers - Daily Register</u>
Iowa Code § 299	<u>Compulsory Education</u>

I.A.C. Iowa Administrative Code	Description
281 I.A.C. 12.3	<u>Administration</u>

C.F.R. - Code of Federal Regulations	Description
28 C.F.R. 35	<u>Judicial - Disability - Nondiscrimination</u>
34 C.F.R. Pt. 300	<u>Education - Disabilities/Children/Assistance to States</u>

Approved _____ Reviewed 2/20/17, 11/18/19, 12/19/22, 1/25, 7/25 Revised 9/16/2024

District Goals

1. To support and expand career opportunities with local entities, in addition to college readiness, by prioritizing/allocating resources, both staff and facilities.
2. To develop problem solving skills, interpersonal skills, and team building skills for all students, while increasing implementation/alignment of Iowa Common Core, by prioritizing/allocating resources.
3. Improve communication between all stakeholders in the district that will promote an atmosphere that encourages positive relationships

Student Use of Personal Electronic Devices

In order to promote the best educational experience, students should feel connected to their educational environment and to others in the school community. Building meaningful connections can occur in a variety of ways. Technology has advanced peoples' ability to connect with one another across a variety of virtual platforms, and when used appropriately, adds value to the learning environment. However, it is vital to the developmental health and growth of students that the district provides opportunities for students to connect with peers and other members of their school community in-person whenever possible. In-person learning and interactions teach vital life and social skills that students will need for their continued success in the community.

For this reason, student use of personal electronic devices during instructional time is prohibited. Students have access to district-owned electronic devices as appropriate for the instructional needs of the learning environment and authorized by the classroom teacher. Parents or guardians who need to communicate with students during instructional time may contact the school building administrative office.

Instructional time is defined to [mean periods of classroom instruction from the beginning of class bell until the end of class bell; include lunch, recess, and passing periods.] Personal electronic devices means any device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data. This may include but is not limited to electronic communication equipment, mobile phones, smart phones, video game devices and portable media players. Students may wear smart or electronic watches but may not use any communication applications or features that are prohibited from use on other electronic devices and all notifications must be turned off. Personal electronic devices that have been specifically authorized under a current individual education plan (IEP), a Section 504 plan, or an Individual Health Plan (IHP) are exempt from this policy.

Parents or guardians of students may request to building level administration that a student retain access to the student's personal electronic device during instructional time if the parent or guardian can establish there is a legitimate reason related to the student's mental or physical health for the student to retain access during instructional time. This reason must be tied to the student's multi-tiered system of support framework. Any denials may be appealed to the Superintendent, who will be the final decision maker on the request.

Students who choose to use personal electronic devices outside instructional time but while on school property, at school-sponsored events, or in a manner that may impact the educational environment must use these devices in accordance with all applicable laws and board policies. Students who violate this policy may face disciplinary consequences up to and including suspension or expulsion. The Superintendent, in conjunction with building level administration, will develop administrative regulations in accordance with this policy.

Legal References:

16 C.F.R. 312

34 C.F.R. pt. 99
47 C.F.R. 54.520
Iowa Code 279.8

I.C. Iowa Code

Iowa Code § 279.8

Description

Directors - General Rules - Bonds of Employees

C.F.R. - Code of Federal Regulations

16 C.F.R. 312
34 C.F.R. Pt. 99
47 C.F.R. 54.520

Description

Children's Online Privacy Protection Rule
Education - Family Rights and Privacy
Communications - Children's Internet Protection Act

Cross References

401.12
401.12-R(1)

Description

Employee Use of Cell Phones
Employee Use of Cell Phones - Regulation

Approved _____ Reviewed _____ Revised _____



2025 Legislative Platform



2025 Legislative Beliefs

PUBLIC EDUCATION

Public education is the foundation of our democratic society and the key to successful futures for Iowa children. Quality public schools strengthen our communities and are the cornerstone of any sound economic development policy. The state must put public education first and provide sufficient funding and support services to provide all students with a world-class education. The state should provide full funding to public schools to meet the evolving needs of public-school students before additional financial support of nonpublic schools is provided.

Iowa's public schools are the backbone of our communities and provide quality education for Iowa students and:

- Operate under the guidance of locally elected board members who are entrusted with taxpayer dollars for the purpose of improving student achievement and skill proficiency for all students.
- Welcome all students regardless of race, religion, gender, gender identity, sexual orientation, socio-economic status, or disability.
- Provide parents and taxpayers with accountability and transparency for the use of taxpayer dollars.

All schools that receive any public funds, including property taxes, state aid or federal monies, should be subject to the same governance and educational standards as public-school districts.

EDUCATIONAL EQUITY

The promise of public education is for every child to succeed. As locally elected leaders, school boards are uniquely positioned to set expectations for educational equity, ensuring that each child is given supports and interventions based on need. Educational equity requires that discriminatory practices, barriers, prejudices, and beliefs be identified and eradicated. Leaders must hold themselves accountable for deliberate actions, including the examination of policies and practices, intentional allocation of resources according to student need, support for rigorous curriculum and instruction, and engagement of families and communities.

GOVERNANCE

Iowa has one of the finest public educational systems in the United States. The federal government, governor, General Assembly, Iowa Department of Education, school boards, professional educators and the public should strive to keep it strong. There must be a proper balance of state and federal control designed to ensure quality and a standard of education for all students, with local control which allows local school boards flexibility and decision-making authority to innovate and adapt to local needs and community values.

School districts are governed by boards that, as elected representatives, must be responsive and responsible to the citizens of the school district. Citizen involvement is the key to our representative form of government.

Local boards are, within the guidelines established by state law, vested with the authority to make the final decision on matters pertaining to a school district, area education agency (AEA) or community college. Local board members, who are closely connected to students, families and the communities in which they live, are best capable of understanding student needs and identifying effective solutions. The statutory duties and responsibilities of the local board cannot be delegated to persons who are not elected by the voters of the school district.

Locally elected school boards must have control over the content and management of their educational program, including the calendar and the flexibility for innovation and decision-making. A leadership team composed of the superintendent, principals and supervisory personnel working with the board is necessary for the efficient operation of the school district. Locally elected school boards should have the authority to determine the school calendar to best meet student needs, including but not limited to school start dates, year-round schools, and the use of virtual learning opportunities in response to natural disasters, weather or other emergencies.

SCHOOL CHOICE

Iowa law provides sufficient choice through public charter schools, open enrollment, home school assistance, postsecondary enrollment options and nonpublic school alternatives. Additional investments in tax credits for nonpublic tuition or other options are not necessary to provide educational choice. Charter schools should be allowed only under the direction of the locally elected school board.

SCHOOL BOARD MEMBERS

School districts and board members are entrusted with public funds for the purpose of improving student outcomes including but not limited to student academic achievement and skill proficiency, and the school board is responsible for overseeing such improvement.

Through original research and a close evaluation of highly effective board practices across the country, IASB recognizes the following six essential roles of effective school boards and encourages all Iowa board members to incorporate these principles in carrying out the mission of public education in their communities:

- **Setting Clear, High Expectations:** The board sets a vision which expresses a commitment to high expectations, consistently communicates the expectations, sets clear and focused goals and focuses on improving instruction.
- **Belief that All Children Can Learn:** Effective boards have strong shared beliefs and values about what is possible for students and their ability to learn. Board members expect to see improvements in student achievement as a result of implemented initiatives.
- **Creating the Conditions that Support Successful Teaching and Learning:** The board creates the conditions for success by showing commitment via board actions, resource allocations, a strong communications structure, and system alignment; provides quality, research-based professional development for educators; builds commitment and focus throughout the system and stays the course, solving problems along the way so improvements have time to work.
- **Holding the System Accountable for Student Success:** The board uses data and monitoring to hold the system accountable and to make decisions at the board table; identifies clear, understandable indicators that the board will accept as evidence of progress and success; and supports and monitors progress regularly at the board table with staff leaders.
- **Building Collective Will:** Within the school staff and throughout the community, the board creates widespread awareness and urgency of the improvement required to meet students' needs, instills hope that it's possible to change, and connects with and engages the community in a frank and ongoing effort to encourage each facet to fulfill its responsibility.
- **Leading and Learning Together as a Board/Superintendent Team:** Effective school boards lead as a united team with the superintendent with strong collaboration and mutual trust. The board also establishes board learning time around school improvement efforts, engages in deep conversations about the implications of learning, and leads thoughtful policy development.

ELECTIONS

Participation in the democratic process is integral to the success of schools. School districts have a responsibility for promoting more community involvement in the election process to foster better-informed citizens and greater ownership in public education. Student achievement should drive decisions that impact school elections.

In keeping with the principles of democracy, IASB is committed to the concept of each vote having equal value and a simple majority vote as sufficient to determine election or taxation decisions.

School board elections should coincide with the opening of school. Due to boundary differences and to help maintain the nonpartisan status of school board elections, they should be separate from any other election.

School board members should be elected in a non-partisan manner in which decisions are based on the best interest of the school and students without regard to party affiliation. Boards should have less than a majority of board members elected in any one year.

School boards should have flexibility to determine when special elections are necessary and to schedule these to best suit the district's needs. There should be a minimum of four special election dates per calendar year for bond referendums, votes on levies, and revenue purpose statements and filling school board vacancies.

IOWA ASSOCIATION OF SCHOOL BOARDS

IASB is committed to statewide leadership to ensure high achievement for all Iowa students. IASB recognizes that school boards are in a strategic position to bring about continuous improvement in public education through governance, public policies, and advocacy.

We believe that IASB is the organization most appropriate to deliver training and board development to school board members about their role and responsibilities to contribute to high student achievement.

SCHOOL DISTRICT ORGANIZATION

School boards, and the residents of the school districts involved, have the primary responsibility to determine the makeup and boundaries of school districts and attendance centers.

The school board and the citizens of a school district assess the quality and extent of its educational program and determine whether the school district continues to operate within its present geographical boundaries.

In order to reduce costs and maintain or enrich quality education, IASB encourages school districts to share administrators, teachers, equipment, facilities and transportation, including the scheduling of joint classes and extracurricular activities. Sharing does not necessarily lead to eventual reorganization.

IASB believes school district reorganization, dissolution or sharing may be in the best interest of Iowa's public school students when:

- The best interest of students is the most important factor considered.
- The reorganization or dissolution is voluntary—initiated and voted upon by the citizens of the school districts involved.

- The state offers sufficient incentives to make the reorganization or sharing financially attractive to the school districts involved.

Geographical issues are considered, including minimizing the amount of travel time by students and allowing for continued community participation by the communities involved.

PUBLIC RECORDS AND OPEN MEETINGS

Every citizen has the right to examine and copy all public records. The news media may publish public records unless the law expressly limits the right or requires public records to be kept confidential.

The schools belong to the people - the citizens and taxpayers of the school district. The public has the right to know what decisions are being made regarding the education of their young people and the expenditure of their tax dollars. School districts should have the ability to determine the method of public notice dissemination that maximizes public access to records at a minimal cost to the district.

Although it may not always be easy to publicly consider and discuss some of the tough issues confronting school boards, school boards should be responsive to the open meetings and public records policy established in state law. Compliance with the intent of the public records and open meetings law is best achieved through education, training and consistent enforcement.

SCHOOL FUNDING

School finance decisions, whether at the local, state or federal level, should put student achievement first in all decisions. Iowa's school funding system must provide all Iowa children an equal opportunity to a quality public school education. The funding system must recognize that a high-quality public education is the first and foremost economic engine of our state.

A sufficient funding system provides equitable, sufficient, predictable, and timely funding, based on these foundational principles:

Equity: Iowa should fund public education with a student-driven formula, ensuring Iowans that the education of each student is supported equitably. The formula must provide sufficient revenue to cover the actual cost of the educational program, including on-time funding for districts experiencing increasing enrollment. The state should allow school districts with declining enrollment to maintain sufficient funding so the school district can adjust operations to meet student needs. The state should minimize the disparity for property taxpayers due to variances in property valuation per pupil.

Excellence and Opportunity: School finance must provide for continuous improvement of classroom instruction and promote excellence. A critical attribute of increasing the achievement of all children is the skill level of teachers and administrators in the school. Therefore, the school funding system must provide for the professional training and development of teachers and administrators, and school improvement that will promote Iowa as a national leader in public education.

Stability: The school funding system must continue to be a fair balance between property taxes, which are a stable and reliable revenue source, and other revenue sources. Iowa school boards are grateful for categorical funds but encourage the state to provide resources through the funding formula to maximize local flexibility and provide growth through an equity-based system. School districts should have spending authority for any reduction in state funding.

Efficiency: A diverse system of school finance helps schools control costs. To ensure well-managed and efficient schools, the school funding system must encourage cooperative ventures and the pooling of resources and services. The school funding system must address increased costs due to inflation and other economic factors.

Local Control: State funding must support local control. Locally elected school boards should have the authority to utilize and allocate funding to best meet the needs of students. If the state decides to intervene in local education policy, any mandated changes, particularly those taking energy and focus away from real comprehensive school improvement and student achievement, must be fully funded by the state without a shift from other education resources.

SCHOOL INFRASTRUCTURE

The state has a role to ensure that all Iowa public school students have equitable access to high-quality educational programs, provided in safe, efficient, accessible, and technology-ready facilities that promote student learning.

Revenues from the Secure an Advanced Vision for Education (SAVE) fund provide school districts with a stable, long-term, and equitable funding stream for infrastructure purposes and should not be negatively altered or discontinued.

EDUCATION'S ROLE IN ECONOMIC DEVELOPMENT

Growth focused on economic stability, wealth creation, entrepreneurship and knowledge-based enterprises is a vital objective for the state of Iowa. Our public schools contribute to the growth of Iowa's economy through the education and development of our children and by providing good jobs. Our public-school districts are often the largest employer in many Iowa communities.

A quality public education system is both a key factor contributing to Iowa's quality of life and is a critical attractor of business to Iowa. While education contributes to Iowa's economy, it is also dependent upon economic growth for securing sufficient financial resources to provide quality education services.

Public education and economic growth are interdependent. It is therefore imperative that Iowa invest in viable and sustainable economic development and foster partnerships between education and the private sector.

Collaboration between public schools and the business community can enhance students' knowledge of career paths and future employment opportunities.

EDUCATIONAL STANDARDS AND ACCOUNTABILITY

It is the responsibility of local school boards to ensure that all students are educated for success in a 21st-century global society. Collaboration between Pre-K-12 and postsecondary institutions should be encouraged to help increase student opportunities.

School boards must ensure that their district operates from clear, measurable student learning standards and improvement goals; sufficient resources are allocated to improve instruction; and there is public accountability for improved results for students.

It is appropriate for the state to establish high and rigorous educational standards for the accreditation of public and nonpublic schools. Standards should be designed to ensure that all students have the opportunity to receive the educational program that meets their needs. The students of Iowa who attend public and nonpublic schools should receive their education instruction from licensed teachers. All public-school accreditation standards must also be applied to nonpublic schools.

Data collection and reporting is necessary to improve instruction and increase student achievement. Data collection and reporting is valuable when:

- It is possible to accurately determine student achievement gains, gaps between subgroups and level of attainment for all students;
- Purposes are clearly understood and worthy;
- Assessments are aligned with the intended purposes;
- Results are easily accessible to maximize school district use of the information to provide quality professional development and improve instruction; and,
- Results lend themselves to widespread understanding and evaluation by all school stakeholders.

The state or federal government must not use single-source data to issue sanctions, make generalizations about student performance or shift resources away from schools that require support to improve learning.

Iowa school districts should have the opportunity to comply with standards using various structures and mediums, including sharing and interactive telecommunications.

IASB supports assessment systems that measure student growth for all students, also known as value-added growth or gain, to improve student outcomes by driving professional development, teacher and administrator evaluation, and school improvement decisions.

EDUCATION TECHNOLOGY

Technology is an important tool in providing a quality education. School districts must have equitable access to technology. Access includes provision of hardware and software, technological support staff and access to a variety of Internet, broadband and network services including the Iowa Communications Network (ICN).

Administration of the ICN should continue to prioritize educational access above other users. The state has a role in ensuring equitable access to technology and should provide sufficient resources to purchase technology, support school technology plans and include professional development for educators on how to use technology to improve instruction and student outcomes.

EARLY CHILDHOOD

Exposure to education in the first years of life is critical, and young children have an innate desire to learn. That desire can be supported or undermined by early experiences.

Research indicates that high-quality early childhood education promotes intellectual, language, mathematical, physical, social, emotional, and creative development, cultivates a child's curiosity and desire to learn, and builds a strong foundation for later academic and social success. The state plays a critical role by defining and supporting quality early childhood education programs.

STUDENTS

All students can achieve at high levels when the state, local school boards and communities provide resources and support to ensure each child's success in school. It is the responsibility of school boards to meet the needs of every student. It is the responsibility of parents/guardians and communities to work collaboratively with school districts to meet the needs of every student.

SCHOOL SAFETY

IASB believes that schools must be a safe environment for all students, staff, and visitors.

Each member of the school and community must take a holistic approach to school safety by providing schools with resources, quality leadership, and united support for the development of a locally determined approach to ensure a safe and secure learning environment for all children. IASB supports a comprehensive view of safety that considers threats such as:

- Crime and violence;
- Hazards such as natural disasters or accidents;
- Health risks such as pandemics; and
- Internal threats such as bullying, unintentional biases and adverse childhood experiences.

Security planning efforts must include prevention, preparedness, mitigation, and response efforts. These planning efforts must be practiced, evaluated, and updated on an ongoing basis. All individuals in the school community must be well-trained and knowledgeable of the best practices in school safety.

While all members of the school community benefit from accurate and timely information on safety efforts, school boards must have the authority to maintain appropriate levels of confidentiality to protect security plans and measures.

TEACHER QUALITY

IASB believes, and research confirms, that teacher quality is the most important factor in determining a child's academic success.

It is the responsibility of the school board through the superintendent and administrators to ensure teachers in their district are qualified for the job they are hired to do. School boards have the authority to set high performance standards and expect demonstrated academic and instructional excellence from their teachers.

Therefore, boards need to ensure teachers, as a part of their job, continuously and collaboratively study content, instruction and the effect on students based upon identified student needs.

It is a board responsibility to expect and confirm that the district is fully implementing the Iowa Core Standards and Iowa Professional Development Model for the purpose of improving instruction measured by improved student achievement.

Quality teaching is essential to high student achievement. In order to recruit the best and the brightest teachers into Iowa and the profession, keep the best and the brightest teachers we now have, and increase respect for the profession that most impacts our children's future, IASB strongly advocates for school funding levels sufficient to pay competitive wages. In addition, IASB believes school boards must focus on ensuring a school culture that supports engaging educators in decision making, providing teachers with leadership opportunities and professional development, and exploring compensation and evaluation systems designed to enhance performance and retention.

EDUCATOR PREPARATION AND LICENSURE

IASB supports improved alignment between teacher preparation and the PK-12 education systems. Preparation programs should be evaluated continually with the objective of providing training that reflects innovative and proven education methods designed to assess and maximize student achievement. Student needs must drive preparation programs. School boards, teacher preparation institutions, and the state must cooperate to ensure teachers obtain the knowledge and skills they need to teach to ensure all children can learn. Educators should be prepared to effectively teach the wide variety of students in Iowa classrooms. All Iowa educators must have the appropriate licensure, endorsements and accreditation from the board of educational examiners.

PERSONNEL EVALUATION

School employees must be accountable for raising student achievement. An objective evaluation of all employees, performed on a regular basis, benefits the employee and the community and assists students in obtaining a quality education. IASB supports the right of school boards to exercise their authority to set standards of performance and establish rules of conduct for all employees.

Administrators or their designees must have the authority and resources to evaluate personnel whom they supervise.

EMPLOYEE RELATIONS AND COLLECTIVE BARGAINING

Labor and employment laws should balance the rights of the employees with the rights of management, with an emphasis on student achievement and student safety. Positive labor relations enhance the ability of employees and school boards to work together for improved student achievement. Ideally, collective bargaining should end in a voluntary settlement between parties.

School boards should be guaranteed sufficient management rights necessary to operate the school district efficiently and effectively. Labor and employment laws should balance the rights of the employees with the rights of management, with an emphasis on student achievement and student safety.

The results of collective bargaining should be to:

- Advance excellence and equity in public education with the outcome of improved student achievement for all.
- Reflect sound research and proven best practices with a demonstrated positive impact on improving student achievement.
- Promote accountability by all for improved student outcomes.
- Include a regular evaluation of the impact of changes on student achievement.
- Preserve the constitutionally protected due process rights of school boards.
- Promote safe, healthy, effective, and respectful work environments for students and staff.

BENEFITS

It is important to establish employee benefits necessary to attract and retain qualified employees. Benefits paid and contribution rates should maintain the actuarial soundness and affordability of employee benefit programs.

Unemployment compensation benefits should be reserved for those who experience sudden and unexpected job loss. It should not be extended between academic terms to employees who have contracts for less than 12 months or who have reasonable assurance of continued employment.

Substitute employees should not be eligible for unemployment compensation.

School district employees whose employment is terminated because of a reduction or realignment of staff, or for other reasons that would qualify them for unemployment compensation benefits, should be eligible to receive such benefits on the same basis as employees in private sector employment.

DEPARTMENT OF EDUCATION

A State Board of Education, made up of laypersons, determines and adopts necessary rules and regulations for the proper enforcement and execution of the provisions of school laws, and adopts and prescribes standards for carrying out the provisions of the school laws. The State Board of Education must seek advice and counsel from a broad range of citizens and educational organizations in the formulation of rules and policies.

The Department of Education (DE) plays a significant role in facilitating school improvement efforts and supporting school districts, area education agencies and community colleges.

The DE should cooperate with IASB, area education agencies, community colleges, the federal government and state to streamline requests for information.

The DE should consider other student achievement measures, such as value-added or growth measures, for all students, in defining and negotiating the Iowa plan for school district compliance with federal requirements.

By its very nature, the DE is a state regulatory agency; however, Congress and the General Assembly should carefully consider the number and size of the regulatory tasks assigned to the DE and financially support the tasks assigned, including the provision of sufficient staff.

AREA EDUCATION AGENCIES

Area education agencies (AEAs) are highly important in helping develop curriculum. AEA assistance to local schools in the areas of emerging technology, professional development and curriculum assessment is of vital importance to assist schools with the mandates of the federal Every Student Succeeds Act.

AEAs are established to provide school districts with specified services in special education, media, and other educational areas. Apart from special education, the Legislature and the Department of Education must not require these agencies to perform services that are regulatory in nature.

AEAs must retain their primary function as support agencies for local school districts, including developing and delivering services and programs to support local school improvement plans.

School improvement is a key strategy to meeting economic, political, and societal needs. AEAs can assist public schools with career development and transitions to facilitate business/community collaborations offering further opportunities for students.

The governance structure of AEAs must continue to be tied closely to PK-12 public school districts with students who receive the benefits of AEA services. AEAs should not be merged with community colleges. Directors of PK-12 school boards should continue to elect AEA directors.

AEAs should be assured of equitable, consistent, and timely funding and receive adequate funding for mandated programs and services.

COMMUNITY COLLEGES

Community colleges are an integral part of public education and are strong partners with Pre-K-12 schools in the delivery of career and technical education and of enhanced educational offerings at the high school level through concurrent enrollment. As such, they must be funded by both state and local sources in a consistent and equitable manner.

FEDERAL GOVERNMENT

Generally, IASB opposes a centralization of decision making on local and state educational issues in the federal bureaucracy and the United States Congress. Iowa citizens have the ability and desire to make decisions affecting the education of their young people. IASB urges Congress, the President of the United States and the U.S. Department of Education to support local control of school districts, continue the commitment to local flexibility, and reward local efforts to improve student achievement. If the federal government decides to intervene in state and local education policy, any mandated changes, particularly those taking energy and focus away from real comprehensive school improvement and student achievement, must be fully funded by federal dollars without a shift from other education resources.

Iowa schools should receive the federal commitment to help with the cost of educating students with special education needs combined with the federal support equal to other states, based on student needs, to maintain our level of educational excellence. The federal government should not impose intrusive or unnecessarily restrictive or prescriptive laws governing our community schools.



2025 Legislative Resolutions

1. We believe that literacy is the building block for student achievement and student success.

STUDENT ACHIEVEMENT

Iowa students benefit from rigorous content standards and benchmarks that reflect the real-world knowledge and skills students need to graduate from high school prepared for college, trade school, military service, or to enter the workforce. We support state policies to:

- Provide technical assistance for school districts to fully implement the Iowa Content Standards which define what students should know and be able to do in math, science, literacy, social studies, and durable skills.
- Support adoption of curriculum content standards by the Department of Education with stakeholder input rather than through the legislative process
- Ensure research-based professional development that provides educators with training, support and time to work together.
- Support intensive, high-quality tutoring to improve student literacy and math proficiency.
- Continue evidenced-based literacy materials to help improve student achievement.
- Expand programming for career and technical education and apprenticeships.
- Ensure assessments are aligned to high expectations, improve and align instruction, and quality professional development.
- Support curriculum decisions made by locally elected school boards.
- Allow a consideration process that engages stakeholders, the Department of Education, and the state board of education in new graduation requirements.
- Provide full access to technology and online learning through infrastructure investments, including:
 - Provide incentives to expand service with a priority on those areas with access to the slowest speeds.
 - Guarantee minimum download and upload speeds as a condition to receive grant funding or other financial incentives.

PRESCHOOL

Research demonstrates that children who take part in early childhood education are more likely to succeed in school. We support state policies to:

- Ensure all school districts have the capacity to serve all 4- and 5-year-olds.

- Provide resources for districts to provide services such as full-day programming, transportation and wraparound care.
- Provide support and resources to support behavioral and educational services for preschool-aged students.
- Cooperate and coordinate with community partners to ensure all 4-year-olds have access to quality preschool programming including accredited nonpublic schools, Head Start, Shared Visions and other qualified providers.

EARLY LITERACY

Early literacy programs are the building block for future student achievement. To achieve the goal of all students meeting literacy expectations by the end of third grade, we support state policies to:

- Enhance development and research on best practices for improving proficiency in early literacy strategies.
- Increase support for professional development and classroom intervention strategies focused on implementing best practices for early literacy in grades PK-3.
- Continue to focus on programs funded by the early intervention block grant program with flexibility to use those funds for other PK-3 literacy programs if approved by the school board.

ENGLISH LEARNERS

The demographics of Iowa students are ever-changing, and an increasing number of our students do not speak English as a first language. We support state policies that ensure success for these students with the expansion of programming for English-learners (EL) until the students reach proficiency.

AREA EDUCATION AGENCIES

Area education agencies (AEAs) provide essential services to PK-12 students. To accomplish this, we support the following:

- No fee for service for special education.
- Maintain the levy that generates funding for education and media services, 60% of which remains with the school district.
- Define a standard set of core services to be provided by the AEAs using 40% of the

2. We believe that a high-quality teacher workforce is necessary for student achievement.

TEACHER RECRUITMENT AND LICENSURE

A highly skilled teacher workforce is essential to student achievement and can be supported by state policies that:

- Ensure high-quality teacher preparation programs, including alternative licensure programs that include in-classroom experiences, pedagogy training, content knowledge in curricular area and mentoring for individuals with non-traditional or international education backgrounds.
- Encourage initiatives and programs that diversify Iowa's teaching profession to better match our student demographic makeup.
- Support increased funding and more equitable distribution for the Teach Iowa Scholar loan repayment program.
- Create programs for student teaching grants and stipends and expand teacher apprenticeship programs to make education careers a more attractive and affordable option.
- Create a program to provide beginning teacher incentives and recruitment incentives to attract high-quality teachers.
- Create reciprocity agreements with other states that have high-quality teacher preparation programs to increase diversity among certified teachers and administrators.

TEACHER PROFESSIONAL DEVELOPMENT AND RETENTION

- Developing effective teachers and keeping them in every Iowa school district is crucial to student success and can be supported through state policies that:
- Provide teacher leadership and quality professional development programs.
- Provide beginning teacher mentoring programs.
- Maintain Iowa's teacher leadership and compensation program
- Create a program to fund retention incentives to maintain a high-quality teacher workforce.
- Allow flexibility and resources to pay school staff market competitive wages.

3. We believe that expanded opportunities through public schools will provide students with diverse and engaging educational experiences.

PUBLIC SCHOOL INNOVATION

Students and their families benefit most when their public school district has the authority and capacity to innovate. We support state policies that:

- Invest in magnet and innovation schools; expand flexible program offerings; and allow greater partnerships among schools and community organizations.
- Establish or continue use of accredited online schools or classes.
- Continue collaboration between public and nonpublic schools, provided that no funds are redirected to private schools at the expense of public schools.

- Ensure flexibility to implement these programs without regulatory burdens.

4. We believe that student, educator, and staff mental health needs must be addressed and supported to improve student achievement, reduce dropout rates, and maintain a high-quality workforce.

DROPOUT/AT RISK

School boards strive to provide every student with the services they need to remain in school, progress, and graduate to become productive citizens. We support state policies to:

- Include dropout prevention and funding for at-risk students in the foundation formula and the socio-economic status as a factor in determining a student's at-risk status.
- Equalize the ability of all districts to generate dropout prevention funds.
- Increase district participation in statewide programs that serve at-risk students.

MENTAL HEALTH

Mental health issues are increasing and impacting student achievement. To address these concerns, we support state policies that would establish comprehensive school and community mental health systems to offer preventative and treatment services to:

- Increase access to mental health professionals via in-school, in-person, or telehealth visits.
- Expand the capacity for therapeutic classrooms to provide short-term solutions to behavioral issues.
- Improve awareness and understanding of child emotional and mental health needs through ongoing teacher, administrator, and support staff training.
- Integrate suicide prevention and coping skills into existing curriculum.
- Support the mental health needs of educators and staff.
- Provide a comprehensive mental health resources clearinghouse for schools and community providers.
- Expand training that includes a referral plan for continuing action provided by mental health professionals outside of the school district.
- Designate a categorical funding stream for mental health professionals serving students and ongoing teacher, administrator, and support staff mental health training.
- Support development of a mental health workforce to provide services to children.

ABSENTEEISM

Attendance at school is essential for students to succeed, but chronic absenteeism has steadily increased. We support reasonable and appropriate state policies that address and improve attendance across grade levels, including:

- Locally-elected school boards should have the authority to identify chronic absenteeism that has the potential to, or already is, negatively impacting student achievement.
- School boards shall collaborate with the appropriate school staff, outside experts and county attorneys to address those problems, including determining appropriate and consistent supports and enforcement for students who are deemed chronically absent or truant.
- Providing resources for school districts to address attendance issues early through collaboration with parents, early intervention and dedicated staff.

5. Iowa school boards are elected by our communities to oversee public schools. Working closely with parents, communities, and educators, our locally elected school boards are in the best position to determine the needs of their communities and students.

LOCAL ACCOUNTABILITY AND DECISION-MAKING

Locally elected school board members are closely connected to students, their families, and the communities in which they live, and are in the best position to understand student needs and identify effective solutions. Restrictive limitations on decision-making authority inhibit innovation, efficiency, and the ability of school boards to make locally based decisions about student achievement.

Local accountability and decision making include:

- **Student Achievement:** As locally elected officials, school boards should have the ability to set priorities, customize programming, and maximize community strengths to improve outcomes for all students;
- **Accountability & Reporting:** Data collection for state accountability should enhance the ability of school boards to focus on student learning and school improvement. IASB supports streamlining state-level reporting on management operations and eliminating duplicative or inefficient reporting processes;
- **Funding flexibility:** School boards should have the ability to maximize existing resources to meet local needs;
- **Transparency:** School boards should have flexibility to provide public access to records in ways that promote transparency for citizens while balancing the cost to taxpayers; and
- **Flexibility on Health and Safety Measures:** School boards should have the ability to make decisions, in partnership with local officials, regarding the health and safety needs of students, staff, families and the community.

In order for school boards and school administration to successfully implement new legislative or regulatory requirements, the Department of Education must provide sufficient guidance

within reasonable timelines. Any legislation that imposes new requirements on school districts shall require the Department of Education to issue guidance promptly or provide a waiver process if that guidance is not received.

Local school boards maintain the ability to implement policy on student cellphone and mobile device usage based on district needs.

PARENT AND FAMILY ENGAGEMENT

Parents and/or guardians and families are an integral part of a student's education, and the partnership between schools and families is essential to students' success in the classroom. We support policies that encourage:

- Meaningful, two-way communication between parents and/or guardians and school districts, including teachers, administrators, and school boards.
- Parent and/or guardian and family engagement through inclusion in decision-making and on advisory committees.
- Parents and/or guardians to be partners in their children's education.

SHARING AND REORGANIZATION

Many school boards face the difficult task of providing educational opportunities to every student because of declining enrollment. Rural districts rely on sharing and reorganization incentives to provide a world-class education to their students. We support state policies that will:

- Continue sufficient incentives and assistance to encourage sharing or reorganization between school districts.
- Reinstate reorganization incentives to provide financial incentive for districts to enter into reorganization agreements.
- Expand maximum supplementary weighting and increase the number of positions eligible for operational sharing incentives.

6. We believe schools must be open and welcoming to all students, and fully accountable and transparent to receive taxpayer dollars.

PRIVATE SCHOOL CHOICE

Accredited private schools who accept education savings account funds should be required to accept all students regardless of race, religion, gender, gender identity, sexual orientation, socio-economic status, and disability. Accredited private schools who accept education savings account funds should be held to the same standard as public schools regarding accountability and transparency. This includes but is not limited to the following:

- Make public the annual audit of the accredited private school

- Adhere to the same reporting requirements on student achievement as is required of public schools
- Reimburse the pro-rated amount of educational savings account funds for a student who is expelled or voluntarily withdraws before the semester ends.

We support the following:

- Elimination of the tuition and textbook tax credit for those who receive an education savings account;
- Limiting the amount a student may receive from a school tuition organization grant to the difference between the educational savings account tuition payment and the actual tuition.
- The closure of educational savings accounts and all unspent deposited funds returned to the state's general fund for eligible students who did not enroll in an accredited private school.
- Eliminate state funding for the purchase of textbooks by accredited private schools.
- Requiring that a nonpublic school must be in operation for at least one school year and provides either:
 - A letter from a certified public accountant that the school is insured and has sufficient capital or credit to operate in the upcoming school year OR
 - A surety bond or letter of credit to be filed with the Iowa department of education that the school in the amount equal to the funds needed for the upcoming school year.
- Payment to the AEAs for services provided to students at nonpublic schools.

We oppose state policies that establish educational savings accounts, vouchers or any other program that uses taxpayer dollars to fund private schools.

We oppose state policies that provide direct payment of taxpayer funds to private schools, parents, or for home school education.

We oppose state policies that increase tax credits or deductions directed toward private schools or home school education.

We oppose state policies that provide educational savings accounts to a nonpublic school not accredited by the state or an independent accrediting body approved by the Department of Education.

We oppose state policies that expand the state's educational savings account program to students who are receiving competent private instruction or independent private instruction.

HOME SCHOOL EDUCATION

Parents and guardians have school choice in many forms, including through home school education. We support state policies that:

- Continuing Home School Assistance Programs (HSAP) provided by public schools to help home-schooled students achieve success.
- Require registration of all home-schooled students with their district of residence to facilitate participation in HSAP.

7. We believe supplemental state aid is a critical component in student success by providing districts with adequate general fund resources.

SUPPLEMENTAL STATE AID

The school aid formula is the biggest driver in providing resources for a high-quality education that translates to a successful future for our students and economic growth in our state. A school's general fund supports a high-quality teacher workforce, critical for student achievement. We support state policies on supplemental state aid rate that:

- Sufficiently supports the ability of local districts to meet parent and community expectations and provide a world-class education for all students.
- Provides the resources to recruit and retain a high-quality teacher and staff workforce.
- Incorporates inflation and cost-of-living increases to minimize the negative impact on a district's general fund from these increased costs.

SCHOOL FUNDING POLICY

Schools and school boards have a longstanding commitment to provide students with the programs and services they need to be successful. We support state policies on public school funding that:

- Sufficiently supports the ability of local districts to meet parent and community expectations and provides a world class education to all students.
- Equalize per-pupil funding for all program areas.
- Equitably funds all Area Education Agencies (AEAs).
- Maintain the funding mechanism for transportation costs that reduces the pressure on the general fund and addresses inequities between school districts.
- Include factors based on changes in demographics, including socio-economic status, remedial programming, and enrollment challenges.
- Reflect actual costs for special education services.
- Support flexibility in the use of voter and board-approved special levy funds.
- Incorporate categorical funding in the formula within three years.
- Include a mix of state aid and property taxes.
- Increase the budget guarantee to 103% to provide additional stability to support student achievement for districts with declining enrollment.

PROPERTY TAXES

A strong connection between school districts and the community is important to ensure local accountability. Property taxes provide a stable form of financial support for public schools. We support state policies that:

- Ensure efforts to minimize property tax disparities created by the additional levy rate without compromising additional resources to school districts.
- Maintain the ability of districts to determine discretionary levies
- Improve transparency and limits on the use of Tax Increment Financing (TIF) including:
 - Input from all affected taxing bodies before creation of a TIF district; and
 - A limit on the duration of all TIF districts.

We oppose any limitation on the rate of growth of the total property tax rate and property tax collections for school districts.

TAX BASE

A stable and growing tax base is essential to ensure sufficient funding to school districts to support a world class education for all students. We oppose a constitutional amendment that would limit taxes, spending, or local control impacting education. We support state policies to:

- Conduct a non-partisan annual review and analysis of all current income, sales, or property tax exemptions and any other tax credits or deductions currently, including an analysis of the impact on Iowa's economy and state and local tax revenues.
- Conduct a non-partisan cost-benefit analysis, including the impact on Iowa's economy and state and local tax revenues prior to the creation of a new tax credit.
- Eliminate any tax credits that are proven ineffective.
- Limit the authority to approve any tax law changes that restrict future tax bases or provide additional tax breaks to the legislature.
- Ensure transparency of current tax laws and proposed tax law changes on the direct and indirect impact on public school funding.

BOND ISSUES

Local community investment in world-class education facilities is an important part of providing the best opportunities for student achievement. We support state policies to:

- Allow school bond issues to be passed by a simple majority vote.
- Provide the authority to levy a combination of property taxes and income surtaxes to pay the indebtedness.
- Clarify that revenue bonds do not count toward a 5% statutory debt limit.
- Allow bond issues to be on the ballot during any special election date.

UNFUNDED MANDATES

Mandates on school districts that are imposed without funding put pressure on the school's general fund budget and can negatively impact efforts to provide a high-quality education for

all students. We oppose any mandate that does not provide adequate and direct funding for successful implementation.

SPECIAL EDUCATION

All students deserve a world-class education, regardless of disability. To ensure the success of students receiving special education services, we support policies that will:

- Ensure predictable and timely state funding reflective of these students' actual cost and needs, including educational programming and healthcare.
- Support federal funding that covers 40% of the cost of educating students receiving special education services through the Individuals with Disabilities Education Act (IDEA).
- Modernize and fully fund IDEA by emphasizing improved outcomes for students with disabilities.

8. We believe that every student deserves to learn, and every staff member deserves to work, in a safe and secure environment.

SCHOOL SAFETY

Every student and staff member should have a safe and secure environment in which to learn and work. We support state policies to:

- Expand resources and evidence-based training for staff and adults working with students to address behavioral issues.
- Provide early identification, intervention, and school violence prevention programs.
- Enhance flexibility for schools to work with parents, the community, law enforcement and emergency personnel to institute safety measures in and around schools.
- Provide evidence-based school safety training for students and staff.
- Allow maximum flexibility and equitable distribution of resources to meet student, staff and building safety needs.
- Protect school staff from physical or verbal abuse from parents and/or guardians and students.

2024-2025						
Breakfast	Lunch	Textbook Fee	Activity Ticket	Other		
\$2.50 - Adult	\$2.35 - PK-12	\$35 - PK-12	\$35 - PK-12 (Athl & Fine Arts)	\$35 - Instrument Rental Fee - 5-12		
	\$4.85 - Adult		\$45 - Adults (Athl & Fine Arts)	\$20 - Percussion Rental Fee - 5-12		
2025-2026						
Breakfast	Lunch	Textbook Fee	Activity Ticket	Other		
\$2.75 - Adult	\$2.60 - PK-12	\$35 - PK-12	Free - PK-12 (Athl & Fine Arts)	\$50 - Instrument Rental Fee - 5-12		
	\$5.10 - Adult		\$60 - Adults (Athl & Fine Arts)	\$35 - Percussion Rental Fee - 5-12		

CES EOY Data 2024-2025

Average Daily Attendance		94.82%
		JMC

Certified Enrollment as of 10/1/2025			
Grade	Female	Male	Total
4	47	51	98
3	33	38	71
2	41	38	79
1	45	42	87
Kg	37	33	70
TK/KD	10	15	25
PK3 / KC	5	6	11
PK4 / KA	13	20	33
PKIEP / EC	3	3	6
Totals	234	246	480
JMC			

End of Year Enrollment 05/23/25			
Grade	Female	Male	Total
4	34	49	83
3	50	47	97
2	31	41	72
1	41	41	82
K (KG)	46	41	87
TK (KD)	7	4	11
PK4 (KA)	21	17	38
PK3 (KC)	4	10	14
PKIEP (EC)	1	3	4
Totals	235	253	488
JMC			

F/R/Meals	Free	Reduced	Total
	198	42	240
	40.50%	8.60%	49.10%
JMC			

Open Enrollment	
Grade	Total
4	15
3	12
2	12
1	8
TK/K	13
Totals	60
JMC	

Special Education / IEP				
Grade	Total	Level 1	Level 2	Level 3
4	23	12	5	4
3	15	7	2	4
2	18	9	2	3
1	15	6	3	3
TK/K/PK	32	4	7	7
Totals	103	38	19	21
				Support Services Only
				2
				2
				4
				3
				14
				25
JMC				

10 or more Absences Active Students Only *** Abs E / Abs UE ***	
Grade	Students
4	27
3	25
2	26
1	35
TK/K	30
PK	20
Total	163
JMC	

CMS End of Year Data 2024-2025				Open Enrollment			
Average Daily Attendance			323	95%	Grade	Total	
Certified Enrollment -Oct. 1st							
Grade	Female	Male					Total
5	33	49					82
6	42	49					91
7	38	49					87
8	41	38					79
End of Year Enrollment 05/23/25							
Grade	Female	Male					Total
5	33	49					82
6	42	49					91
7	38	51					89
8	42	37					79
F/R Meals		Free	Reduced				Total
#	110		28				138
%	32%		8%				40%
Average Daily Attendance - JMC, attendance, reports, attendance totals							
F/R Lunch % -							
JMC, Attendance - Reports - Membership Count, and click on Preview, and that will give you the total number of students.							
Then go to Lunch - Reports - Benefits Issuance List, and Preview.							
Then count the number of students on that report and divide it by the total number of students from the first report.							

Special Education / IEP							
Grade	Total	Level 1	Level 2	Level 3	Support Services Only		
5	13	8	3	2	2	2	
6	10	6	2	2	0	0	
7	14	9	2	3	0	0	
8	17	11	3	3	0	0	
Totals	54	34	10	10	2	2	
10 or more absences							
Grade	Absences						
5	19						
6	26						
7	30						
8	35						
Total	110						

Info for the July year end data 24/25 school year					End of Year Enrollment 5/25		
WHS Report					Grade	Male	Female
Certified Enrollment on 10/01/25					9th	44	53
Grade	Male	Female	TOTAL		10th	51	49
9th	48	52	100		11th	42	45
10th	53	52	105		12th	35	36
11th	44	45	89			total=172	total=
12th	37	47	84		Graduates		Early Grad
	total=182	total=196	altogether=378				altogether =355
Open Enrollment by Grade					Alternative/unfinished students		13
Grade	TOTAL				5th year seniors		
9th	15				Deceased		
10th	14				Drop outs		1
11th	14				Special Education		
12th	9				Grade	IEP Students	
	total= 52				9th	15	
					10th	14	
					11th	9	
					12th	7	
					total=	45	
Free and Reduced Lunch					10 or More Absences		
Building	Free	Reduced	TOTAL		Grade	Excused	Unexcused
WHS	106	18	124		9th	47	1
Percentage	29%	4%	34%		10th	48	6
Average Daily Attendance		338			11th	38	2
Percentage		92.93%			12th	41	3
							12