

PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT
Bettendorf, LeClaire, Riverdale, Iowa
BOARD OF EDUCATION REGULAR MEETING, BELMONT ADMINISTRATION CENTER
Monday, June 26, 2023; 6:00 p.m.

<https://www.youtube.com/watch?v=VWvbt2n7v0A>

Supporting information for the agenda can be found at
<https://www.pleasval.org/district/school-board/supporting-information>

- I. Call to order and roll call, Pledge of Allegiance
- II. Approval of Agenda
- III. Communications, Concerns, and Constructive Ideas for the District
 - A. From Students, Parents, Teachers, and Visitors
 - B. From Board Members
 - C. From Administration
 - D. To the Secretary
- IV. Consent Agenda June 26, 2023
 - A. Minutes June 12, 2023 Regular Meeting
 - B. Personnel
 - C. Open Enrollment
- V. Approval of June 26, 2023 bills

Note: Blackhawk Bank & Trust warrants 157247 through 157468 to be issued for the following:

- A. General Fund: Motion by _____ second by _____ that General Fund warrants be issued in the total amount of \$650,821.22 in payment of invoices presented.
- B. Nutrition Fund: Motion by _____ second by _____ that Nutrition Fund warrants be issued in the total amount of \$531.19 in payment of invoices presented.
- C. Elementary/Junior High Activity Fund: Motion by _____ second by _____ that Elementary/Junior High Activity Fund warrants be issued in the total amount of \$3,708.07 in payment of invoices presented.
- D. High School Activity Fund: Motion by _____ second by _____ that High School Activity Fund warrants be issued in the total amount of \$36,284.68 in payment of invoices presented.

- E. Management Fund: Motion by _____ second by _____ that High School Activity Fund warrants be issued in the total amount of \$283.00 in payment of invoices presented.
- F. Capital Projects Fund: Motion by _____ second by _____ that High School Activity Fund warrants be issued in the total amount of \$806,951.82 in payment of invoices presented.
- G. PPEL Fund: Motion by _____ second by _____ that PPEL Fund warrants be issued in the total amount of \$61,101.90 in payment of invoices presented.
- H. Debt Service Fund: Motion by _____ second by _____ that PPEL Fund warrants be issued in the total amount of \$3,846,102.00 in payment of invoices presented.
- I. Student Construction Fund: Motion by _____ second by _____ that Student Construction Fund warrants be issued in the total amount of \$16.05 in payment of invoices presented.
- J. Internal Service Fund: Motion by _____ second by _____ that Internal Service Fund warrants 6520 to 6523 be issued in the total amount of \$39,436.99 in payment of invoices presented.
- K. Trust Fund: Motion by _____ second by _____ that Trust Fund warrants be issued in the total amount of \$1,429.56 in payment of invoices presented.

VI. Old Business

VII. New Business

- A. Parent/Student Handbooks - Mike Zimmer
- B. 2023-26 Durham School Services Agreement - Brian Strusz
- C. Resolution for Purchase of Athletic Protective Equipment - Brian Strusz
- D. Iowa Association of School Boards Open and Closed Session Training - Siobahn Schneider and Tammi Drawbaugh
- E. May Monthly Financial Statements - Brian Strusz
- F. Closed Session - Discussion with Legal Counsel per Iowa Code 21.5(1)(c)
- G. Closed Session - Superintendent Evaluation per Iowa Code 21.5(1)(i)

VIII. Future Dates

- 1. Monday, July 17, 2023 - Regular Board Meeting 6:00 p.m. (one July board meeting)
- 2. Monday, August 14, 2023 - Regular Board Meeting 6:00 p.m.

IX. Adjournment

Pleasant Valley CSD Board of Education
Monday, June 26, 2023
Supporting Information

ITEM #1: RECOGNITION

ITEM #2: CONSENT AGENDA

1. Approval of Minutes: June 12, 2023 Regular Meeting Minutes
2. Personnel: The list of personnel changes is included in the supporting documents.
3. Open Enrollment: 2023-24: From Davenport - two grade 1, one grade 4, three grade 5.
From Bettendorf - One grade 1. All continuations of 2022-23 enrollments.

Required Motion: I move the Board approve the Consent Agenda as presented.

ITEM #3: OLD BUSINESS

ITEM #4: NEW BUSINESS

- A. ELEMENTARY, JUNIOR HIGH AND HIGH SCHOOL HANDBOOKS: High School Principal Darren Erickson, Junior High Dean of Students Tia Hicks, and Riverdale Heights Elementary Dean of Students Liz Bornhoeft will be present to describe to the board updates to the 2023-24 student/parent handbooks. Included in the supplemental materials is a summary document which includes links to the current handbooks.

Required Motion: I move that the Board approve updates to the Elementary, Junior High and High School Student/Parent handbooks as presented. Roll call vote.

- B. 2023-26 DURHAM SCHOOL SERVICES AGREEMENT: Pleasant Valley Community School District and Durham School Services will present a three year agreement for the 2023-24 through the 2025-26 school years. Mr. Zenk and Mr. Strusz will share adjustments to the agreement from the previous year as well as discussions that have taken place relative to the current and upcoming school years. Addendum Number Nine

and the Schedule A rates for the coming three years are included in the supporting materials.

Required Motion: I move the board accept the 2023-26 transportation contract between Durham School Services and the Pleasant Valley Community School District as presented. Roll call vote.

- C. RESOLUTION FOR PURCHASE OF ATHLETIC PROTECTIVE EQUIPMENT: HF 564, passed during the 2017 legislative session, included the following provision:

For school budget years beginning on or after July 1, 2016, the board of directors of a school corporation may, by board resolution, transfer from the school corporation's general fund to the student activity fund an amount necessary to purchase protective and safety equipment required for any extracurricular interscholastic athletic contest or competition that is sponsored or administered by and organization as defined in section 280.13

Because a permanent transfer from the General Fund to the Student Activity Fund results, a Board resolution is required.

Tonight we seek a board resolution for the transfer of \$23,861.30 for the purchase of athletic protective gear during the 2022-23 fiscal year. It has been a standard practice for many years that we purchase protective gear from the general fund.

Required Motion: I move the board approve the transfer of \$23,861.30 from the General Fund to the Student Activity fund for the purchase of athletic protective equipment as specified in 2017 HF 564. Roll call vote.

- D. IOWA ASSOCIATION OF SCHOOL BOARDS OPEN AND CLOSED SESSION TRAINING - SIOBAHN SCHNEIDER AND TAMMI DRAWBAUGH: On April 29, 2022, during the Pleasant Valley Community School District Reconsideration Meeting, the committee chairperson made the decision to go into closed session due to comments that were directed toward the committee. The Iowa Public Information Board has asked the district to partner with the Iowa School Board Association to provide and conduct board training on open and closed sessions. Tammi Drawbaugh, IASB Board Development Director and Siobhan Schneider, IASB Associate Executive Director for Board Leadership and Legal Services will conduct the training.

No Required Motion.

- E. MAY 2023 MONTHLY FINANCIAL STATEMENTS : Brian Strusz on behalf of Mr. Clingingsmith will present the monthly financial statements for May. After review and discussion, Brian will seek the board's acceptance of these reports.

Required Motion: I move the board accept the monthly financial reports for May 2023 as presented. Roll call vote.

- F. CLOSED SESSION - DISCUSSION WITH LEGAL COUNSEL PER IOWA CODE 21.5(1)(c):

Required Motion: I move the board hold a closed session as provided in section 21.5(1)(c) of the open meetings law to discuss strategy with counsel in matters that are presently in litigation. Roll call vote.

- G. CLOSED SESSION - SUPERINTENDENT EVALUATION PER IOWA CODE 21.5(1)(i):

Required Motion: I move the Board hold a closed session as provided in section 21.5(1)(i) of the open meetings law to evaluate the professional competency of an individual whose performance is being considered to prevent needless and irreparable injury to that individual's reputation, as that individual has requested a closed session. Roll call vote.

ITEM #5: FUTURE DATES

1. Monday, July 17, 2023; 6:00 p.m. - Board of Education Meeting
(one July meeting)
2. Monday, August 14, 2023; 6:00 p.m. - Board of Education Meeting

PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT
Bettendorf, LeClaire, Riverdale
UNOFFICIAL MINUTES
BOARD OF EDUCATION REGULAR MEETING
BELMONT ADMINISTRATION CENTER
Monday, June 12, 2023; 6:00 P.M.

<https://www.youtube.com/watch?v=zXqDO07vGmU>

CALL TO ORDER: President Wagle called the meeting to order at 6:00 p.m.

MEMBERS PRESENT: Ayers, Brockmann, Hoskins, Kanwischer, Kunkel, Rivera, Wagle. Also present: Brian Strusz, Mike Clingingsmith, Tony Hiatt, Mike Zimmer, Deborah Dayman, Leland Zenk and others.

PLEDGE OF ALLEGIANCE

AGENDA APPROVED: Motion by Hoskins, second by Kanwischer that the agenda be approved as presented. All ayes. Motion carried.

COMMUNICATIONS: President Wagle welcomed everyone to the meeting and read the vision of the District: It is the vision of the Pleasant Valley Community School District that we shall provide the finest academic and extra-curricular programs in the state – not in some things, but in everything; not for some students, but for every student.

Comments received from the public may be viewed on the streaming link, above.

Superintendent Strusz thanked the LeClaire American Legion Buffalo Bill Post #347 and the Pleasant Valley High School Freshman band and directors for their participation in the annual Memorial Day observance held at Bridgeview Elementary.

Mr. Zimmer shared Spring Sports Highlights:

Boys Track & Field

MAC Champions
District Champions
IHSAA State Meet 20th place

Girls Track & Field

MAC Champions
Regional Champions
IGHSAU State Meet 4th Place

Reese Goodlet - State Champion Discus

Mackenzie Fah - State Champion Shot Put

Girls Tennis

MAC Champions
Regional Team Champions
IGHSAU State Team Quarterfinalists
IGHSAU State Singles & Doubles - 1 Doubles Team & 2
Singles players qualified (Lauren Masengarb placed 8th in
Singles)

Boys Tennis

MAC Champions
Substate Champions
IHSAA State Team Tournament - 3rd Place (Bronze Medals)
IHSAA State Singles & Doubles - 1 Doubles Team & 1 Singles
player qualifies (Folu Adekunle & Aaron Ingram- IHSAA 2A
Runners-up)

Boys Soccer

MAC Champions

Lost in the substate final at CR Prairie on the 20th PK

Girls Soccer

MAC Champions

Regional Champions

IGHSAU State Quarterfinalists

Girls Golf

MAC Champions

Regional Champions

IGHSAU 4A State Champions - 1st in school history

CONSENT AGENDA:

The June 12, 2023 consent agenda consists of the following:

- MINUTES: The approval of minutes of the May 22, 2023 Regular Meeting.
- PERSONNEL:

CERTIFIED:

Ellen Jacobs, Special Education Teacher at Pleasant Valley High School, has submitted notice of her resignation effective the end of the 2022-23 school year. Rachel Luedtke is recommended for employment as a Third Grade Teacher at Hopewell Elementary effective the 2023-24 school year. Nicholas Scheetz, Science Teacher at Pleasant Valley High School, has submitted notice of his resignation effective the end of the 2022-23 school year. Margaret Thompson, Pleasant Valley Junior High Vocal Music Director, has submitted notice of her resignation effective the end of the 2022-23 school year. Jennifer VanSpeybroeck is recommended for employment as a Pleasant Valley Junior High Vocal Music teacher effective the 2023-24 school year. William Van Vooren is recommended for employment as a Social Studies Teacher at Pleasant Valley Junior High effective the 2023-24 school year. Julia Washington, Third Grade Teacher at Hopewell Elementary, has submitted notice of her resignation effective the end of the 2022-23 school year.

CERTIFIED: (information only)

Emma Hartz, newly hired Kindergarten Teacher at Forest Grove Elementary, will move to a First Grade classroom at Forest Grove Elementary for the 2023-24 school year. Sharon Neumann, Special Education Teacher at Forest Grove Elementary, will transfer to a Special Education position at Pleasant Valley Junior High for the 2023-24 school year.

CLASSIFIED:

Dorothy Bergeson, Food Service Worker at Pleasant Valley High School, has submitted notice of her resignation effective the end of the 2022-23 school year. Vanessa Fanella, Paraeducator at Hopewell Elementary, is recommended for a 45 minutes per day increase in contracted time. MacKenzie Griffin, Special Education Paraeducator at Pleasant Valley Junior High, has submitted notice of her resignation at the end of the 2022-23 school year. Kelly Kanzaki is recommended for regular employment as the Pleasant Valley Junior High School Library Aide effective the 2023-24 school year. Probationary period is waived as she previously held the position. Erica McKee is recommended for regular employment as the Skills Lab Paraeducator at Pleasant Valley High School effective the 2023-24 school year. Probationary period is

waived as Erica is a previous district employee. Theresa Needham, Pleasant Valley Junior High School Library Paraeducator, has submitted notice of her resignation effective the end of the 2022-23 school year. Karolina Rodriguez, Special Education Paraeducator at Cody Elementary, has submitted notice of her resignation effective the end of the 2022-23 school year. Shalini Sampathkumar, Special Education Paraeducator at Hopewell Elementary, has submitted notice of her resignation effective the end of the 2022-23 school year. David Wheeler, Pleasant Valley High School Head Building Custodian, has submitted notice of his resignation effective June 9, 2023. Kelli Wiggins, Special Education Paraeducator at Riverdale Heights Elementary, has submitted notice of her resignation effective the end of the 2022-23 school year.

CLASSIFIED: (information only)

Angelica Bideaux is recommended for probationary employment as a Food Service Worker at Bridgeview and Cody Elementaries starting 8/22/2023. Mark House is recommended for probationary employment as a Full Time Second Shift Custodian at Pleasant Valley High School starting June 1, 2023. Leah Johannes is recommended for probationary employment as the Registrar at Pleasant Valley High School - start date to be determined.

TEACHER LEADERSHIP:

ADD:

Ann Martin	PVJH Science Lead
Jenny Lauritsen	PVJH Special Education Lead
Meredith Zietlow	PVJH Social Studies Lead
Jeremy Hoppe	Cody 5th Grade Instructional Strategist
Traci Keppy	Cody Collaborative Supporter
Meg Byrne	Vocal Music Specials Lead
Jessica Motto	Forest Grove Sp. Ed. Collaborative Supporter
Melissa Schieffer	Riverdale Heights Sp. Ed. Collaborative Supporter
Katie Schroeder	Hopewell 3rd Grade Co-Instructional Strategist
Taylor Peters	Hopewell 3rd Grade Co-Instructional Strategist
Katie Cordell	Riverdale Heights 5th Grade Instructional Strategist
Lori Duncan	Experienced Mentor
Claire Slifka	Experienced Mentor
Alison Kelley	Experienced Mentor
Melissa Cotton	Experienced Mentor
Sharon Neumann	Experienced Mentor (2)
Yvette Bowe	Experienced Mentor
Kate Beausoleil	Experienced Mentor
Ellie Thomas	Experienced Mentor
Gina Meadows	Experienced Mentor
Taylor Peters	Experienced Mentor
Ann Pottratz	Year 1 Mentor
Loretta Gilbeck	Year 1 Mentor
Carrie Skillin	Year 1 Mentor
Linda Carver	Year 1 Co-Mentor
Debora Claussen	Year 1 Co-Mentor

Jennifer Policha	Year 1 Mentor
Olivia Chiles	Year 2 Mentor
Sarah Kraklio	Year 2 Mentor

DROP: Michelle Howes, Mentor
Meg Byrne, Collaborative Supporter

EXTRA-CURRICULAR:

DROP:

Jackson Culp	PVJH Assistant Football Coach
Heather Hagemann	PV Education Foundation Golf Event Coordinator
Kevin Peterson	PVHS Head Girls Tennis Coach
Caitlin Schoville	PVHS .5 Assistant Boys Swim Coach
Travis Willers	PVHS Freshman Assistant Football Coach

SUMMER SCHOOL:

Janice	Carter	Kindergarten Teacher	Hopewell Elementary	July 10 - 21, 2023
Julie	Doyle	Kindergarten Teacher	Hopewell Elementary	July 10 - 21, 2023
Michelle	Howes	Kindergarten Teacher	Hopewell Elementary	July 10 - 21, 2023
Angie	Brand	First Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Kaitlyn	Bradley	First Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Hope	Staker	First Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Cheyenne	Ziegler	First Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Brianna	Call	Second Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Kaitlin	Carlin	Second Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Kelsey	Gillham	Second Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Alton	Barber	Third Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Hannah	Guinn	Third Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Kateeya	Brown	Third Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Erin	Woods	Third Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Allison	Thiessen	Fourth Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Mark	Jones	Fourth Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Joshua	Thiessen	Fourth Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Amber	Duncan	Fifth Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Erin	Merrill	Fifth Grade Teacher	Hopewell Elementary	July 10 - 21, 2023
Haegen	Goodlow	SPED Teacher	Hopewell Elementary	July 10 - 21, 2023
Megan	Wachendorf	SPED Teacher	Hopewell Elementary	July 10 - 21, 2023
David	Barber	Intercession - Robotics	Hopewell Elementary	July 10 - 21, 2023
Jonathan	Nelson	Intercession - Music	Hopewell Elementary	July 10 - 21, 2023
Justin	Wiese	Intercession - PE	Hopewell Elementary	July 10 - 21, 2023
Jenni	Hansen	Nurse	Hopewell Elementary	July 10 - 21, 2023
Karen	Brown	Building Secretary	Hopewell Elementary	July 10 - 21, 2023
Eryn	Ackerman	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Lisa	Albrecht	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Cathy	Anderson	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Varsha	Baharghare	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Amanda	Bledsoe	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Lauren	Buechel	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Liz	Chapman	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Kitka	Galvin	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Deanna	Grandick	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Angela	Howe	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Maria	Iftikahr	Paraeducator	Hopewell Elementary	July 10 - 21, 2023

Laura	Klever	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Anne	Klimek	PVJH Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Kelsey	LeCompte	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Aimee	Lohf	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Lyndsey	Lue	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Mindy	Mahalla Huhn	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Nicole	Mayo	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Casey	Micklewright	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Leslie	Rohret	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Neeraja	Sakhamuri	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Allyson	Schmidt	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Jacob	Stevens	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Jamie	Stubblefield	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Courtney	Sweitzer	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Alicia	Trujillo	Paraeducator	Hopewell Elementary	July 10 - 21, 2023
Julie	Small	Reading Teacher	Hopewell Elementary	July 10 - 21, 2023
Jenna	Tritt	Math Teacher	Hopewell Elementary	July 10 - 21, 2023
Drew	Anderson	June Summer Band	PV High School	June, 2023
Tara	Daurer	June Summer Band	PV High School	June, 2023
Chris	Foster	June Summer Band	PV High School	June, 2023
Marc	Gaskin	June Summer Band	PV High School	June, 2023
Brian	Kling	June Summer Band	PV High School	June, 2023
Danny	Kleinheinz	June Summer Band	PV High School	June, 2023
Betsy	Mansfield	June Summer Band	PV High School	June, 2023
Jim	McCartney	June Summer Band	PV High School	June, 2023
Theresa	Schwatz	June Summer Band	PV High School	June, 2023
Chelsea	Sammons	June Summer Band	PV High School	June, 2023
Audra	Bailey	June Summer Band	PV High School	June, 2023
Matt	Kowalczyk	June Summer Band	PV High School	June, 2023
Vanessa	Leavitt	August Summer Band	PV High School	August, 2023
Rachel	Isaacson	August Summer Band	PV High School	August, 2023
Tom	Wood	August Summer Band	PV High School	August, 2023
Betsy	Mansfield	August Summer Band	PV High School	August, 2023
Chris	Foster	August Summer Band	PV High School	August, 2023

- OPEN ENROLLMENT: The following open enrollments IN have been approved starting the 2023-24 school year:

22-23	BETT	DAV	NS
K	16	9	5
1	2	2	
2	1	1	
3	3		
4	3		
5	1	1	
6	1		
7	2	2	
11		1 (continuation)	

- Cooperative Teaching Agreements - St. Ambrose University, University of Iowa.

Motion by Ayers, second by Kunkel that the consent agenda be approved as presented. All Ayes.
Motion Carried.

EXPENSES APPROVED:

Motion by Kanwischer, second by Ayers that General Fund warrants be issued in the total amount of \$487,828.97 in payment of invoices presented. All ayes. Motion carried.

Motion by Ayers, second by Rivera that Nutrition Fund warrants be issued in the total amount of \$95,050.83 in payment of invoices presented. All ayes. Motion carried.

Motion by Brockmann, second by Kunkel that Elementary/Junior High Activity Fund warrants be issued in the total amount of \$10,648.59 in payment of invoices presented. All ayes. Motion carried.

Motion by Kunkel, second by Ayers that High School Activity Fund warrants be issued in the total amount of \$138,496.13 in payment of invoices presented. All ayes. Motion carried.

Motion by Ayers, second by Kanwischer that PPEL Fund warrants be issued in the total amount of \$61,762.01 in payment of invoices presented. All ayes. Motion carried.

Motion by Brockmann, second by Rivera that Student Construction Fund warrants be issued in the total amount of \$216.20 in payment of invoices presented. All ayes. Motion carried.

Motion by Kanwischer, second by Ayers that Internal Service Fund warrants 6512 through 6519 be issued in the total amount of \$60,622.71 in payment of invoices presented. All ayes. Motion carried.

Motion by Ayers, second by Hoskins that Trust Fund warrants be issued in the total amount of \$3,987.75 in payment of invoices presented. All ayes. Motion carried.

ELEMENTARY BOUNDARY REALIGNMENT - NORTH 15TH STREET, LECLAIRE: The Board was introduced to the following elementary boundary realignment at the May 22 board meeting:

Phase I of the Johnson Farms subdivision adjacent to North 15th Street is underway in LeClaire and eighty homes are anticipated to be built. It is proposed that the homes on North 15th Street between Wisconsin Street and 306 North 15th Street (inclusive) be assigned to Bridgeview Elementary, and the parcels along North 15th Street which are north of 306 North 15th Street, as well as the area to the west toward North 26th Street be assigned to Cody Elementary. The Bridgeview walk zone extends to 306 North 15th Street.

The adjustment will be in effect starting the 2023-24 school year.



Motion by Kunkel, second by Brockmann that the Cody / Bridgeview Elementary boundaries be adjusted as follows: The homes on North 15th Street between Wisconsin Street and 306 North 15th Street (inclusive) be assigned to Bridgeview Elementary, and the parcels along North 15th Street which are north of 306 North 15th Street, as well as the area to the west toward North 26th Street be assigned to Cody Elementary. Roll call vote. Ayes - Ayers, Brockmann, Hoskins, Kanwischer, Kunkel, Rivera, Wagle Nays - none. Motion carried.

SARA RUSSELL, PVHS TEACHER AND IOWA DEPARTMENT OF EDUCATION'S 2022 TEACHER OF THE YEAR: Sara Russell shared with the board her experiences over the past school year while serving as an Ambassador to Education. She traveled 13,000 miles and connected with over 7,000 people. She visited 30 teacher education programs across the state, worked with educators and students at multiple school districts and participated in several conferences. She spent time in Washington DC, Princeton, NJ, Los Angeles, CA and other cities as a member of the 2022 Cohort of State Teachers of the Year, was a featured guest at community meetings, and was honored to serve as the Grand Marshal of two parades!

The board congratulated Mrs. Russell for being honored in this way and thanked her for representing the district and advocating for education so valuably.

No required motion.

SEAL OF BILITERACY UPDATE: Pleasant Valley High School Spanish Teacher Stephanie Risius presented an update to the board on the Seal of Biliteracy awards earned by PV students. The Seal of Biliteracy is an award which recognizes students who have attained proficiency in two or more languages - one of which is English - by high school graduation. The district encourages students to achieve the Seal as it is

a critical skill for the 21st Century. The Seal values language as an asset, recognizes the value of language diversity and cultural identity, prepares students with 21st century skills which will benefit them in the labor market and in our global society, and provides employers, universities and scholarship providers with a means to measure an applicant's dedication to biliteracy.

To date, 327 Seals of Biliteracy have been awarded to PVCSD students in seven different languages. Six students have earned Dual Seals. Each year since 2019, between fifty and eighty students have earned the seal and fifty students from the 2024 graduating class have already achieved the designation.

No required motion.

PVHS COOLER BID RECOMMENDATION: The Pleasant Valley High School walk-in cooler is in need of repair. MBR, Dan Cone Group and Goodwin Tucker submitted estimates. Director of Foodservice Corie Gamble and Director of Operations Leland Zenk reviewed the estimates and determined the Dan Cone estimate is the most comprehensive estimate at the best price (\$15,017.87) which includes a 20% estimate variance. Mrs. Gamble reported that per the contractor, all of the parts listed on the estimate are available so will be received in a timely fashion and the project will take approximately 10 hours to complete.

Motion by Hoskins, second by Ayers that the board approve the Pleasant Valley High School Cooler renovation as presented. Roll call vote. Ayes - Ayers, Brockmann, Hoskins, Kanwischer, Kunkel, Rivera, Wagle. Nays - none. Motion carried.

PVCSD STUDENT OUTCOMES AUDIT REPORT: Dr. Ladrina Wilson, Iman Consulting LLC, presented a summary of the Pleasant Valley Community School District Student Outcomes Report. The audit was centered on student experience, student outcomes and the intersection of these items. The audit process consisted of student, staff, faculty, administrator and parental input. Data gathering in the form of focus groups with the aforementioned stakeholders was used to provide deeper insights into the institution. Meeting with diverse stakeholder groups (students, parents, staff and instructors from a variety of disciplines) and a quantitative analysis was used to have multiple data points for triangulation of data to develop a comprehensive understanding of the student experience. Dr. Wilson's slide presentation and report are attached to this document.

Board approval of the report will appear on a future agenda.

No required motion.

RESOLUTION TO APPROVE LEGAL DESCRIPTION OF NEW DIRECTOR DISTRICT BOUNDARIES: The new director district map approved by the board January 23, 2023 was submitted to the Iowa Secretary of State. The Secretary of State followed up with a request for a written description of the boundaries as well as the resolution of acceptance. The updated map will be posted on the district website upon approval by the Secretary of State.

Motion by Hoskins, second by Ayers that

Whereas, the Board of Directors of the Pleasant Valley Community School District has contracted with Mapping Strategies LLC to provide assistance to the District with respect to the application of the 2020 federal census population data to its existing director district boundaries; and

Whereas, according to the analysis conducted by Mapping Strategies LLC, the District's seven director districts required realignment to conform to state law based on the 2020 federal census population, and

Whereas, a map and written description of the updated boundaries are attached hereto as Exhibits A and B; and

Whereas, the Board of Directors of the Pleasant Valley Community School District has reviewed and fully considered the findings and recommendations of Mapping Strategies LLC and presented the updated map at a Public Hearing held January 23, 2023.

NOW, THEREFORE, BE IT RESOLVED THAT FOLLOWING THE 2020 FEDERAL CENSUS POPULATION, THE BOARD OF DIRECTORS OF THE PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT ADOPTS THE REDRAWN DISTRICT BOUNDARIES TO BECOME EFFECTIVE JULY 1, 2023 FOR THE NOVEMBER 2023 REGULAR SCHOOL ELECTION.

Roll call vote. Ayes - Ayers, Brockmann, Hoskins, Kanwischer, Kunkel, Rivera, Wagle Nays - none.
Motion carried.

PLEASANT VALLEY HIGH SCHOOL BASEBALL / SOFTBALL PARKING LOT EXPANSION PROJECT FINAL DRAWINGS AND COST ESTIMATE: On May 8, the district on behalf of IMEG presented to the board the plans for expansion of the baseball/softball parking lot beginning this summer/fall. Tonight Bob Jurkowski of IMEG presented final drawings and cost information. 57 additional parking spaces will be created, spaces which will be required when the next high school expansion project gets underway. The estimated project cost is \$289,651.50, which includes a 5% contingency as well as a \$12,000 subgrade stabilization allowance. The timeline is as follows:

June 14 - Advertise for Bid

June 29 - Bid Opening

July 17 - Public Hearing and approval of bid

August 1 - September 30, 2023 - Construction (will not begin until the conclusion of baseball / softball season.)

Motion by Kunkel, second by Kanwischer that the board approve the final drawings and cost estimate for the Pleasant Valley high School baseball/softball parking lot expansion. Roll call vote. Ayes - Ayers, Brockmann, Hoskins, Kanwischer, Kunkel, Rivera, Wagle Nays - none. Motion carried.

Mr. Ayers exited the meeting at 7:35 p.m.

7-12 ATTENDANCE, DISCIPLINE AND LIAISON REPORTS: 2022-23 year end reports were presented by PVJH Dean of Students Colin Wikan, PVHS Associate Principal Jason Jones, Juvenile Court Officer Kelly Fermoyle and Sheriff Resource Officer Jamey Fah.

Little change was noted in attendance rates as compared to 2021-22. HALO Smart Sensors installed in the high school restrooms have reduced vaping on campus by nearly half. Out-of-School suspensions continue to be utilized only in extreme situations so that out of classroom time is minimized. Two cessation programs for tobacco and marijuana are available for students and have been successfully utilized.

Student Resource Officers responded to 173 calls during the year - the majority classified as “public Service” - transportation, class presentations, assisting individuals in crisis or in need of medical attention. Additionally, our two SROs responded to 90 elementary building calls. The P3 Campus reporting system continues to be of benefit, with 79 tips received across all levels.

The board expressed appreciation to administrators, our SROs and Juvenile Court Liaison for their service to students in the district.

Motion by Hoskins, second by Brockmann that the board approve the Pleasant Valley Junior High School and Pleasant Valley High School attendance and discipline reports as presented. Roll call vote. Ayes - Brockmann, Hoskins, Kanwischer, Kunkel, Rivera, Wagle Nays - none. Motion carried.

MEETING ADJOURNED: The meeting adjourned at 8:32 p.m.

FUTURE DATES:

June 26, 2023

Regular School Board Meeting; 6:00 p.m.

July 17, 2023

Regular School Board Meeting; 6:00 p.m. (one July meeting)

JULY 2022

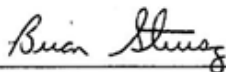
NOTICE OF NONDISCRIMINATION

It is the policy of the Pleasant Valley Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

The district requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The district is committed to the policy that no otherwise qualified person will be excluded on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, disability, or age. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

Inquiries concerning the application of federal and state nondiscrimination statutes and the implementing regulations to the district may be referred to Mike Zimmer, who has been designated by the district as Educational Equity Coordinator, or to the Director of the Office for Civil Rights, Department of HEW, and Washington, D.C. Mr. Zimmer's office is at Pleasant Valley Administration Center, 525 Belmont Rd., Bettendorf, Iowa 52722; telephone (563) 332-5550.



Brian Strusz
Superintendent

PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT

Student Outcomes Audit



STUDENT OUTCOMES AUDIT REPORT

- Review of Qualitative Themes
- Review of Unique Quantitative Attributes
- Recommendations
- District Next Steps



FRAMING THE AUDIT

- National landscape during and following Executive Order of 2020 centered on critical race theory
- Iowa House File 802
- Reconsideration hearing for book banning
- Active parent group on Facebook requesting individuals to not participate in this process.
- Teacher, students, parents and administrators seeking support with navigating challenges associated with understanding diversity, equity and inclusion in education

AREAS OF DISTINCTION

THINGS TO CELEBRATE

- Student population is growing and PVCSD remains one of the highest academic performing institutions in the state.
- PVCSD has robust extra-curricular offerings that support a wide variety of student interests and abilities.
- Stellar and high performing sports programs.
- High levels of parental engagement.
- Students, staff and administrations who deeply care about the school community.
- High post-secondary placement rates.



AREAS OF OPPORTUNITY

THINGS TO CONSIDER OR RE-CONSIDER

- Education and training to support staff in incorporating and/or managing DEI and culturally responsive education across the District
- Forming and firming a stance on DEI, discrimination and communicating that positions to stakeholders
- Documenting student behavior event violations related to discriminatory behavior to monitor the severity of the issue.
- Consider restorative justice education to foster caring relationships in schools.
- Increasing representation of staff who reflect the wide variety of populations served in PVCSD.
- Developing a organizational structure to support this work and developing an accountability framework (Inclusive Education Committee)
- Streamline organization standards related to disaggregating data
- Review and clarify Special Education, 504, At-Risk and TAG designation procedures



CURRENT THEMES

- Unclear Value of Diversity, Equity and Inclusion
- Consistency
- Transparency
- Representation



UNCLEAR VALUE OF DEI

Does the District really value DEI?

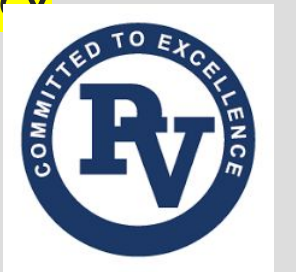
STAKEHOLDER INPUT

- Students- “When things happen they say they care, but then they look to us for solutions”
- Parents- There seems to be “fear of discussion”, “not willing to have hard conversations”, the District needs to be a “support system for kids”, “Students are struggling related to DEI”, want “fearless leadership” regarding DEI, students with “conservative/liberal” views shouldn’t be made to feel wrong depending on what teacher they have
- Staff- “we’ve not taken a big enough risk on our DEI position”, “Silence on issues favors the privileged, the “say-do” ratio is not balanced



RECOMMENDATIONS

- Develop a District DEI committee that adopts DEI guiding principles, an operational diversity statement with tenets that guides the Districts progress on DEI.
- Explore restorative justice or conflict mediation curriculum for PVCSD to implement when there is student misconduct related to discrimination.
- Provide staff with professional development and education opportunities specific teaching and learning in diverse setting and cultural competency and how to appropriate intervene outside of the classroom setting.



CONSISTENCY

How is discrimination or violations of sense of community handled?

STAKEHOLDER INPUT

- Students- "The problem at PV has racism... ignorance, mean comments, and discriminating is a really big problem.", People are "racist toward other people and don't have consequences" some people think it's funny.
- Parents- We've had significant racist incidents and parents aren't notified to be able to make a determination as to whether or not schools are safe for "our kids".
- Staff- "In the hallways it's a major problem. Kids say terrible things and no one does anything about it."
- Observation: Consistently mixed race students who appear ethnic, minority(racial and LGBTQ+) students and woman as well as parents and teachers of these student expressed deep concerns about disparate educational experiences in PVCSF.

RECOMMENDATIONS

- Provide guidelines, expectations and training on how to mitigate bias when instructing. This training should include constructs such as: civil discourse, cultural competency and unconscious bias.
- Enhance communication to students, staff and parents regarding expectations and the possible set of outcomes for student behavior violations, specifically the need to maintain privacy, but also the set of potential outcomes for violation regarding discrimination asked others based on race, ethnic, LGBTQ+, religious minorities or other protected statuses.
- Develop a resource tool for instructors to intervene in classroom and hallways when slurs are used.
 - Set expectations for instructors regarding first level intervention, support and follow up
 - Empower instructors to create teachable moments



TRANSPARENCY/TRUST

STUDENT STAKEHOLDER INPUT

- “We need to acknowledge that we aren’t perfect.”
- It seems like “there’s no repercussions” when inappropriate jokes are made by students.
- “Individually teachers do better, but not in a classroom setting” regarding addressing DEI- avoidant to prevent tension
- RE: Diversity issues it feels like they’re “covering up things” to have a positive perception to the public

STAFF STAKEHOLDER INPUT

- Lots of “jumping through hoops” and “sweeping things under the rug”
- Questioning of hiring efforts related to diverse staff and lack of confidence that appropriate efforts are being made
- Need for more open and honest conversation about what’s best for kids including with peers “receiving feedback without being defensive”
- We need to be “owning the problem as a District with modesty and humility to show we’re working at it even if we make mistakes along the way”
- Need “clear guidelines and transparency and to be backed up if we take steps”

PARENT STAKEHOLDER INPUT

- Boys will be boys and “brushing under the rug”
- Not knowing the consequence when dealing with discipline issues
- Exterior excellence- avoiding “difficult conversations”
- Leaderships ”silence is favoring the oppressors”
- Is the “school doing everything they can” to ensure “equitable experiences irrespective of difference?”
- “Loss of faith” in administrators response to incidents and responsible adults
- Let things “slide because kids are just messing around”

RECOMMENDATIONS

- Develop expectations for staff level interventions and appropriate follow up and tracking to document issues.
- Establish expectations for supportive guidance for staff, especially teachers who address slurs or other discriminatory behavior that happens among students.
- Establish model practices and allow other instructors to observe other teachers who are integrating DEI into their curriculum and engaging in productive critical dialogue on these issues.
- Engage external parent group(s) seeking input and providing updates regarding changes in practices related to DEI and fostering sense of community.
- Implement and uphold preponderance of evidence standards when dealing with discriminatory issues.

REPRESENTATIONS

STAKEHOLDER INPUT

- Student: “Lots of insensitive people who don’t get it.”
- Parents: Lack of representation requires the ability to ”adjust based on the variety of student in your care”, increase “representation of diversity in staff”, “no diverse staff”
- Staff: “More diversity in staff so they might be able to know when to intervene”, Staff are “reflective of the background of students who are coming into the district and that will continue to be a challenge”, “Staff need more training and exposure to culture”, “we have racial issues as a privileged District”

RECOMMENDATIONS

- Develop a comprehensive District wide approach to teacher recruitment strategy to reflect the demographics of the Quad Cities community as a whole. This can be achieved in collaboration with neighboring school district with enhanced relationships with HBCU/HSI etc.
- Support and require integrating minority voices and experiences into curriculum beyond social studies and other disciplines that traditionally integrate the lived experience of minorities.
- Harness the success of programs that support neurodiverse students to develop practices for cross cultural engagement with intention.
- Feature positive cultural exposure through academics, social experiences and service for students and staff- not just during heritage months. Examples provided below:
 - PD that includes exposure to other cultures in the community.
 - Substituting service learning requirements for cultural experiential learning.

QUANTITATIVE REVIEW

GRADUATION UNIQUE ATTRIBUTES

- Persistence and completion rates are a noteworthy accomplishment of PVCSD.
- Asian students have a disproportionate graduation rate when compared to their overall representation in the District. Additionally, Asian students are underrepresented in 504 accommodations.
- Students who are on free lunch have slightly lower representation in the graduation rates in the data provided for review.

RECOMMENDATIONS

1. An examination of how students and parents access resources related to 504 accommodations would be a worthwhile endeavor. Though it is not fair to assume that Asian student graduation rates are directly correlated to access to 504 accommodations or lack thereof, an effort to ensure all student populations feel they understand and can access support may move the need to increase proportionately.
2. Develop deliberate interventions including quarterly check-ins and grade checks with students who are on free and reduced lunch across their high school experience to ensure that early interventions keep students on track for graduation.

SPED, 504 AND AT-RISK

- Male student placement in special education is highest during elementary school. Special education designation for males tapers in junior high before an upward trend begins in high school.
- The number of students deemed at-risk following the 2019-2020 AY and COVID-19 is significant.
- Data related to socioeconomic status (SES) and Special Education, 504 and At-Risk was not available for review. This presents an opportunity for further exploration within the District.
- Hispanic/Latino, Black or African American, and students with two or more races all have slight overrepresentation in Special Education, 504 and At-Risk.
- Variability across elementary, middle and high school warrants deeper examination.

RECOMMENDATIONS

1. Convene a District Inclusive Education Committee to further examine District, building and classroom data by disaggregating on more than one variable at a time to discern additional partners, trends and anomalies. Examine intersections of identities (i.e. Black male students deemed at-risk, students who are on free or reduced lunch and a racial/ethnic minority, etc.)
2. Create district processes for data use that require consistent use of disaggregated data.
3. Ethnic and racial minority groups sometimes comprise a small n (number), when and if an additional variable is considered like having a 504. Disaggregate the data to identify which specific students need specific interventions and differentiated instruction to move the needle toward more equitable outcomes.
4. Conduct statistical analysis to identify statistically significant differences in proportionality between gender, race/ethnicity and SES.
5. Review your trial out procedure to ensure data is an accurate reflection of student designation.

TALENTED AND GIFTED UNIQUE ATTRIBUTES

- Considering current talented and gifted placement disproportionality and comments provided by students and instructors in focus group feedback and the internal Student Experience survey issued related to assumptions made of students who are low SES or from racially and ethnically diverse backgrounds, the quantitative data suggest there may be merit to the perceptions of who is capable and who is not.
- Underrepresentation of African American students in Talented and Gifted
- Underrepresentation of Hispanics/Latinos students in Talented and Gifted
- Underrepresentation of student with low SES in Talented and Gifted

RECOMMENDATIONS

1. Review current processes of student placement, develop more holistic admissions processes and use criteria beyond just performance on intelligence and achievement tests for TAG identification.
2. Consider strategies that create a dynamic learning experience for students who may be experiencing external barriers to academic success, yet have seemingly high performance, but do not quite meet TAG standards.
3. Create strategic goals and priorities with accountability measures to bridge the gap in TAG placement.

NEXT STEPS: GREATEST IMMEDIATE OPPORTUNITIES

- Develop and execute a process for sharing an overview of findings with key stakeholders.
- Establish a District Committee to establish protocols related to examining inclusive educational frameworks
- Review and refine talented and gift protocols and placement
- Education and Training for Educator related to cultural competency
- Establish protocol for hallway tracking and interventions when student behavior incidents occur that are discriminatory.



Pleasant Valley Community School District

Student Outcomes Audit Report

**A Qualitative and Quantitative Examination of Student Experience and Student Outcomes
Research Conducted by**



CONSULTING

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Pleasant Valley Community School District

District Student Outcomes Audit Report- Introduction

In February 2022, Pleasant Valley Community School District (PVCSD) commissioned Iman Consulting, LLC (Iman) to conduct a student outcomes audit to understand the state of diversity, equity and inclusion (DEI) in PVCSD, to identify strengths and opportunities related to DEI in order to continue its tradition of excellence in all they do and continuous improvement.

Prior to the audit, the District had work teams composed of instructors at the elementary, intermediate and secondary levels supported by administration to identify areas of opportunity as relates to DEI. At the time of data collection, the respective work teams (elementary, intermediate and secondary) were at various levels of development and progress and had sought to understand how to support staff, students and partner with administration to make sure the dynamic needs of an increasingly diverse community are served. The work teams had participated in professional development, primarily researching best practices, sharing informational resources, conducting book clubs and discussions as well as identifying ways to engage students in providing feedback regarding their student experience within and outside of the classroom.

This audit is centered on student experience, student outcomes and the intersection of these items. The audit process consisted of student, staff, faculty, administrator and parental input. Data gathering in the form of focus groups with the aforementioned stakeholders was used to provide deeper insights into the institution. Meeting with diverse stakeholder groups (students, parents, staff and instructors from a variety of disciplines) was used to have multiple data points for triangulation of data to develop a comprehensive understanding of the student experience.

Iman Consulting would like to thank the students, staff, faculty, parents and administrators who participated in the data collection process and the audit findings. Your time, input and candor supported the development of the content that will follow. Please note all focus group participants will remain de-identified throughout the report.

Audit Overview

Iman Consulting designed the audit as a process of discovery to inform opportunities to consider for continuous improvement. The findings that will follow are not intended to be a definitive statement of what PVCSD is or is not, but rather to provide a snapshot of what PVCSD might wish to celebrate and growth opportunities that PVCSD may choose to address. Unlike an

educational setting this audit is not a grade, rather a set of recommendations for action and/or further inquiry based on the District strengths, needs and various stakeholder input. The words of the students are central to the analysis and give voice to the totality of the lived experience of students within the District.

This audit report is offered at a time when PVCSD is experiencing significant growth. Between 2014-2015 Academic Year and 2018-2019 Academic Year the PVCSD's student population grew 11 percent from 4,333 students to 4,811 students.

It is also worth noting that this audit was conducted during a period of national debate over DEI. These debates included issues such as how issues of race and gender are addressed by teachers and in curriculum. Similarly, efforts to ban certain books in public schools was a key political issue during this audit. A core element of the nationwide discussion on specific books that were being considered to be removed from public schools were texts representing the lived experiences of individuals with diverse and/or minoritized identities. The national debate related to DEI has statewide implications ([HF 802](#)) and had localized impact for the District in spring 2022, as the District reviewed a petition to remove *All Boys Aren't Blue* from the secondary school. This book is among those that has been part of the national political debates.

Stakeholders within the District expressed both strong approval and strong disapproval for the audit work. Some parents encouraged their children to participate and encouraged candor. Other parents and stakeholders encouraged parents to ban together to ensure their students did not speak with the consultant(s) conducting the research. Similarly, some employees and parents did not feel safe fully expressing themselves regarding their experiences with DEI in the District. Several individuals requested private Zoom meetings and some others provided written input submitted directly to the consultant(s).

With this in mind, the audit is intended to offer ways to help PVCSD staff, students, administrators and engaged community members in considering ways to improve. Below are areas of distinction and areas of opportunity for consideration of work and history that can be celebrated as well as areas for growth.

Areas of Distinction:

- Student population is growing and PVCSD remains one of the highest academic performing institutions in the state.
- PVCSD has robust extra-curricular offerings that support a wide variety of student interests and abilities.
- PVCSD has faculty who are committed to engaging in new learning to better meet the needs of an increasingly diverse student population.

Areas of Opportunity:

- Education and training to support employees in incorporating and/or managing culturally responsive education and inclusion across the District
- Forming and firming a stance on diversity, inclusion, discrimination and communicating that positions to stakeholders
- Examining disaggregated data toward achieving equity in outcomes
- Documenting student behavior event violations related to discriminatory behavior to monitor the severity or pervasiveness of the issue
- Considering restorative justice¹ practices to respond to conflict and harm as a means to foster caring relationships in schools.
- Increasing representation of staff who reflect the wide variety of populations served in PVCSD.

Audit Processes

Initial discovery meetings were held with the District’s senior administration. These meetings consisted of a review of current issues including faculty feedback, parent feedback, recent/current board agenda topics, and administrator feedback.

A total of 7 focus groups were conducted in spring 2022. These focus groups included the following stakeholder groups:

- Two (2) parent focus groups
- Two (2) staff/faculty groups
- Two (2) high school student groups
- One (1) administration group

Group sizes ranged from as few eight (8) participants to as many as seventeen (17) participants. These focus groups were comprised of a wide variety of individuals from various backgrounds and perspectives. The administrators supported the consultant with the sourcing of participants. The consultants encouraged the administration to ensure a wide variety of perspectives and opinions were considered in the sourcing of participants.

Participants were not provided the focus group questions in advance. As such and to accommodate those who needed time to reflect, participants were provided the opportunity to submit written input via email. This input may have come as a result of ruminating on the questions or their desire to not contribute vocally in a group setting. A total of five independent submissions were emailed to the consultant(s) and reviewed.

Additionally, worth noting was the desire of some racially diverse and ethnic minority stakeholders’ to meet separate from the focus groups. The racial and ethnic minority group

¹ Restorative Justice in U.S. Schools: A Research Review defines restorative justice as “a broad term that encompasses a growing social movement to institutionalize peaceful and non-punitive approaches for addressing harm, responding to violations of legal and human rights, and problem solving”.

representatives that did reach out directly to the consultant expressed an uneasiness with sharing actual experiences in front of others and an inability to fully be heard in a mixed setting when others had made their negative sentiments regarding dialogue related to diverse student experiences clear. The feedback from these one-on-one interviews was incorporated into the review of data.

Upon completion of the qualitative data gathering, the data was synthesized and themes were identified. These themes were shared with administration in fall 2022 during a midcourse update meeting. The themes were distilled into four (4) major issues and preliminary recommendations were provided with the associated issues. It is worth noting that qualitative data is used to gain understanding related to individuals or groups' thoughts, experiences, or perceptions.

Further data analysis occurred in fall 2022 that included a review of quantitative student demographic data to include enrollment numbers and placement numbers by race/ethnicity, gender, Individualized Education Program (IEP), 504, and at-risk designation. Additionally, free and reduced lunch was used as an indicator associated with socio-economic status (SES). This quantitative analysis used enrollment data from 2014-2015 Academic Year (AY) to 2020-2021AY to assist with identifying any significant trends that might exist within the District. Noteworthy is the absence of data collection for 2019-2020 AY. COVID-19 related disruption is attributed to gaps in some data collection.

The quantitative analysis sought to identify gaps, irregularities or areas for further exploration by the District. Those findings and recommendations were reviewed by the senior administration in spring 2023 for further explanation as to reduce the likelihood of misinterpretation of the data before the final report was edited for review by the Board.

The following is a report of key findings and associated recommendations that PVCSD can use to further define their next steps toward building consensus related to diversity, equity and inclusion as well as to enhancing an inclusive educational environment for all students in the District.

Part One

Qualitative Findings

Identified Themes

As noted four (4) themes were identified as distinct takeaways from the stakeholders from the stakeholder focus groups and meetings. Those themes are as follows:

- 1) *Unclear value of Diversity, Equity and Inclusion (DEI),*
- 2) *Consistency,*
- 3) *Transparency and*
- 4) *Representation*

Unclear Value of Diversity, Equity and Inclusion

As the District has experienced significant growth in student population, the diversity in student demographics has changed as well. As such diversity is not an option, but a reality in a growing District with open enrollment policies that will likely continue to diversify the student population. PVCSD has not made clear its stance on the value of DEI.

- Staff do not understand PVCSD diversity definition as it relates to their ability to integrate topics related to diversity into the student experience. Instructors, in particular, lack confidence in integrating, supporting or addressing diversity in their curricular/classroom due to lack of technical training, fear of upsetting parents, concerns about state legislation and uncertainty that they would have support from the administration.
- Students feel there are select groups of individuals, referred to as “these guys, guys, athletes”, who are above reproach, despite being habitual violators of what they would consider to be an inclusive community.
- Parents, students and teachers expressed concerns regarding discipline and missed opportunities to help students deeply engage in learning following incidents in the buildings of PVCSD related to racism, LGBTQ+ phobia/slurs, or other forms of xenophobia, including religious bias and discrimination.
- Staff do not feel strong support by the District administration regarding diversity, equity and inclusion.
- Staff are seeking out resources on their own to sharpen their skills regarding strategies to create a more inclusive culture and inclusive academic experience for students.

- PVCSD has strong programs that support students with disabilities that include both peer to peer engagement, academic programming and extra-curricular activities.
- Specific student populations are not experiencing high levels of safety, belonging and inclusion. These student populations include students who appear to be female students, racial or ethnic minorities, LGBTQ+ and to a lesser degree religious minorities were referenced.

RECOMMENDATIONS

1. Develop a District Inclusive Culture committee that adopts DEI guiding principles, an operational diversity statement with tenets that guides the Districts progress on creating an inclusive and equitable educational environment for all students.
2. Explore restorative justice education curriculum for PVCSD to implement when students' behaviors violate sense of community/inclusion or are explicitly discriminatory.
3. Provide staff with professional development and education opportunities specific to teaching and learning in diverse settings and cultural competency.

Consistency

The second theme of the four identified was consistency or in some instances this was described as lack of consistency. Please note it is not unusual for there to be variation in implementation of practices in an institution the size of PVCSD, particularly as you consider academic freedom, varied levels of creativity toward achieving the curricular objectives and professional judgment. Stakeholders' concerns were most specific to responses to acts and actors who violate the sense of being a socially safe and inclusive community. The stakeholder perceptions are summarized below:

- Stakeholders noted varied levels of instructor ability and willingness to engage in dialogue with students and parents whose political positions may be different than their own.
- Instructors show biases most often in the form of microaggression² while other instructors actively work to create safe spaces for critical thinking, healthy dialogue and civil discourse even when they may not share the views of the students.
- Stakeholders are unclear and feel there is a lack of consistency in how discipline related to prejudice, discrimination and specifically racism is handled within PVCSD.
- There is a lack of consistency between instructors and administrators on what student behaviors warrant intervention and/or discipline. Parental influence is perceived to play a role in who has consequences. Also, the disposition of the staff who witness or receive reports of student behavior events (racial slurs, LGBTQ+ slurs, religious discrimination or bias) will determine what, if any, intervention occurs.
- When dealing with racism or other discriminatory behaviors, administrators lack consistent approaches to consequences beyond those explicitly outlined in the student handbook.

RECOMMENDATIONS

1. Provide guidelines, expectations and training on how to mitigate bias when instructing. This training should include topics such as: civil discourse, cultural competency and unconscious bias.
2. Enhance communication to students, staff and parents regarding the possible set of outcomes for student behavior events, specifically the need to maintain privacy, but also the set of potential outcomes for violations regarding discrimination against others based on race, ethnic, LGBTQ+, religious minorities or other protected statuses.
3. Develop a resource tool for instructors to have examples of how to intervene in the classroom and hallways when racial epithets or other hate speech is used.

² Microaggression in the learning environment: A systematic review defines microaggression as “everyday brief, low-intensity events that convey negative messages toward marginalized groups.

Transparency

Students, staff and parents had strong sentiments regarding the need for clarity on the District's position on DEI and the management of DEI issues across the organization. For this reason, transparency was identified as the third theme. Stakeholders shared feelings that DEI is not well understood and instead of educating community stakeholders on the value or role of DEI, leadership avoids the dialogue due to a vocal minority of parents vehemently opposing the dialogue. A summary of stakeholder experiences and perceptions is provided below:

- Students felt that uncomfortable conversations regarding DEI are avoided by many instructors and they were unsure if instructors are allowed by administration to incorporate diversity principles, concepts or context into the classroom. Some noted that they felt legislation also played a role in creating a chilly environment for DEI in the classroom.
- Students expressed sentiments of being silenced or mistreated by staff and/or students if they did not conform to certain cultural norms (i.e. condemned for participating in protest, not standing for the pledge of allegiance, showing allyship to minoritized groups). It was noted that the mistreatment often happened privately or without others being privy to or knowledgeable about the admonishments.
- Parents, particularly parents of students of color, felt that racism is overlooked, downplayed or “swept under the rug” (Please note: This quote was used by students and parents regarding racism and other forms of discrimination that can be detrimental to a healthy learning environment).
- Instructors lacked clear instruction on what conversations related to diversity are permissible by administration in light of state legislation.
- Lack of awareness, understanding and communication of what an appropriate consequence for violations or behaviors related to discrimination, racism or use of racial slurs.
- Sentiments that leadership lacks a clear or firm approach on how to handle or address the politics associated with issues that are associated with DEI, particularly when dealing with parents of students who have violated a sense of community.

RECOMMENDATIONS

1. As previously noted, enhancing communication to students, staff and parents regarding the possible set of outcomes for student misconduct, may be beneficial and may address perceptions of consistent implementation of consequences. Sharing potential outcomes for violations regarding discrimination against others based on race, ethnic, LGBTQ+, religious minorities or other protected statuses will also assist with improving transparency.
2. Empower instructors to have meaningful dialogue in the classrooms to support critical thinking while addressing social issues related to sharing diverse perspectives, including a wide variety of cultural viewpoints and identifying issues of equity that are deemed appropriate to advance teaching and learning.
3. Provide education and training for administrators to support their development in culturally responsive interventions and in dealing with student behavior events

that include microaggression and discrimination toward individuals from minoritized groups.

Representation

As stakeholders reflected on their experiences with PVCSD and considered opportunities that could impact the current dynamics within the school buildings, many stakeholders referenced their perceptions on the importance of representation. The high frequency of remarks related to representation helped solidify this concept as the fourth theme. The following is a summary of the sentiments expressed:

- All stakeholders noted the need for and lack of diverse representation in the staff, particularly among the teaching staff and administration. This comment was among the most frequently referenced remarks across the stakeholder groups.
- Students with diverse backgrounds (referred to most often as racial/ethnic minorities and low socioeconomic status) are perceived to be lower performing by some staff due to lack of effort without realizing historically many in-district PVCSD students come from higher income homes that:
 - provide supplemental resources that aren't available to all (i.e. enrichment opportunities that reinforce academic concepts taught in school)
 - may support with one-on-one academic support from parents, guardians or a tutor
- The lack of shared background (race/ethnicity and SES were specifically referenced) with diverse student groups leaves staff feeling ill-equipped to feel confident in how to proceed with support for all students.
- Lack of shared background leads to insensitivity or lack of understanding as to why some comments/behaviors directed toward minoritized groups is harmful

RECOMMENDATIONS:

1. Host focus groups with racial and ethnic minority groups on staff to identify challenges to recruitment and retention to ensure a healthy work environment for any new staff who might be recruited to join the District.
 - Develop a system to address any issues that are identified internally by current staff before proceeding with recruitment efforts.
2. Develop a recruitment strategy that includes connecting with ethnically and racially diverse prospective teachers, including an agreement with historically black colleges and universities (HBCUs), Hispanic serving institutions (HSIs) and Asian American and Native American Pacific Islander-serving institutions (AANAPISIs).
3. Consider developing a consortium approach with neighboring school districts to recruit racially and ethnically diverse teachers as this is a challenge that the Quad Cities region could work collectively to address. This consortium **could** include pooled resources or joint grant applications to create incentives for relocation or other incentive packages.

Part 2

Quantitative Findings

The quantitative findings are based on data provided by the District. The data analysis is based in part on a review of the following documents:

- A partial equity audit developed by Pleasant Valley High School administration is 2021.
- Consolidated Accountability and Support Application (CASA) data
- District data that is disaggregated data based on
 - **Graduation Rates**
 - **Disability, 504, and At-Risk Designation**
 - **Talent and Gifted³ Placement**
 - **Gender, Race/Ethnic, and Free and Reduced Lunch Status (often used as a measure of socio-economic status)**

The information that will follow are key points that stand out as highlights that are noteworthy across the District. The data points are from 2014-2015 AY through 2021-2022 AY, where available. Furthermore, these unique data points can be further examined and broken down by elementary, intermediate and secondary populations to examine any other anomalies that exist.

What will follow, will include data elements segmented by either:

- gender (identified as male and female)
- race and ethnicity and/or
- free and reduced lunch

³ Iowa Code 257.44 Gifted and talented children defined. "Gifted and talented children" are those identified as possessing outstanding abilities who are capable of high performance. Source: Iowa Department of Education

Pleasant Valley Community School District Graduation Rates

During the AY 2014-2015 through AY 2018-2019 there were a total of 22,807 students enrolled in PVCSD. The total student enrollment demographics for this period are provided below:

- Hispanic/Latino: 1,119 or 4.9%
- American Indian or Native Alaskan: 32 or .14%
- Asian: 2,237 or 9.8%
- Black: 630 or 2.8%
- Hawaiian or other Pacific Islander: 18 or .08%
- White: 18,072 or 79.2%
- Two or more races: 699 or 3%

PVCSD students by and large come to school and persist through to graduation. [link to data](#). The District consistently has one of the highest graduation rates in the state over the period reviewed. In reviewing graduation rates by race and ethnicity the following information represents the disaggregation of the data:

A total of 2,650 students graduated from AY 2014-2015 through AY 2021-2022. Of those graduates:

- 131 or 4.9% of students were Hispanic/Latino
- 3 or .11% of students were American Indian or Native Alaskan
- 218 or 8.2% of students were Asian
- 88 or 3.3% of students were Black
- 1 or .04% of students were Hawaiian or other Pacific Islander
- 2156 or 81.4% of students were White
- 53 or 2% of students were two or more races

Generally, graduation rates align with the representation of student makeup across the District. Asian students and students of two or more races appear to be slightly underrepresented in the graduation rates compared to their representation in overall student enrollment.

As it relates to socioeconomic status or SES, eligibility for free and reduced lunch were used as indicators to assist in identifying whether or not students had disparate outcomes. Data for AY 2014-2015 through AY 2018-2019 shows that 8.1% of students received free lunch during this period, 1.7% of students were on a reduced fee lunch and 90.2% of students paid full price for lunch.

The following is representative of the SES of graduates from AY 2014-2015 through AY 2021-2022:

- 201 students or 7.6% of students received free lunch
- 40 students or 1.5% of students were on reduced fee lunch
- 2,409 students or 90.9% of students paid for lunch

Students who are on free lunch have slightly lower representation in the graduation rates in the data provided for review.

Special Education, 504 and At-Risk

With consideration for CASA Desk data collected from 2016-2017 through 2021-2022 AY⁴, the following information disaggregates the data by gender, race and ethnicity. The practice of reviewing data in a disaggregated form allows reviewers to better identify if there are any data points that represent unique attributes regarding a student population. Furthermore, the disaggregation of the data can allow reviewers to determine if there are any data points that may skew the overall reporting.

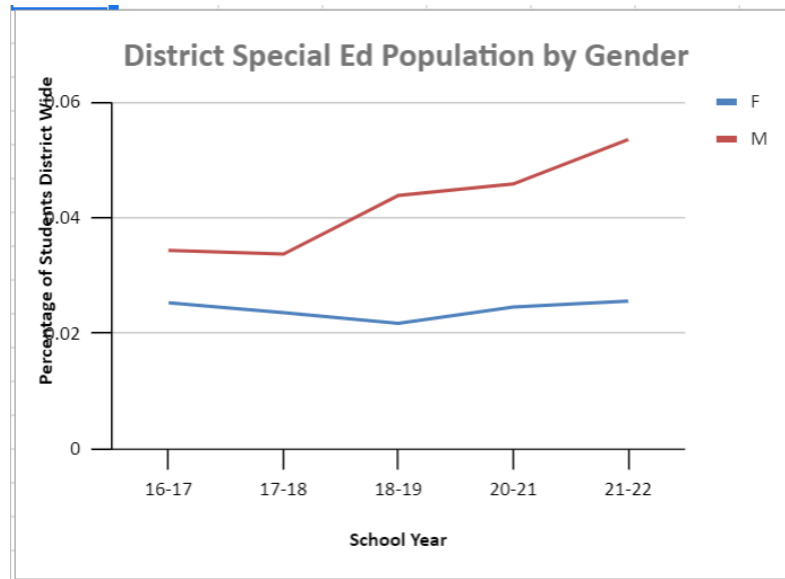
Gender is designated in two categories: male and female. No additional gender identity data was available. Racial and ethnic groups are denoted in the CASA Desk reporting: Hispanic/Latino, American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White and Two or More Races.

It is important to note the data represented may include duplicate headcount as students are transitioned in and out of special education services. Additionally, the methodology used included a review of year over year raw numbers (n), representing students in one academic year placed in special education, students with a 504 plan or students deemed at-risk. These students may be represented in the following year's data if they had not yet graduated or left the District (i.e. a 7th grade student may be represented in 2018-2019 counts and again in 2019-2020 as an 8th grade student if they maintained a special education, 504 or at-risk designation). Lastly, as it relates to the racial and ethnic data a cumulative N or 3994 is representative of the total number of students in special education, with a 504 or deemed at-risk from 2016-2017 AY through 2021-2022 Academic Year.

⁴ Data may not include 2019-2020 Academic Year due to COVID-19

**Special Education, 504 and At-Risk
Gender Representation**

Males are overrepresented in special education compared to females consistently over a five year period as observed in the [CASA Desk Audit Disability Equity Graph](#). This trend is not inconsistent with national trends; however, this issue may have been exacerbated by COVID-19 where the gap in placement increased disproportionately. See graph 1 provided below.



Graph 1

In examining placement across elementary, junior high and the District’s high school, data suggests that males are significantly overrepresented in special education at the elementary level. See chart 1. These placements taper off in junior high and high school. [CASA Desk Audit Disability Equity Graph Data - Graph tab](#)

Year	SpEd								
	Total SpEd	F			M				
		Total SpEd F	Elem	JH	HS	Total SpEd M	Elem	JH	HS
16-17	276	117	61	21	35	159	98	22	39
17-18	272	112	59	17	36	160	99	26	35
18-19	329	109	58	21	30	220	153	25	42
20-21	370	129	79	16	34	241	158	42	41
21-22	433	140	85	15	40	293	195	39	59

Chart 1

When reviewing 504 accommodations, the data suggests male students are identified at a higher rate than females in 504 accommodations over a five year span. Supplemental graphs are provided Appendix C.

504									
	F					M			
Total 504	Total 504 F	Elem	JH	HS	Total 504	Elem	JH	HS	
95	34	9	6	19	61	20	14	27	
118	48	12	7	29	70	20	19	31	
154	61	13	12	36	93	28	24	41	
145	56	10	19	27	89	18	19	52	
148	58	13	10	35	90	22	17	51	

Chart 2

Similarly, data on at-risk designation also suggests that males are more likely to be denoted as at-risk than their female counterparts. Chart 3 illustrates the number of students deemed at risk in 2016-2017 AY through 2020-2021 AY. While gender representation is evenly distributed in PVCSD, there is disproportionality for students deemed at-risk. Males students comprise 60% of at-risk students.

At-Risk									
	F					M			
Total At-Risk	Total At-Risk	Elem	JH	HS	Total At-Risk	Elem	JH	HS	
250	104	52	24	28	146	73	28	45	
246	97	45	20	32	149	66	35	48	
285	121	52	26	43	164	83	38	43	
326	113	51	30	32	213	109	48	56	
547	227	111	48	68	320	124	79	117	

Chart 3

*Data is not representative of 2019-2020 Academic Year

**Special Education, 504 and At-Risk
Racial and Ethnic Representation**

Hispanic/Latino			
	Special Education	504	At-Risk
2016-2017	14	14	13
2017-2018	16	16	20
2018-2019	17	17	26
2020-2021	29	29	20
2021-2022	33	33	48
	109	109	127
TOTAL 279/3994			

Chart 4

The total Hispanic/ Latino student representation is Special Education, 504 and At-Risk population represents 7% of the total number of students with this designation. This represents a slight overrepresentation given the Latino/Hispanic enrolled population is approximately 5.3% currently.

American Indian/ Alaskan Native			
	Special Education	504	At-Risk
2016-2017	1	1	1
2017-2018	0	1	0
2018-2019	1	1	1
2020-2021	1	1	1
2021-2022	1	1	1
	4	5	4
TOTAL 13/3994			

Chart 5

Chart 5 illustrates the total American Indian/ Alaskan Native student representation is Special Education, 504 and At-Risk population is low, representing .325% of all students with these designations.

Asian			
	Special Education	504	At-Risk
2016-2017	21	3	16
2017-2018	23	3	15
2018-2019	29	4	16
2020-2021	27	3	19
2021-2022	35	5	32
	135	18	98
TOTAL 251/3994			

Chart 6

In chart 6, the total Asian student representation is Special Education, 504 and At-Risk population represents 6.3% of the total number of students with this designation. This represents slight underrepresentation given the Asian enrolled population is approximately 10.8% currently.

Black or African American			
	Special Education	504	At-Risk
2016-2017	15	2	19
2017-2018	17	3	23
2018-2019	20	3	17
2020-2021	17	4	23
2021-2022	26	4	34
	95	16	116
TOTAL 227/3994			

Chart 7

The total Black or African American student representation is Special Education, 504 and At-Risk population represents 5.7% of the total number of students with this designation as noted in chart 7. This represents a slight overrepresentation given the Black/African American enrolled population is approximately 3% currently.

Native Hawaiian/Pacific Islander			
	Special Education	504	At-Risk
2016-2017	1	0	0
2017-2018	1	0	0
2018-2019	1	0	1
2020-2021	0	0	1
2021-2022	0	0	1
	3	0	3
TOTAL 6/3994			

Chart 8

Chart 8 displays that the total Native Hawaiian/Other Pacific Island students represented in Special Education, 504 and At-Risk population is low, representing .15 of all students with these designations. However, the number of students represented is congruent with the total representation across the District.

White			
	Special Education	504	At-Risk
2016-2017	213	84	184
2017-2018	206	104	173
2018-2019	249	135	206
2020-2021	279	120	244
2021-2022	316	120	393
	1263	563	1200
TOTAL 3026/3994			

Chart 9

The total White representation is Special Education, 504 and At-Risk population represents 75.8% of the total number of students with this designation. This representation is proportional to current student enrollment with 76% of students enrolled with District being White.

Two or More Races			
	Special Education	504	At-Risk
2016-2017	11	0	17
2017-2018	9	0	15
2018-2019	12	2	18
2020-2021	17	6	18
2021-2022	22	7	38
	71	15	106
TOTAL 192/3994			

Chart 10

Illustrated in Chart 10, students who identified as having two (2) or more races comprise 4.8% of the Special Education, 504 and At-Risk population. This represents a slight overrepresentation given the current composition of students identifying with two or more races.

Data related to socioeconomic status (SES) and Special Education, 504 and At-Risk was not available for review. This presents an opportunity for further exploration within the District.

Talented and Gifted Education

Racial and Ethnic Representation

According to the Iowa Department of Education, talented and gifted students are children who are identified as possessing outstanding abilities who are capable of high performance. For the review period of Academic Year 2014-2015 through Academic Year 2020-2021 N=1,625. This represents the total number of students who were identified as talented and gifted.

The chart provided below illustrates the number of students identified as talented and gifted by racial and ethnic identity. Furthermore, [Iowa Code 256.11](#) states the “rules of the state board shall require that a multicultural, gender-fair approach is used by schools and school districts. The educational program shall be taught from a multicultural, gender-fair approach”.

This should include fair and equitable placement of students and appropriate access to talented and gifted education.

Talented and Gifted	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Hispanic/Latino	0	1	4	3	3	9	7
American Indian or Alaska Native	0	0	0	0	0	1	0
Asian	13	19	32	34	25	54	53
Black or African American	0	0	2	2	2	4	4
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
White	133	142	195	176	157	311	202
Two or More	2	3	5	3	3	10	11
	148	165	238	218	190	389	277

Chart 11

The data illustrates there is disparity in placement of Black or African American students representing .86% of students designated as talented and gifted. Additional disparities include

the underrepresentation of Hispanic/Latino students at 1.7% of placements and the overrepresentation of their White and Asian counterparts at 81% and 14.1% of talented and gifted placements, respectively, across the District over a seven (7) year review period.

The District’s internal preliminary analysis of talented and gifted placement⁵ also notes the likelihood of talented and gifted placement is disproportionate. See chart 12 below.

Students’ Labeling of Gifted/Talented by Race at Pleasant Valley Elementary

All Students	White Students	Hispanic/ Latinx Students	American Indian/ Native Alaskan Students	Asian Students	African American/ Black Students	Two or More Races	Hawaiian Native/ Pacific Islander Students
4.92%	82.26%	1.51%	0.05%	13.52%	0.58%	3.02%	0%

Student Population by Race at Pleasant Valley Elementary

All Students	White Students	Hispanic/ Latinx Students	American Indian/ Native Alaskan Students	Asian Students	African American/ Black Students	Two or More Races	Hawaiian Native/ Pacific Islander Students
100%	78.65%	4.95%	0.15%	10.3%	4.92%	3.20%	0.27%

Approximate Likelihood of Being Labeled Gifted/ Talented by Race

All Students	White Students	Hispanic /Latinx Students	American Indian/ Native Alaskan Students	Asian Students	African American/ Black Students	Two or More Races	Hawaiian Native/ Pacific Islander Students
1 in 21	1 in 19	1 in 60	1 in 36	1 in 15	1 in 51	1 in 34	0

Chart 12

⁵ Data provided by Pleasant Valley High School Administration based on an internal audit conducted in Academic Year 2021-2022.

Talented and Gifted Education

Socioeconomic Status (SES)

Disaggregating data along socioeconomic lines allows for deeper understanding of who has access to talented and gifted education. Chart 13 (see below) illustrates the total number of students designated each year from 2014-2015 AY through 2020-2021 AY. As previously noted, the cumulative N for the data set is 1,625. Of the total data set (N=1,625) 2.5% of students who are talented and gifted receive free lunch. Additionally, .86% of students who pay a reduced rate for lunch are designated as talented and gifted. (See chart 14 for comparative data of the overall student population and those on free and reduced lunch.)

The talented and gifted student population is 96.6% students who pay full rate for lunch with a combined representation of 3.4% of lower income students in talented and gifted programming. This reflects disproportionality in placement when compared to the percentage of all students who are low SES. Students who are lower income are less likely to be placed in talented and gifted programs.

Talented and Gifted (SES)	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Free	1	2	5	4	7	10	12
Reduced	1	0	2	1	0	5	5
Paid	146	163	231	213	183	374	260
Total	148	165	238	218	190	389	277

Chart 13

Displayed below in Chart 14 are the 2014-2015 AY through 2018-2019 AY percentages of overall student representation who receive free or reduced lunch. The data, when compared to students who are lower SES and designated as talented and gifted, shows a stark contrast that is demonstrative of underrepresentation.

Free and Reduced Population % (SES)	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Free	8.86%	6.61%	8.83%	7.42%	8.73%
Reduced	1.41%	1.44%	2.01%	1.66%	1.83%

Chart 14

Findings, Interpretation of Unique Attributes and Recommendations

Graduation Rates

- Persistence and completion rates are a noteworthy accomplishment of PVCSD.
- Asian students have a disproportionate graduation rate when compared to their overall representation in the District. Additionally, Asian students are underrepresented in 504 accommodations.
- Students who are on free lunch have slightly lower representation in the graduation rates in the data provided for review.

RECOMMENDATIONS:

- 1) An examination of how students and parents access resources related to 504 accommodations would be a worthwhile endeavor. Though it is not fair to assume that Asian student graduation rates are directly correlated to access to 504 accommodations or lack thereof, an effort to ensure all student populations feel they understand and can access support may move the need to increase proportionately.
- 2) Develop deliberate interventions including quarterly check-ins and grade checks with students who are on free and reduced lunch across their high school experience to ensure that early interventions keep students on track for graduation.

Quantitative Findings, Interpretation of Unique Attributes and Recommendations

Special Education, 504 and At-Risk

- Male student placement in special education is highest during elementary school. Special education designation for males tapers in junior high before an upward trend begins in high school.
- The number of students deemed at-risk following the 2019-2020 AY and COVID-19 is significant.
- Data related to socioeconomic status (SES) and Special Education, 504 and At-Risk was not available for review. This presents an opportunity for further exploration within the District.
- Hispanic/Latino, Black or African American, and students with two or more races all have slight overrepresentation in Special Education, 504 and At-Risk.
- Variability across elementary, middle and high school warrants deeper examination.

RECOMMENDATIONS:

- 1) Convene a District Inclusive Education Committee to further examine District, building and classroom data by disaggregating on more than one variable at a time to discern additional patterns, trends and anomalies. Examine intersections of identities (i.e. Black male students deemed at-risk, students who are on free or reduced lunch and a racial/ethnic minority, etc.)
- 2) Create district processes for data use that require consistent use of disaggregated data.
- 3) Ethnic and racial minority groups sometimes comprise a small n (number), when/if an additional variable is considered like having a 504. Disaggregate the data to identify which specific students need specific interventions and differentiated instruction to move the needle toward more equitable outcomes.
- 4) Conduct statistical analysis to identify statistically significant differences in proportionality between gender, race/ethnicity and SES.
- 5) Review your trial out procedure to ensure data is an accurate reflection of student designation.

Findings, Interpretation of Unique Attributes and Recommendations

Talented and Gifted Education

- Considering current talented and gifted placement disproportionality and comments provided by students and instructors in focus group feedback and the internal Student Experience survey issued related to assumptions made of students who are low SES or from racially and ethnically diverse backgrounds, the quantitative data suggest there may be merit to the perceptions of who is capable and who is not.
- Underrepresentation of African American students in Talented and Gifted
- Underrepresentation of Hispanics/Latinos students in Talented and Gifted
- Underrepresentation of student with low SES in Talented and Gifted

RECOMMENDATIONS:

- 1) Review current processes of student placement, develop more holistic admissions processes and use criteria beyond just performance on intelligence and achievement tests for TAG identification.
- 2) Consider strategies that create a dynamic learning experience for students who may be experiencing external barriers to academic success, yet have seemingly high performance, but do not quite meet TAG standards.
- 3) Create strategic goals and priorities with accountability measures to bridge the gap in TAG placement.

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Appendix A



PV Community School District Parent Focus Group

1. What led to the forming of your group and why are you choosing to participate in this group?
2. How would you describe the culture or climate as it relates to diversity and inclusion at your child's school?
3. Are there any positive examples of diversity and inclusion that you've noticed in your student's educational experience while attending Pleasant Valley Community School District?
 - a. Follow up- Are there any curricular or organized extracurricular opportunities that stand out to you or that stand out for your student?
4. What's been the most challenging part about your child's experience with D&I? What about you as a parent? What's challenged you?
5. If there was one thing you'd like to see change to positively impact the culture of PV Community Schools as it relates to Diversity and Inclusion, what would it be?
6. As it relates to equity, how would you describe PV Community School District's role in creating or maintaining an equitable educational environment for its students?
7. What would you like to see changed to enhance the school district's efforts to create and maintain an equitable educational environment?
8. What else would you like to share that might be important to assist me in developing a more robust report on the status of the culture and climate of diversity and inclusion at PV Community School District?



PV Community School District **Teacher/Staff Focus Group**

1. How would you describe the culture or climate as it relates to diversity and inclusion at your school/in the district?
2. Are there any positive examples of diversity and inclusion that you've noticed in your students' educational experience while teaching at Pleasant Valley Community School District?
 - a. Follow up- Are there any curricular or organized extra-curricular opportunities that truly expand a student's ability to connect with diversity and inclusion?
3. What's been the most challenging part about teaching as it relates to D&I?
 - a. Many teachers have expressed challenges associated with state legislation, are there any challenges specific to Pleasant Valley that would be unique to other districts?
4. If there was one thing you'd like to see change to positively impact the culture of PV Community Schools as it relates to Diversity and Inclusion, what would it be?
5. As it relates to equity, how would you describe PV Community School District's role in creating or maintaining an equitable educational environment for its students?
6. What would you like to see changed to enhance the school district's efforts to create and maintain an equitable educational environment?
7. How would you describe PV Community School District as it relates to being an inclusive place for teachers, staff, administrators or other colleagues who may have diverse backgrounds?
8. What else would you like to share that might be important to assist me in developing a more robust report on the status of the culture and climate of diversity and inclusion at PV Community School District?



PV Community School District **Student Focus Groups**

1. What led you to choose to participate in this club/organization?
2. How would you describe the culture or climate as it relates to diversity and inclusion at your school/in the district?
3. How would you describe PV Community School District as it relates to being an inclusive place for students who may have diverse backgrounds?
4. Are there any positive examples of diversity and inclusion that you've noticed in your educational experience while attending Pleasant Valley Community School District?
 - a. Follow up- Are there any curricular or organized extracurricular opportunities that truly expand your ability to connect with students with diverse backgrounds? Is this important to you? Why or why not?
5. What's been the most challenging part about your experience as a student related to diversity and inclusion?
6. If there was one thing you'd like to see change to positively impact the culture of PV Community Schools as it relates to Diversity and Inclusion, what would it be?
7. As it relates to equity, how would you describe PV Community School District's role in creating or maintaining an equitable educational environment for you and other students?
8. What would you like to see changed to enhance the school district's efforts to create and maintain an equitable educational environment?
9. What else would you like to share that might be important to assist me in developing a more robust report on the status of the culture and climate of diversity and inclusion at PV Community School District?



PV Community School District Administration Focus Group

1. How would you describe the culture or climate as it relates to diversity and inclusion at your school/in the district?
2. Are there any positive examples of diversity and inclusion that you've noticed in your students' educational experience while at Pleasant Valley Community School District?
 - a. Follow up- Are there any curricular or organized extra-curricular opportunities that truly expand a student's ability to connect with diversity and inclusion?
3. What's been the most challenging part about being in administration as it relates to D&I?
 - a. Many teachers have expressed challenges associated with state legislation, are there any challenges specific to Pleasant Valley that would be unique to other districts?
4. If there was one thing you'd like to see change to positively impact the culture of PV Community Schools as it relates to Diversity and Inclusion, what would it be?
5. Can you describe how you handle disciplinary issues specific to or related to race, gender, LGBTQ or any other minority identities?
 - a. How do you communicate with parents/teachers related to these matters?
 - b. What are the most frequent types of issues you have to address related to diverse groups?
6. As it relates to equity, how would you describe PV Community School District's role in creating or maintaining an equitable educational environment for its students?
7. What would you like to see changed to enhance the school district's efforts to create and maintain an equitable educational environment?
8. How would you describe PV Community School District as it relates to being an inclusive place for teachers, staff, or other colleagues who may have diverse backgrounds?
9. What else would you like to share that might be important to assist me in developing a more robust report on the status of the culture and climate of diversity and inclusion at PV Community School District?

Appendix B

Compelling Quotes Used to Support Theme Development

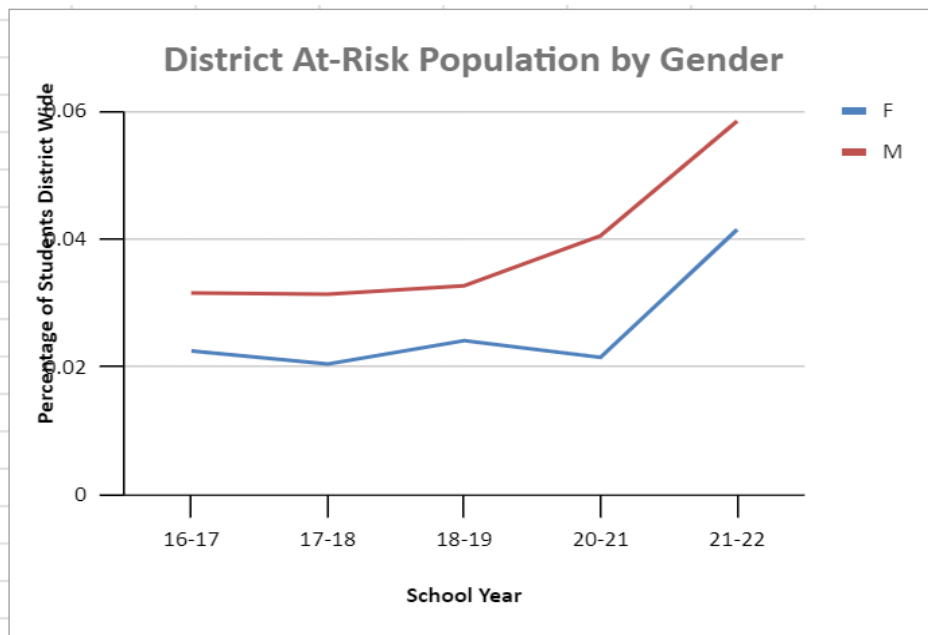
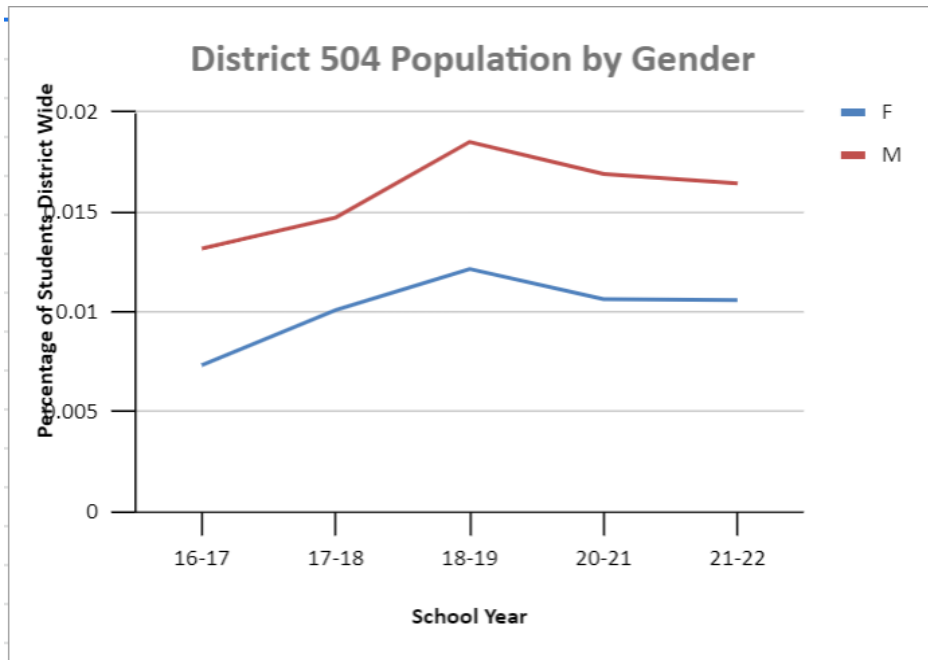
Theme	Quotes Associated with Theme
<p>Unclear Value of DEI</p>	<ul style="list-style-type: none"> • Students- “When things happen they say they care, but then they look to us for solutions” • Parents- There seems to be “fear of discussion”, “not willing to have hard conversations”, the District needs to be a “support system for kids”, “Students are struggling related to DEI”, want “fearless leadership” regarding DEI, students with “conservative/liberal” views shouldn’t be made to feel wrong depending on what teacher they have • Staff- “we’ve not taken a big enough risk on our DEI position”, “Silence on issues favors the” privileged, the “say-do” ratio is not balanced
<p>Consistency</p>	<ul style="list-style-type: none"> • Students- “The problem at PV has racism... ignorance, mean comments, and discriminating is a really big problem.”, People are “racist toward other people and don’t have consequences” some people think it’s funny. • Parents- “We’ve had significant racist incidents and parents aren’t notified to be able to make a determination as to whether or not schools are safe for our kids.” • Staff- “In the hallways it’s a major problem. Kids say terrible things and no one does anything about it.” <p><i>*Observation: Consistently, mixed race students who appear ethnic, minority(racial and LGBTQ+) students and women as well as parents and teachers of these student expressed deep concerns about disparate educational experiences in PVCSD</i></p>
<p>Transparency</p>	<p>STUDENTS:</p>

	<ul style="list-style-type: none"> • “We need to acknowledge that we aren’t perfect.” • It seems like “there’s no repercussions” when inappropriate jokes are made by students. • “Individually teachers do better, but not in a classroom setting” regarding addressing DEI- avoidant to prevent tension • RE: Diversity issues it feels like they’re “covering up things” to have a positive perception to the public <p>STAFF:</p> <ul style="list-style-type: none"> • Lots of “jumping through hoops” and “sweeping things under the rug” • Questioning of hiring efforts related to diverse staff and lack of confidence that appropriate efforts are being made • Need for more open and honest conversation about what’s best for kids including with peers “receiving feedback without being defensive” • We need to be “owning the problem as a District with modesty and humility to show were working at it even if we make mistakes along the way” • Need “clear guidelines and transparency and to be backed up if we take steps” <p>PARENTS:</p> <ul style="list-style-type: none"> • Boys will be boys and “brushing under the rug” • Not knowing the consequence when dealing with discipline issues • Exterior excellence- avoiding “difficult conversations” • Leaderships “silence is favoring the oppressors” • Is the “school doing everything they can” to ensure “equitable experiences irrespective of difference?” • “Loss of faith” in administrators’ response to incidents and responsible adults • Let things “slide because kids are just messing around”

Representation

- Students: "Lots of insensitive people who don't get it."
- Parents: Lack of representation requires the ability to "adjust based on the variety of student in your care", increase "representation of diversity in staff", "no diverse staff"
- Staff: "More diversity in staff so they might be able to know when to intervene", Staff aren't "reflective of the background of students who are coming into the district and that will continue to be a challenge", "Staff need more training and exposure to culture", "we have racial issues as a privileged District"

Appendix C Supplemental Graph Data



PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION
PERSONNEL APPROVAL
June 26, 2023
updated

CERTIFIED:

Kira Hendley is recommended for employment as a Kindergarten Teacher at Cody Elementary effective the start of the 2023-24 school year.

Lindsey Prunty is recommended for employment as a Special Education Teacher at Forest Grove Elementary effective the start of the 2023-24 school year.

CERTIFIED: (information only)

Teresa Youngblut is recommended for hourly employment as an In-Home Special Education Teacher for Pleasant View effective July 1, 2023.

CLASSIFIED:

CLASSIFIED: (information only)

Sharon Casillas is recommended for probationary employment as a Special Education Paraeducator at Pleasant Valley High School effective the start of the 2023-24 school year.

SUMMER SCHOOL:

ADD:

Rawia Ahmad Summer School Paraeducator

DROP:

Maria Iftikhar Summer School Paraeducator

TEACHER LEADERSHIP:

ADD:

Josh Theisen	Forest Grove 4th Grade Mentor
Sarah Vice	Forest Grove 4th Grade Mentor
Brittanee Andrews	Forest Grove ESL Mentor
Audra Bailey	Forest Grove/Hopewell Band Mentor
Peter Grau	PVJH Vocal Music Mentor

PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION
PERSONNEL APPROVAL
June 26, 2023
updated

EXTRA-CURRICULAR:

ADD:

Jackson Culp
Meredith Gorman
Karl Stubben
Ryan Vance
Travis Willers

PVHS Assistant Freshman Football Coach
PVHS Head Girls Swimming Coach
PVHS Head Girls Tennis Coach
PVHS .5 Assistant Boys Swimming Coach
PVJH Assistant Football Coach

DROP:

Ed Knupp
Karl Stubben

PVHS Head Girls Soccer Coach
PVHS Assistant Boys Tennis Coach

PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION
PERSONNEL APPROVAL
June 26, 2023

CERTIFIED:

Kira Hendley is recommended for employment as a Kindergarten Teacher at Cody Elementary effective the start of the 2023-24 school year.

CERTIFIED: (information only)

Teresa Youngblut is recommended for hourly employment as an In-Home Special Education Teacher for Pleasant View effective July 1, 2023.

CLASSIFIED:

CLASSIFIED: (information only)

Sharon Casillas is recommended for probationary employment as a Special Education Paraeducator at Pleasant Valley High School effective the start of the 2023-24 school year.

SUMMER SCHOOL:

ADD:

Rawia Ahmad Summer School Paraeducator

DROP:

Maria Iftikhar Summer School Paraeducator

TEACHER LEADERSHIP:

ADD:

Josh Theisen	Forest Grove 4th Grade Mentor
Sarah Vice	Forest Grove 4th Grade Mentor
Brittane Andrews	Forest Grove ESL Mentor
Audra Bailey	Forest Grove/Hopewell Band Mentor
Peter Grau	PVJH Vocal Music Mentor

PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION
PERSONNEL APPROVAL
June 26, 2023

EXTRA-CURRICULAR:

ADD:

Jackson Culp
Meredith Gorman
Ryan Vance
Travis Willers

PVHS Assistant Freshman Football Coach
PVHS Head Girls Swimming Coach
PVHS .5 Assistant Boys Swimming Coach
PVJH Assistant Football Coach

DROP:

Ed Knupp

PVHS Head Girls Soccer Coach

PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT

APPROVAL OF BILLS

JUNE 26, 2023

Note: Blackhawk Bank & Trust warrants 157247 through 157468 to be issued for the following:

- A. General Fund: Motion by _____ second by _____ that General Fund warrants be issued in the total amount of \$650,821.22 in payment of invoices presented.
- B. Nutrition Fund: Motion by _____ second by _____ that Nutrition Fund warrants be issued in the total amount of \$531.19 in payment of invoices presented.
- C. Elementary/Junior High Activity Fund: Motion by _____ second by _____ that Elementary/Junior High Activity Fund warrants be issued in the total amount of \$3,708.07 in payment of invoices presented.
- D. High School Activity Fund: Motion by _____ second by _____ that High School Activity Fund warrants be issued in the total amount of \$36,284.68 in payment of invoices presented.
- E. Management Fund: Motion by _____ second by _____ that High School Activity Fund warrants be issued in the total amount of \$283.00 in payment of invoices presented.
- F. Capital Projects Fund: Motion by _____ second by _____ that High School Activity Fund warrants be issued in the total amount of \$806,951.82 in payment of invoices presented.
- G. PPEL Fund: Motion by _____ second by _____ that PPEL Fund warrants be issued in the total amount of \$61,101.90 in payment of invoices presented.
- H. Debt Service Fund: Motion by _____ second by _____ that PPEL Fund warrants be issued in the total amount of \$3,846,102.00 in payment of invoices presented.
- I. Student Construction Fund: Motion by _____ second by _____ that Student Construction Fund warrants be issued in the total amount of \$16.05 in payment of invoices presented.
- J. Internal Service Fund: Motion by _____ second by _____ that Internal Service Fund warrants 6520 to 6523 be issued in the total amount of \$39,436.99 in payment of invoices presented.
- K. Trust Fund: Motion by _____ second by _____ that Trust Fund warrants be issued in the total amount of \$1,429.56 in payment of invoices presented.

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
ADEL WHOLESALERS				
	10 9015 2620 000 0000 683	06/02/2023	MAINT SUPPLIES	27.24
				27.24
ADVANCED BUSINESS SYSTEMS				
	10 0109 1000 100 8610 612	05/08/2023	STAPLE RETURN	(196.00)
	10 0109 2410 000 0000 611	05/10/2023	HS STAPLES	98.00
				(98.00)
ARGO TRANSLATION				
	10 9030 3300 890 0000 349	05/08/2023	CONTRACT SERVICE FEE	50.00
	10 9030 3300 890 0000 349	06/06/2023	CONTRACT SERVICE FEE	50.00
				100.00
BETHANY FOR CHILDREN AND FAMILIES				
	10 0403 2140 000 4045 322	06/08/2023	SCHOOL BASED THERAPY MAY 2023	240.00
	10 0209 2140 000 4045 322	06/08/2023	SCHOOL BASED THERAPY MAY 2023	240.00
	10 0109 2140 000 4045 322	06/08/2023	SCHOOL BASED THERAPY MAY 2023	240.00
	10 0418 2140 000 4045 322	06/08/2023	SCHOOL BASED THERAPY MAY 2023	120.00
	10 0109 2140 000 4045 322	06/08/2023	Reversal: SCHOOL BASED THERAPY MAY 2023	(240.00)
	10 0109 2140 420 1119 322	06/08/2023	Correction: SCHOOL BASED THERAPY MAY 202	240.00
	10 0209 2140 000 4045 322	06/08/2023	Reversal: SCHOOL BASED THERAPY MAY 2023	(240.00)
	10 0209 2140 420 1119 322	06/08/2023	Correction: SCHOOL BASED THERAPY MAY 202	240.00
	10 0403 2140 000 4045 322	06/08/2023	Reversal: SCHOOL BASED THERAPY MAY 2023	(240.00)
	10 0403 2140 420 1119 322	06/08/2023	Correction: SCHOOL BASED THERAPY MAY 202	240.00
	10 0418 2140 000 4045 322	06/08/2023	Reversal: SCHOOL BASED THERAPY MAY 2023	(120.00)
	10 0418 2140 420 1119 322	06/08/2023	Correction: SCHOOL BASED THERAPY MAY 202	120.00
				840.00
BLACKHAWK BANK & TRUST				
	10 0109 1000 470 1118 815	05/31/2023	CARIBOU CONTEST ENTRIES	35.82
	10 9015 2620 000 0000 689	05/31/2023	CENTRAL POOL SUPPLIES TEST KITS	202.79
				238.61
BLACKHAWK BANK & TRUST				
	10 9018 2720 100 0000 626	05/31/2023	CASEYS - GIRLS DRAKE	80.00
	10 9018 2720 100 0000 626	05/31/2023	CASEYS - GIRLS DRAKE	57.94
	10 9018 2720 100 0000 626	05/31/2023	CASEYS - GIRLS STATE TRACK	57.01
	10 9018 2720 100 0000 626	05/31/2023	NEWTON 66 - GIRLS STATE TRACK	60.62
	10 9018 2720 100 0000 626	05/31/2023	NEWTON 66 - GIRLS STATE TRACK	87.00
	10 9018 2720 100 0000 626	05/31/2023	NEWTON 66 - GIRLS STATE TRACK	60.00
				402.57
BLACKHAWK BANK & TRUST				
	10 9032 1000 160 0000 734	05/31/2023	EBAY - PHONES	1,350.00
	10 0109 1000 211 3301 612	05/31/2023	TBK DAY PASSES - PEERS GRAD CELEBRATION	83.72
				1,433.72
BLACKHAWK BANK & TRUST				
	10 0109 1000 300 8105 612	05/31/2023	MENARDS - SHED SUPPLIES	1,110.56
				1,110.56
BLACKHAWK BANK & TRUST				
	10 0109 1000 123 0000 294	05/31/2023	ACDA RENEWAL	125.00
	10 0109 2213 123 0000 330	05/31/2023	JOTFORM CONF REG	400.00
	10 0109 1000 123 0000 580	05/31/2023	JOTFORM CONF TRAVEL	225.00

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
				750.00
BLACKHAWK BANK & TRUST				
	10 9013 2321 000 0000 580	05/31/2023	IBPS GATHERING	586.74
	10 9013 2321 000 0000 580	05/31/2023	HAPPY JOES ARCHITECTS ON BLDG EXPANSIONS	130.92
				717.66
BLACKHAWK BANK & TRUST				
	10 0109 1000 355 0000 612	05/31/2023	HS FACS SUPPLIES	315.08
	10 0109 1000 355 0000 612	05/31/2023	HS FACS SUPPLIES	34.41
	10 0109 1000 355 0000 612	05/31/2023	HS FACS SUPPLIES	183.55
	10 0109 1000 355 0000 612	05/31/2023	HS FACS SUPPLIES	118.89
	10 0109 1000 355 0000 612	05/31/2023	HS FACS SUPPLIES	47.69
	10 0109 1000 355 0000 612	05/31/2023	HS FACS SUPPLIES	155.41
	10 0109 1000 355 0000 612	05/31/2023	HS FACS SUPPLIES	148.05
	10 0109 1000 355 0000 612	05/31/2023	HS FACS SUPPLIES	37.32
	10 0109 1000 355 0000 612	05/31/2023	HS FACS SUPPLIES	156.79
	10 0109 1000 355 0000 612	05/31/2023	HS FACS SUPPLIES	169.25
	10 0109 1000 355 0000 612	05/31/2023	HS FACS SUPPLIES	62.81
				1,429.25
BLACKHAWK BANK AND TRUST				
	10 9020 2213 000 0000 618	05/31/2023	FAREWAY	72.63
	10 9334 1000 113 8012 612	05/31/2023	BUCKET - REGULAR PELLETS	376.43
	10 9060 2213 100 3376 618	05/31/2023	TEACHING CHANNEL - VIDEO	39.99
	10 9060 2213 100 3376 618	05/31/2023	TEACHING CHANNEL - VIDEO	39.99
	10 9060 2213 100 3376 618	05/31/2023	TEACHING CHANNEL - VIDEO	39.99
				569.03
BLACKHAWK BANK AND TRUST				
	10 9020 2212 000 0000 613	05/31/2023	V BOLER - MUSIC CURRIC SUBSCRIPTION	1,000.00
	10 180 000 0000 000	05/31/2023	INTERACTICE HEALTH TECH - MONITORS	4,640.00
	10 9031 1000 100 8105 612	05/31/2023	AMERICAN RED CROSS - LG CERT FEE	336.00
				5,976.00
BLACKHAWK BANK AND TRUST				
	10 9018 2720 100 0000 442	05/31/2023	HERTZ B STATE TRACK	234.80
				234.80
BLACKHAWK BANK AND TRUST				
	10 9060 2213 100 3376 330	05/31/2023	AP COURSE A STABER	49.00
				49.00
BLACKHAWK BANK AND TRUST				
	10 9032 1000 160 0000 734	05/31/2023	EBAY PHONE EQUIPMENT	692.78
	10 9032 1000 160 0000 734	05/31/2023	EBAY PHONE EQUIPMENT	641.76
	10 0109 1000 100 0000 320	05/31/2023	MCGRAW HILL ALEKS	442.05
	10 0209 1000 102 0000 612	05/31/2023	AMAZON ACRYLIC PAINT	10.69
	10 0209 1000 102 0000 612	05/31/2023	AMAZON ACRYLIC PAINT	43.86
				1,831.14
BLACKHAWK BANK AND TRUST				
	10 9015 2620 000 0000 683	05/31/2023	DOOR CLOSERS - EBAY	74.95
	10 9015 2620 000 0000 683	05/31/2023	TRI STYLE DOOR CLOSERS - EBAY	94.49
	10 9015 2620 000 0000 683	05/31/2023	LIFTGATE STARTER SWITCH - EBAY	43.00
	10 9015 2620 000 0000 683	05/31/2023	SMART FAUCET BLUETOOTH - EBAY	274.00

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	10 9015 2620 000 0000 684	05/31/2023	PURAQUA - POOL PARTS	128.28
	10 9015 2574 000 0000 330	05/31/2023	IDPH LICENSING	294.00
				908.72
BLACKHAWK BANK AND TRUST				
	10 9060 2213 100 3376 330	05/31/2023	UNITY POINT - NURSE CONFERENCE	560.00
				560.00
BLICK & BLICK OIL, INC.				
	10 9018 2720 100 0000 626	06/13/2023	7502 GALLONS OF GASOHOL	21,564.13
	10 9018 2720 100 0000 627	06/13/2023	7,300 GALLONS #2 DYED DIESEL	18,100.28
				39,664.41
CALAMUS WHEATLAND COMMUNITY SCHOOL DISTRICT				
	10 0025 1000 100 0000 567	06/12/2023	OE SEMESTER 2 22-23	3,613.50
	10 0025 1000 100 0000 567	06/12/2023	OE SEMESTER 2 22-23	3,613.50
	10 0025 1000 100 0000 567	06/12/2023	OE SEMESTER 2 22-23	174.54
	10 0025 1000 100 0000 567	06/12/2023	OE SEMESTER 2 22-23	174.54
	10 0025 1000 100 0000 567	06/12/2023	Reversal: OE SEMESTER 2 22-23	(174.54)
	10 0060 1000 100 3116 567	06/12/2023	Correction: OE SEMESTER 2 22-23	174.54
	10 0060 1000 100 3116 567	06/12/2023	Reversal: Correction: OE SEMESTER 2 22-2	(174.54)
	10 0060 1000 100 3116 567	06/12/2023	Correction: Correction: OE SEMESTER 2 22	174.54
				7,576.08
CAMANCHE COMMUNITY SCHOOL DISTRICT				
	10 0025 1000 100 0000 567	06/14/2023	OE SECOND SEM 22-23	10,720.05
	10 0060 1000 100 3116 567	06/14/2023	OE SECOND SEM 22-23	517.59
				11,237.64
CAMELOT THERAPEUTIC SCHOOLS LLC				
	10 0080 1000 218 3303 569	06/04/2023	CW TUITION MAY	5,060.66
				5,060.66
CENTRAL PETROLEUM EQUIPMENT CO				
	10 9015 2640 000 0000 433	06/01/2023	ANNUAL LINE/LEAK TESTING	481.00
				481.00
CINTAS LOC 749				
	10 9015 2620 000 0000 292	06/02/2023	TOWELS/MATS	42.72
	10 9015 2620 000 0000 426	06/02/2023	UNIFORMS	50.63
	10 9015 2620 000 0000 292	06/09/2023	TOWELS/MATS	42.72
	10 9015 2620 000 0000 426	06/09/2023	UNIFORMS	50.63
	10 9015 2620 000 0000 292	06/16/2023	UNIFORMS	50.63
	10 9015 2620 000 0000 426	06/16/2023	TOWELS/MATS	42.72
				280.05
CITY OF BETTENDORF				
	10 0407 2620 000 8000 411	06/16/2023	WATER AND SEWER	573.17
	10 0418 2620 000 8000 411	06/16/2023	WATER AND SEWER	875.88
	10 0411 2620 000 8000 411	06/16/2023	WATER AND SEWER	1,024.83
	10 0409 2620 000 8000 411	06/16/2023	WATER AND SEWER	839.73
				3,313.61
CLAYTON RIDGE COMMUNITY SCHOOL DISTRICT				
	10 0025 1000 100 0000 567	06/13/2023	OE IA VIRTUAL ACAD SECOND SEM 22-23 TUIT	18,268.25
	10 0060 1000 100 3116 567	06/13/2023	OE IA VIRTUAL ACAD SECOND SEM 22-23 TLC	880.43
				19,148.68
CNH CAPITAL				

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	10 9015 2630 000 0000 618	05/18/2023	KUBOTA PARTS	146.29
	10 9015 2630 000 0000 618	05/18/2023	DRAIN PLUGS	4.06
				150.35
COLLEGE BOARD, THE				
	10 0109 2240 100 8106 325	05/18/2023	AP TESTING	57,024.00
				57,024.00
CONNECTION, INC				
	10 9032 2237 160 0000 653	06/13/2023	Zebra Symbol LS1203 Barcode Scanner Kit,	128.43
				128.43
CONSCIOUS DISCIPLINE				
	10 0403 1000 460 3117 612	04/18/2023	see attached	2,006.00
	10 0403 1000 460 3117 612	04/18/2023	SHIPPING	300.90
	10 0407 1000 460 3117 612	06/12/2023	Sophie's Super Splendid Box of Books	539.00
	10 0407 1000 460 3117 612	06/12/2023	Energy Stick	10.00
	10 0407 1000 460 3117 612	06/12/2023	Helping My Feeling Buddies	168.00
	10 0407 1000 460 3117 612	06/12/2023	I Love You Rituals on a String	160.00
	10 0407 1000 460 3117 612	06/12/2023	I Love You Ritual book	126.00
	10 0407 1000 460 3117 612	06/12/2023	Baby dolls, 4pk	176.00
	10 0407 1000 460 3117 612	06/12/2023	Shubert bundle books	316.00
	10 0407 1000 460 3117 612	06/12/2023	Skills on a String	160.00
	10 0407 1000 460 3117 612	06/12/2023	Active Calming Center	185.00
	10 0407 1000 460 3117 612	06/12/2023	Managing Emotional Mayhem	160.00
	10 0407 1000 460 3117 612	06/12/2023	Easy To Love, Difficult To Discipline	51.00
	10 0407 1000 460 3117 612	06/12/2023	When I Feel...	144.00
	10 0407 1000 460 3117 612	06/12/2023	Safe Place Poster Set	36.00
	10 0407 1000 460 3117 612	06/12/2023	I Love You Rituals Changing Table Poster	22.00
	10 0407 1000 460 3117 612	06/12/2023	There's got to be a better way book	87.00
	10 0407 1000 460 3117 612	06/12/2023	Shipping	351.00
				4,997.90
D&K PRODUCTS				
	10 9015 2630 000 0000 618	05/22/2023	LOCKER EQUIPMENT	1,163.60
				1,163.60
DAKTRONICS				
	10 9015 2620 000 0000 684	06/02/2023	POOL EQUIPMENT	950.00
				950.00
DAVENPORT, DANIELLE				
	10 9030 1000 100 0000 580	06/05/2023	JANUARY THRU JUNE 2023 MILEAGE	291.20
				291.20
DECKER EQUIPMENT				
	10 9015 2620 000 0000 683	05/31/2023	LOCKER EQUIPMENT	710.97
				710.97
DEMCO, INC.				
	10 0407 2222 000 0000 611	03/06/2023	Book tape	68.84
	10 0407 2222 000 0000 611	03/06/2023	New tape	46.88
	10 0407 2222 000 0000 611	03/06/2023	Liquid plastic	5.86
				121.58
DEPARTMENT OF EDUCATION				
	10 9018 2740 100 0000 434	06/05/2023	7 BUS INSPECTIONS	350.00

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
				350.00
DRUDGE, JACQUELINE				
10 9080 2790 217 3303 516		04/30/2023	APRIL 2023 MILEAGE	282.96
				282.96
DURHAM SCHOOL SERV				
10 9018 2720 100 0000 515		06/01/2023	MAY 2023 SCHOOL TO WORK	221,042.59
10 9018 2720 910 0000 515		06/01/2023	MAY 2023 TRIPS	14,331.92
				235,374.51
EDUCATION WEEK				
10 9020 2212 000 0000 294		05/24/2023	ANNUAL RENEWAL 5-3-23 TO 5-3-24	79.00
				79.00
ENTERPRISE RENT-A-CAR MIDWEST				
10 9018 2720 100 0000 442		05/27/2023	HS GIRLS STATE TRACK	279.72
				279.72
ERICKSON PLUMBING AND HEATING INC				
10 9015 2620 000 0000 432		06/07/2023	WATER HEATER SC - FG	300.00
				300.00
FERGUSON ENTERPRISES INC				
10 9015 2620 000 0000 683		06/12/2023	MAINT SUPPLIES	675.00
10 9015 2620 000 0000 683		05/22/2023	MAINT SUPPLIES	15.36
10 9015 2620 000 0000 683		06/13/2023	MAINT SUPPLIES	59.30
				749.66
FOLLETT LIBRARY RESOURCES				
10 0407 2222 000 0000 643		06/05/2023	Library books - see attached	143.37
				143.37
GASKIN, MARC				
10 0109 1000 124 0000 580		05/17/2023	IA BANDMASTERS ASSOC CONF HOTEL	306.88
				306.88
GRADY INSTRUMENT SERVICE INC				
10 9030 2640 124 0000 433		06/11/2023	FRENCH HORN REPAIR	599.52
				599.52
GRAINGER, INC., W.W.				
10 9015 2620 000 0000 683		06/07/2023	MAINT SUPPLIES	130.52
				130.52
GRAYBAR ELECTRIC				
10 9015 2620 000 0000 683		04/04/2023	MAINT SUPPLIES	131.60
				131.60
GREENWOOD CLEANING SYSTEMS INC				
10 9015 2620 000 0000 683		03/16/2023	MAINT SUPPLIES	1,124.50
10 9015 2620 000 0000 684		03/16/2023	CLEANING SUPPLIES	79.80
10 9015 2620 000 0000 687		03/16/2023	ROUGH PAPER SUPPLIES	1,083.30
10 9015 2620 000 0000 683		03/16/2023	MAINT SUPPLIES	187.76
10 9015 2620 000 0000 684		05/31/2023	CLEANING SUPPLIES	1,388.38
10 9015 2620 000 0000 683		06/06/2023	MAINT SUPPLIES	480.45
10 9015 2640 000 0000 682		05/31/2023	MACHINE PARTS	419.17
10 9015 2620 000 0000 687		05/24/2023	PAPER PRODUCTS	163.15
10 9015 2620 000 0000 683		05/24/2023	MAINT SUPPLIES	1,441.90
10 9015 2620 000 0000 683		06/06/2023	MAINT SUPPLIES	267.94
10 9015 2620 000 0000 683		06/19/2023	MAINT SUPPLIES	77.31

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	10 9015 2620 000 0000 683	06/06/2023	MAINT SUPPLIES	1,226.36
	10 9015 2620 000 0000 683	06/19/2023	MAINT SUPPLIES	474.21
	10 9015 2620 000 0000 683	06/19/2023	MAINT SUPPLIES	100.22
	10 9015 2620 000 0000 683	06/15/2023	MAINT SUPPLIES	165.00
	10 9015 2620 000 0000 683	06/16/2023	MAINT SUPPLIES	396.00
	10 9015 2620 000 0000 683	06/19/2023	MAINT SUPPLIES	192.30
				9,267.75
GUITAR CENTER				
	10 0407 2410 000 0000 611	06/17/2023	XSW 2-835 HANDHELD WIRLESS SYSTEM	382.00
				382.00
HELPING HANDS TRANSPORTING SERVICES				
	10 9080 2720 218 3303 515	06/01/2023	MAY TRANSPORTATION SERVICES	1,174.58
	10 9080 2720 215 3302 515	06/01/2023	MAY TRANSPORTATION SERVICES	990.28
				2,164.86
HIGHTECH SIGNS				
	10 9015 2620 000 0000 683	05/25/2023	MAINT SUPPLIES	146.50
	10 9015 2650 000 0000 682	06/02/2023	DECALS FOR TRUCKS	223.12
				369.62
HOFER, ERIN				
	10 9030 1000 100 0000 580	05/31/2023	AUG 22 THRU JUN 23 MILEAGE	550.00
				550.00
HUDL				
	10 180 000 0000 000	06/05/2023	HUDL GOLD COMPETITIVE	1,600.00
	10 180 000 0000 000	06/05/2023	HUDL SIDELINE PREMIUM HARDWARE	1,500.00
	10 180 000 0000 000	06/05/2023	HUDL SIDELINE PREMIUM	1,500.00
	10 180 000 0000 000	06/05/2023	DISCOUNT	(1,500.00)
				3,100.00
IBOSS INC				
	10 180 000 0000 000	05/10/2023	iBoss subscription 6/1/2022 - 6/30/2025	0.00
	10 180 000 0000 000	05/10/2023	Payment 2 due 07/01/2023	9,488.36
	10 180 000 0000 000	05/10/2023	Purchaser: Kevin Pennekamp, Technology D	0.00
				9,488.36
INQUIREHIRE				
	10 9012 2572 000 0000 348	06/16/2023	EMP BACKGROUND CHECKS	192.60
				192.60
IOWA PRISON INDUSTRIES				
	10 0109 1000 215 3302 612	06/16/2023	BRAILLE SERVICES MAY	161.39
				161.39
IOWA SCHOOLS EMPLOYEE BENEFITS ASSOCIATION				
	10 180 000 0000 000	07/01/2023	JULY 2023 LIFE/AD&D & LTD	6,634.41
	10 180 000 0000 000	06/12/2023	JULY 2023 LIFE AD&D & LTD	6,101.13
	10 180 000 0000 000	06/20/2023	JULY 2023 LIFE/AD&D & LTD	(6,634.41)
				6,101.13
IOWA VOCATIONAL REHABILITATION SERVICES				
	10 105 000 4598 211	06/15/2023	21-TAP-18 PAYMENT	5,518.21
				5,518.21
IOWA-AMERICAN WATER CO.				
	10 0209 2620 000 8000 411	05/26/2023	WATER	439.37
	10 0403 2620 000 8000 411	05/26/2023	WATER	287.90

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	10 0109 2620 000 8000 411	06/05/2023	WATER	(2,609.27)
	10 0109 2620 000 8000 411	06/07/2023	WATER	2,884.82
				1,002.82
IP PATHWAYS				
	10 9032 2640 160 0000 433	04/30/2023	ED GRADE INTERNET ACCESS	180.00
	10 9032 2640 160 0000 433	05/31/2023	ED GRADE INTERNET ACCESS	180.00
				360.00
ISCPA				
	10 9014 2510 000 0000 294	05/15/2023	2023-24 DUES 5-1-23 TO 4-30-24	300.00
				300.00
JOHN DEERE FINANCIAL				
	10 9015 2630 000 0000 618	06/10/2023	LANDSCAPE SUPPLIES	55.68
				55.68
JOHNSTONE SUPPLY				
	10 9015 2620 000 0000 683	06/01/2023	MAINT SUPPLIES	4.03
	10 9015 2620 000 0000 683	06/07/2023	MAINT SUPPLIES	40.86
	10 9015 2620 000 0000 683	06/12/2023	MAINT SUPPLIES	333.72
	10 9015 2620 000 0000 683	06/08/2023	MAINT SUPPLIES	180.58
				559.19
JOYCE, JENNIFER				
	10 0109 1945 000 8604	06/08/2023	LIBRARY PRINTING	(0.60)
				(0.60)
K & K HARDWARE				
	10 9015 2620 000 0000 683	05/25/2023	EXPOXY PUTTY/HNG CONCL	53.96
	10 9015 2620 000 0000 683	05/25/2023	SHT METAL	18.89
	10 9015 2620 000 0000 683	05/25/2023	BRAID TUBING	9.42
	10 9015 2620 000 0000 683	05/25/2023	GLUE/SHT METAL	21.58
	10 9015 2620 000 0000 683	05/25/2023	PADLOCK/FOAM SLEEVES	22.48
	10 9015 2620 000 0000 683	05/30/2023	CONNECTORS	17.98
	10 9015 2620 000 0000 683	05/31/2023	CONECTORS/HANDLES/SPRAY	36.61
	10 9015 2620 000 0000 683	06/02/2023	SPONGES	30.43
	10 9015 2620 000 0000 683	06/06/2023	SABER/PREMIUM SELECT/SHARPENER	103.95
	10 9015 2620 000 0000 683	06/06/2023	TAN SABER	10.07
	10 9015 2620 000 0000 683	06/07/2023	SABER/PREMIUM SELECT	31.47
	10 9015 2620 000 0000 683	06/08/2023	FLT WASHERS	3.86
	10 9015 2620 000 0000 683	06/09/2023	HAMM BIT	25.19
	10 9015 2620 000 0000 683	06/13/2023	CAUTION TAPE	26.98
	10 9015 2620 000 0000 683	06/14/2023	SCRAPERS/RATCHET	41.60
	10 9015 2620 000 0000 683	06/15/2023	TAG RING/TANK LEVER	24.27
				478.74
KLEVER, LAURA				
	10 0405 1000 123 0000 612	03/28/2023	SPRING PRORAM SUPPLIES	249.54
				249.54
KLING, BRIAN				
	10 0109 1000 124 0000 580	05/13/2023	STATE BAND CONF HOTEL	371.08
				371.08
KONE INC.				
	10 9015 2620 000 0000 432	06/01/2023	MAINT 06-01 TO 08-31	1,148.79

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
				1,148.79
KOUNTZE, DAWN				
10 0109 1945 000 8604		06/08/2023	LIBRARY PRINTING	(0.60)
				(0.60)
KUNAU IMPLEMENT COMPANY				
10 9015 2630 000 0000 618		06/14/2023	HUB/BOLT-IN	269.46
				269.46
LANE AND WATERMAN				
10 9012 2317 000 0000 342		06/21/2023	MAY 23 BOOK RECONSIDERATION	78.00
10 9012 2317 000 0000 342		06/07/2023	LEGAL - MAY 23 - GENERAL MATTERS	1,040.00
10 9012 2317 000 0000 342		06/07/2023	LEGAL - MAY 23 STUDENT ISSUE	4,134.00
				5,252.00
LEARNING WITHOUT TEARS				
10 0418 1000 218 3303 612		05/12/2023	stamp and see screen	34.10
10 0418 1000 218 3303 612		05/12/2023	Mat for wood pieces	4.95
10 0418 1000 218 3303 612		05/12/2023	Wood Pieces set for Capital letters	36.25
10 0418 1000 218 3303 612		05/12/2023	Capital letter cards for wood pieces	24.15
10 0418 1000 218 3303 612		05/12/2023	My first book set	15.25
10 0418 1000 218 3303 612		05/12/2023	Readiness & Writing teachers guide	49.95
10 0418 1000 218 3303 612		05/12/2023	Shipping	16.47
				181.12
LECHTENBERG, MELISSA				
10 9030 1000 100 0000 580		06/06/2023	MAY AND JUNE MILEAGE	73.70
10 9030 1000 100 0000 580		06/07/2023	APRIL MILEAGE	60.30
				134.00
LINDQUIST FORD, INC.				
10 9015 2650 000 0000 434		05/30/2023	RUNNING BOARDS	646.88
10 9018 2740 100 0000 434		06/08/2023	21 FORD VAN DETAIL	225.00
10 9018 2740 100 0000 434		06/15/2023	17 FORD EXP FULL DETAIL	199.00
10 9018 2740 100 0000 434		06/15/2023	14 FORD EXP FULL DETAIL	199.00
				1,269.88
LOGAS, JENNY				
10 0109 1000 211 3301 580		05/30/2023	MILEAGE 5-12-23 TO 5-30-23	28.00
				28.00
MCGRAW-HILL EDUCATION				
10 0060 1000 100 4045 612		05/23/2023	Number Worlds Prevention Print Teacher P	4,663.05
10 0060 1000 100 4045 612		05/23/2023	Number Worlds Prevention Assessment Leve	422.31
10 0060 1000 100 4045 612		05/23/2023	*Free Materials	(422.31)
10 0060 1000 100 4045 612		05/23/2023	Number Worlds Prevention Print Teacher P	7,993.80
10 0060 1000 100 4045 612		05/23/2023	Number Worlds Prevention Assessment Leve	723.96
10 0060 1000 100 4045 612		05/23/2023	*Free Materials	(723.96)
10 0060 1000 100 4045 612		05/23/2023	Number Worlds Prevention Print Teacher P	8,659.95
10 0060 1000 100 4045 612		05/23/2023	Number Worlds Prevention Assessment Leve	784.29
10 0060 1000 100 4045 612		05/23/2023	*Free Materials	(784.29)
10 0060 1000 100 4045 612		05/23/2023	Number Worlds Prevention Print Teacher P	8,659.95
10 0060 1000 100 4045 612		05/23/2023	Number Worlds Prevention Assessment Leve	784.29
10 0060 1000 100 4045 612		05/23/2023	*Free Materials	(784.29)
10 0060 1000 100 4045 612		05/23/2023	Number Worlds Prevention Print Teacher P	9,992.25

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	10 0060 1000 100 4045 612	05/23/2023	Number Worlds Assessment Level E	904.95
	10 0060 1000 100 4045 612	05/23/2023	*Free Materials	(904.95)
	10 0060 1000 100 4045 612	05/23/2023	Number Worlds Prevention Print Teacher P	9,992.25
	10 0060 1000 100 4045 612	05/23/2023	Number Worlds Assessment Level F	904.95
	10 0060 1000 100 4045 612	05/23/2023	*Free Materials	(904.95)
	10 0060 1000 100 4045 612	05/23/2023	Number Worlds Prevention Print Teacher P	9,992.25
	10 0060 1000 100 4045 612	05/23/2023	Number Worlds Assessment Level G	904.95
	10 0060 1000 100 4045 612	05/23/2023	*Free Materials	(904.95)
	10 0060 1000 100 4045 612	05/23/2023	Number Worlds Prevention Print Teacher P	9,992.25
	10 0060 1000 100 4045 612	05/23/2023	Number Worlds Assessment Level H	904.95
	10 0060 1000 100 4045 612	05/23/2023	*Free Materials	(904.95)
	10 0060 1000 100 4045 612	05/23/2023	Number Worlds Prevention Print Teacher P	5,995.35
	10 0060 1000 100 4045 612	05/23/2023	Number Worlds Assessment Level I	542.97
	10 0060 1000 100 4045 612	05/23/2023	*Free Materials	(542.97)
	10 0060 1000 100 4045 612	05/23/2023	Number Worlds Prevention Print Teacher P	5,995.35
	10 0060 1000 100 4045 612	05/23/2023	Number Worlds Assessment Level J	542.97
	10 0060 1000 100 4045 612	05/23/2023	*Free Materials	(542.97)
	10 0060 2213 000 4043 330	05/23/2023	Number Worlds Secondary Professional Dev	10,500.00
	10 0060 2213 000 4043 330	05/23/2023	*Free PD	(10,500.00)
	10 0060 1000 100 4045 612	05/23/2023	Estimated Shipping	2,254.45
				84,190.90
MENARDS				
	10 9015 2620 000 0000 683	06/13/2023	MAINT SUPPLIES	8.98
				8.98
MERRILL, ERIN				
	10 0411 2410 000 0000 613	06/06/2023	BOOKS - BOOK STUDY	20.81
				20.81
MIDAMERICAN ENERGY				
	10 0418 2620 000 8000 621	06/13/2023	GAS	453.60
	10 0418 2620 000 8000 622	06/13/2023	ELECTRICITY	5,863.26
	10 9015 2620 000 8000 621	06/13/2023	GAS	13.88
	10 9015 2620 000 8000 622	06/13/2023	ELECTRICITY	808.19
				7,138.93
MISSISSIPPI BEND AEA				
	10 0109 2493 000 0000 618	06/01/2023	COMMENCEMENT PROGRAM	587.33
				587.33
MOLO OIL COMPANY				
	10 9018 2720 100 0000 627	05/25/2023	7503 GAL #2 DYED DIESEL	19,463.45
				19,463.45
NEW ROOTS MENTAL HEALTH SERVICES				
	10 0405 2140 000 4045 322	05/31/2023	MAY SCHOOL BASED THERAPY 2023	550.00
	10 0405 2140 000 4045 322	05/31/2023	Reversal: MAY SCHOOL BASED THERAPY 2023	(550.00)
	10 0405 2140 420 1119 322	05/31/2023	Correction: MAY SCHOOL BASED THERAPY 202	550.00
	10 0405 2140 000 4045 322	06/01/2023	JUNE SCHOOL BASED THERAPY 2023	550.00
	10 0405 2140 000 4045 322	06/01/2023	Reversal: JUNE SCHOOL BASED THERAPY 2023	(550.00)
	10 0405 2140 420 1119 322	06/01/2023	Correction: JUNE SCHOOL BASED THERAPY 20	550.00
				1,100.00
NORTH SCOTT SCHOOL DISTRICT				

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	10 9018 2720 910 0000 515	06/08/2023	JH TRIP 12/22	264.99
				264.99
PLEASANT VALLEY C.S.D				
	10 180 000 0000 000	06/12/2023	INVOICE CHARGED TO WRONG FUND	533.28
				533.28
PLUMB SUPPLY COMPANY-DAV				
	10 9015 2620 000 0000 683	05/24/2023	MAINT SUPPLIES	22.67
				22.67
POSTAL SOURCE				
	10 9012 2320 000 0000 611	06/08/2023	POSTAGE MACHINE SEALANT BRUSH	7.00
				7.00
PREMIER PEST MANAGEMENT SERVICES				
	10 0109 2620 000 8000 425	06/02/2023	PEST CONTROL	89.25
	10 0409 2620 000 8000 425	06/05/2023	PEST CONTROL	52.50
				141.75
PS3 ENTERPRISES INC DBA THE OUTHOUSE AND GRASS GROOMERS				
	10 9015 2620 000 0000 442	06/13/2023	JH FB FIELD HANDICAP TOILET RENTAL	70.71
				70.71
QUADIENT LEASING USA				
	10 9012 2640 000 0000 442	06/09/2023	POSTAGE MACHINE LEASE	94.76
	10 9013 2640 000 0000 442	06/09/2023	POSTAGE MACHINE LEASE	94.76
	10 9014 2640 000 0000 442	06/09/2023	POSTAGE MACHINE LEASE	94.75
	10 9020 2640 000 0000 442	06/09/2023	POSTAGE MACHINE LEASE	94.75
				379.02
QUILL CORPORATION				
	10 9012 2320 000 0000 611	06/01/2023	PERMANENT MARKERS	3.96
	10 9012 2320 000 0000 611	06/06/2023	HILITERS	14.86
	10 9012 2320 000 0000 611	06/07/2023	STAPLER	11.04
				29.86
RACHEL BARAKS LMHC				
	10 0407 2140 000 4045 322	06/09/2023	SCHOOL BASED THERAPY MAY 2023	366.50
	10 0409 2140 000 4045 322	06/09/2023	SCHOOL BASED THERAPY MAY 2023	366.50
	10 0407 2140 000 4045 322	06/09/2023	Reversal: SCHOOL BASED THERAPY MAY 2023	(366.50)
	10 0407 2140 420 1119 322	06/09/2023	Correction: SCHOOL BASED THERAPY MAY 202	366.50
	10 0409 2140 000 4045 322	06/09/2023	Reversal: SCHOOL BASED THERAPY MAY 2023	(366.50)
	10 0409 2140 420 1119 322	06/09/2023	Correction: SCHOOL BASED THERAPY MAY 202	366.50
				733.00
REPUBLIC COMPANIES				
	10 9015 2620 000 0000 683	06/01/2023	MAINT SUPPLIES	145.72
				145.72
REPUBLIC SERVICES #400				
	10 9015 2620 000 8000 421	06/15/2023	WASTE DISPOSAL	957.84
				957.84
RIVER VALLEY TURF				
	10 9015 2630 000 0000 618	05/19/2023	JD BLADES	160.38
				160.38
ROCHESTER100 INC				
	10 0418 2410 000 0000 611	04/18/2023	folders-green	72.50

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	10 0418 2410 000 0000 611	04/18/2023	folders-powder blue	72.50
				145.00
S.J. SMITH				
	10 9015 2620 000 0000 689	05/18/2023	CO2	163.37
	10 9015 2620 000 0000 442	05/31/2023	INDUS GAS	9.30
	10 9015 2620 000 0000 442	05/31/2023	CYL RENTAL	86.28
				258.95
SCHOOL SPECIALTY INC				
	10 0411 1000 100 0000 612	06/07/2023	see attached	6.36
	10 0029 1000 100 8029 612	06/08/2023	supplies/furniture-New K room	1,108.73
				1,115.09
SHREDDER, THE				
	10 0403 2620 000 8000 421	05/17/2023	SHREDDING	66.00
	10 0405 2620 000 8000 421	06/12/2023	SHREDDING	66.00
				132.00
SNIDER, KATHERINE OR SHAWN				
	10 0109 1945 000 8604	06/07/2023	LIBRARY FINE	(0.10)
				(0.10)
TRANE USA INC				
	10 9015 2620 000 0000 432	06/13/2023	SERVICE CALL CHILLER	955.00
				955.00
US CELLULAR				
	10 9015 2320 000 0000 532	03/08/2023	CELL	(0.06)
	10 9032 2236 160 0000 536	06/06/2023	HOT SPOT	19.49
				19.43
WALDEN, ANNE				
	10 0109 1000 355 0000 612	05/25/2023	FINAL LAB SUPPLIES	36.71
				36.71
WEST MUSIC				
	10 9030 2640 124 0000 433	06/13/2023	SNARE STRAINER	75.95
	10 0209 1000 124 0000 612	04/12/2023	Tenor 3 Reeds	37.99
	10 0209 1000 124 0000 612	04/12/2023	Promark PST3 Mallets	26.99
	10 9030 2640 124 0000 433	04/12/2023	OBOE	84.99
	10 9030 1000 124 0000 739	04/14/2023	Tuba	5,397.00
	10 0209 1000 910 6220 612	04/18/2023	Sheet Music See Frevvo	969.40
	10 9334 1000 124 0000 612	04/28/2023	see attached	156.95
	10 0109 1000 124 0000 612	04/28/2023	Instrument Parts	44.98
	10 0209 1000 910 6220 612	04/28/2023	Sheet Music See Frevvo	65.00
	10 9334 1000 124 0000 612	05/02/2023	see attached	50.00
	10 0029 1000 100 8029 612	05/31/2023	Xylophone 2.6 Padouk Desktop-Korogi EKO3	319.95
	10 0029 1000 100 8029 612	05/31/2023	Keyboard stand-On stage KS7190	35.95
	10 0029 1000 100 8029 612	05/31/2023	Dolly, piano, digital Jansen J4004C	541.70
	10 0029 1000 100 8029 612	05/31/2023	Cymbal Sabian 61002	15.99
	10 0109 1000 124 0000 612	04/10/2023	Instrument Parts	1,040.20
	10 9030 2640 124 0000 433	04/18/2023	STRING BASS REPAIR	405.50
	10 9030 2640 124 0000 433	04/18/2023	TUBA REPAIR	169.50
	10 9030 2640 124 0000 433	04/18/2023	BASSOON REPAIR	126.50
	10 9030 2640 124 0000 433	04/18/2023	BASSOON REPAIR	62.50

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	10 9030 2640 124 0000 433	04/20/2023	TROMBONE REPAIR	45.00
	10 9030 2640 124 0000 433	04/28/2023	EUPHONIUM REPAIR	118.50
	10 9030 2640 124 0000 433	05/02/2023	SAX NECK CORK	20.00
	10 9030 2640 124 0000 433	05/03/2023	PICCOLO REPAIR	72.50
	10 9030 2640 124 0000 433	05/03/2023	FRENCH HORN REPAIR	137.50
	10 9030 2640 124 0000 433	05/03/2023	PICCOLO REPAIR	89.50
	10 9030 2640 124 0000 433	05/03/2023	CELLO REPAIR	112.06
	10 9030 2640 124 0000 433	05/04/2023	PICCOLO REPAIR	85.50
	10 9030 2640 124 0000 433	05/04/2023	PICCOLO REPAIR	72.50
	10 9030 2640 124 0000 433	05/09/2023	CELLO REPAIR	112.06
	10 9030 2640 124 0000 433	05/11/2023	BARI SAX REPAIR	114.50
	10 9030 2640 124 0000 433	05/11/2023	BARI SAX REPAIR	104.50
	10 9030 2640 124 0000 433	05/17/2023	TUBA REPAIR	145.50
	10 9030 2640 124 0000 433	05/19/2023	EUPHONIUM REPAIR	135.50
	10 9030 2640 124 0000 433	05/22/2023	FRENCH HORN REPAIR	130.50
	10 9030 2640 124 0000 433	05/22/2023	BARI SAX REPAIR	119.50
	10 9030 2640 124 0000 433	05/23/2023	SELMER CLARINET REPAIR	109.50
	10 9030 2640 124 0000 433	05/23/2023	PICCOLO REPAIR	72.50
	10 9030 2640 124 0000 433	05/23/2023	PICCOLO REPAIR	107.50
	10 9030 2640 124 0000 433	05/23/2023	PICCOLO REPAIR	72.50
	10 9030 2640 124 0000 433	05/23/2023	BASS CLARINET REPAIR	72.50
	10 9030 2640 124 0000 433	05/25/2023	MELLOPHONE REPAIR	83.50
	10 9030 2640 124 0000 433	05/25/2023	FRENCH HORN REPAIR	137.50
	10 9030 2640 124 0000 433	05/25/2023	MELLOPHONE REPAIR	83.50
	10 9030 2640 124 0000 433	05/25/2023	MELLOPHONE REPAIR	83.50
	10 9030 2640 124 0000 433	05/25/2023	PICCOLO REPAIR	72.50
	10 9030 2640 124 0000 433	05/25/2023	FRENCH HORN REPAIR	115.50
	10 9030 2640 124 0000 433	05/25/2023	FLUTE REPAIR	82.50
	10 9030 2640 124 0000 433	05/25/2023	CLARINET REPAIR	159.50
	10 9030 2640 124 0000 433	06/13/2023	TUBA REPAIR	167.50
	10 9030 2640 124 0000 433	06/13/2023	TUBA REPAIR	223.50
	10 9030 2640 124 0000 433	06/13/2023	PICCOLO REPAIR	72.50
	10 9030 2640 124 0000 433	06/13/2023	CELLO REPAIR	256.25
				13,214.41
	WILSON LANGUAGE TRAINING CORP			
	10 9334 2213 100 3342 330	06/05/2023	Foundations Level 1 4 Coaching Days wit	14,675.00
	10 9334 2213 100 3342 330	06/05/2023	Foundations Level 2 4 Coaching Days wit	29,350.00
	10 9334 2213 100 3342 330	06/05/2023	Foundations Level K 4 Coaching Days wit	14,675.00
	10 9334 2213 100 3342 330	06/05/2023	Foundations Presenter Level 3 (add-on)	325.00
	10 9334 2213 100 3342 330	06/05/2023	Reversal: Foundations Level 1 4 Coachin	(14,675.00)
	10 180 000 0000 000	06/05/2023	Correction: Foundations Level 1 4 Coach	14,675.00
	10 9334 2213 100 3342 330	06/05/2023	Reversal: Foundations Level 2 4 Coachin	(29,350.00)
	10 180 000 0000 000	06/05/2023	Correction: Foundations Level 2 4 Coach	29,350.00
	10 9334 2213 100 3342 330	06/05/2023	Reversal: Foundations Level K 4 Coachin	(14,675.00)
	10 180 000 0000 000	06/05/2023	Correction: Foundations Level K 4 Coach	14,675.00
	10 9334 2213 100 3342 330	06/05/2023	Reversal: Foundations Presenter Level 3 ((325.00)

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	10 180 000 0000 000	06/05/2023	Correction: Foundations Presenter Level 3	325.00
	10 180 000 0000 000	06/16/2023	Word Identification and Spelling Test (W	1,332.00
	10 180 000 0000 000	06/16/2023	Estimated Shipping	106.56
				60,463.56
WINDSTREAM				
	10 9015 2320 000 0000 532	05/27/2023	PHONE	288.88
				288.88
YANK, ALEXANDER				
	10 0411 1000 113 0000 612	06/05/2023	SCIENCE SUPPLIES	673.25
				673.25
ZIETLOW, MEREDITH				
	10 9030 1000 100 0000 580	06/10/2023	MILEAGE 10-3-22 TO 6-2-23	499.20
				499.20
			Fund Total:	650,821.22

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
AHMAD, ABDUR RAHMAN	61 483 000 0000 000	06/12/2023	LUNCH ACCT	14.50
				14.50
BRIDGE, NIKKI	61 483 000 0000 000	06/07/2023	LUNCH ACCT	2.50
				2.50
CAREY, VICTORIA	61 483 000 0000 000	06/07/2023	LUNCH ACCT	7.90
				7.90
CRAMER, COURTENAY OR DAVE	61 483 000 0000 000	06/07/2023	LUNCH ACCT	28.85
				28.85
DAVIS, JESSE	61 483 000 0000 000	06/07/2023	LUNCH ACCT	27.40
				27.40
FISCUS, KELLY	61 483 000 0000 000	06/07/2023	LUNCH ACCT	10.60
				10.60
FRANCIS, SUSAN	61 483 000 0000 000	06/07/2023	LUNCH ACCT	44.85
				44.85
GASPELIN, ANN	61 483 000 0000 000	06/07/2023	LUNCH ACCT	21.65
				21.65
GRIFFITH, TAMARA	61 483 000 0000 000	06/07/2023	LUNCH ACCT	20.00
				20.00
KATHERMAN, KRISTINA	61 483 000 0000 000	06/15/2023	LUNCH ACCT	26.90
	61 483 000 0000 000	06/15/2023	LUNCH ACCT	51.60
				78.50
KINDBERG, HEATHER OR SCOTT	61 483 000 0000 000	06/07/2023	LUNCH ACCT	19.25
				19.25
NELSON, KAYLA	61 9011 3110 000 0000 580	06/14/2023	TRAVEL TO IA CITY FOR PROF DEV	60.00
				60.00
PATEL, MITAL	61 483 000 0000 000	06/07/2023	LUNCH ACCT	77.65
				77.65
PETERSEN, LISA	61 483 000 0000 000	06/08/2023	LUNCH ACCT	(5.43)
				(5.43)
RODRIGUEZ, EDWIN	61 483 000 0000 000	06/02/2023	LUNCH ACCT	0.35
				0.35
SAFI, ISLAM	61 483 000 0000 000	06/07/2023	LUNCH ACCT	4.50
	61 483 000 0000 000	06/07/2023	LUNCH ACCT	6.50
				11.00

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
SNIDER, KATHERINE OR SHAWN	61 483 000 0000 000	06/07/2023	LUNCH ACCT	22.00
				22.00
SOTO, ABBEY	61 483 000 0000 000	06/19/2023	LUNCH ACCT	1.05
				1.05
SOWERS, ALLISON	61 483 000 0000 000	06/07/2023	LUNCH ACCT	2.75
	61 483 000 0000 000	06/07/2023	LUNCH ACCT	7.35
				10.10
STAKER, HOPE	61 483 000 0000 000	06/08/2023	LUNCH ACCT	5.87
				5.87
TENNANT, ASHLEY	61 483 000 0000 000	06/13/2023	LUNCH ACCT	0.10
	61 483 000 0000 000	06/13/2023	LUNCH ACCT	0.00
				0.10
TUCKER, VALERIE	61 483 000 0000 000	06/07/2023	LUNCH ACCT	14.00
	61 483 000 0000 000	06/07/2023	LUNCH ACCT	37.65
				51.65
VITUG, CAROLINA OR JUSTINE	61 483 000 0000 000	06/08/2023	LUNCH ACCT	1.95
				1.95
WEBB, SARAH	61 483 000 0000 000	06/07/2023	LUNCH ACCT	3.65
	61 483 000 0000 000	06/07/2023	LUNCH ACCT	2.50
				6.15
ZEGLIS, JENNIFER	61 483 000 0000 000	06/08/2023	LUNCH ACCT	12.75
				12.75
			Fund Total:	531.19

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
BLACKHAWK BANK & TRUST	13 0209 1000 950 7128 618	05/31/2023	ED DEBEVIC'S - ORCH TRIP	1,034.41
				1,034.41
CLARK, CLAUDIA OR STEPHEN	13 0409 1790 950 7112	06/09/2023	PLV YEARBOOK DUP	17.00
	13 0409 1790 950 7112	06/09/2023	PLV YEARBOOK DUP	17.00
				34.00
iPROMOTEu	13 0209 1000 950 7127 618	05/03/2023	WEIGHT LIFTING CLUB SHIRTS	401.10
				401.10
KLEVER, LAURA	13 0405 1000 950 7106 618	03/28/2023	SPRING PRORAM SUPPLIES	44.81
				44.81
LIFETOUCH PUB	13 0418 1000 950 7112 618	06/05/2023	FG YEARBOOKS FINAL	1,981.00
				1,981.00
WEST MUSIC	13 0411 1000 950 7106 618	04/28/2023	Fender 0990820015	26.95
	13 0411 1000 950 7106 618	04/28/2023	On Stage MY250	17.90
	13 0411 1000 950 7106 618	04/28/2023	On Stage MS7201B	63.90
	13 0411 1000 950 7106 618	04/28/2023	SHURE SM58S	104.00
				212.75
			Fund Total:	3,708.07

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
ADCRAFT PRINTWEAR				
	21 0109 1000 921 6810 618	06/08/2023	Camp T-shirts - Black	149.80
	21 0109 1000 921 6810 618	06/08/2023	Camp T-shirts - Black XXL	28.47
	21 0109 1000 921 6810 618	06/08/2023	Camp T-shirts - Black 3XL	22.98
	21 0109 1000 921 6810 618	06/08/2023	Camp T-shirts - Jade	686.25
	21 0109 1000 921 6810 618	06/08/2023	Camp T-Shirts - Jade	510.57
	21 0109 1000 921 6810 618	06/08/2023	Camp T-shirts - Jade XXL	37.45
	21 0109 1000 921 6810 618	06/08/2023	Camp T-shirts - Jade 3XL	18.98
				1,454.50
ADVANCED BUSINESS SYSTEMS				
	21 0109 1000 950 7003 619	06/09/2023	HS COPIER 17 OF 45	50.00
	21 0109 1000 920 6901 618	06/16/2023	LEASE 6 OF 30	100.00
				150.00
ANKENY CENTENNIAL HIGH SCHOOL				
	21 0109 1000 920 6825 810	03/31/2023	ENTRY FEE	200.00
				200.00
BAUER, KRISTEN				
	21 0109 1749 921 6840	06/08/2023	TRACK CAMP	40.00
				40.00
BLACKHAWK BANK & TRUST				
	21 0109 1000 920 6840 580	05/31/2023	NOODLES & CO - STATE	430.00
	21 0109 1000 920 6840 580	05/31/2023	PANERA - STATE	497.09
	21 0109 1000 920 6840 580	05/31/2023	CULVERS - STATE	265.74
	21 0109 1000 920 6840 580	05/31/2023	MICROTEL - STATE	3,082.20
	21 0109 1000 921 6725 580	05/31/2023	SUBWAY - SUBSTATE	115.50
				4,390.53
BLACKHAWK BANK & TRUST				
	21 0109 1000 921 6730 618	05/31/2023	SPORTS ATTACK - MACHINE EQUIP	332.00
	21 0109 1000 921 6730 618	05/31/2023	HOME DEPOT - LUMBER	101.33
	21 0109 1000 921 6730 618	05/31/2023	MARC PRO - ARM CARE PARTS	119.57
	21 0109 1000 921 6730 580	05/31/2023	JERSEY MIKES - DES MOINES	243.77
				796.67
BLACKHAWK BANK & TRUST				
	21 0109 1000 910 6220 580	05/31/2023	IA BANDMASTERS MARRIOTT HOTEL	306.88
	21 0109 1000 910 6220 580	05/31/2023	IA BANDMASTERS CHEESECAKE FACTORY	56.63
	21 0109 1000 910 6220 580	05/31/2023	IA BANDMASTERS PARKING	32.00
				395.51
BLACKHAWK BANK & TRUST				
	21 0109 1000 921 6860 580	05/31/2023	OTTER CREEK GOLF & CARTS	312.00
	21 0109 1000 920 6860 580	05/31/2023	OTTER CREEK RANGE BALLS/CART - STATE	40.00
	21 0109 1000 920 6860 580	05/31/2023	COUNTRY INN - STATE	1,640.80
	21 0109 1000 920 6860 580	05/31/2023	PANERA - STATE	86.71
	21 0109 1000 920 6860 580	05/31/2023	OTHER PLACE - STATE	88.60
	21 0109 1000 921 6860 580	05/31/2023	OTTER CREEK GRILL - STATE	64.50
	21 0109 1000 920 6860 580	05/31/2023	BWW - STATE	118.59
	21 0109 1000 921 6860 580	05/31/2023	OTTER CREEK GRILL - STATE	68.44
	21 0109 1000 921 6860 580	05/31/2023	CULVERS	62.23
	21 0109 1000 921 6860 580	05/31/2023	HAPPY JOES	264.61

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	21 0109 1000 920 6860 580	05/31/2023	CULVERS	18.10
				2,764.58
BLACKHAWK BANK & TRUST				
	21 0109 1000 921 6860 618	05/31/2023	PLEASANT VALLEY GC GOLF/BEVERAGES	188.12
	21 0109 1000 920 6693 618	05/31/2023	VARSIITY - CHEER APPAREL	400.31
	21 0109 1000 920 6750 580	05/31/2023	SUBWAY - TEAM MEAL IC	71.09
				659.52
BLACKHAWK BANK AND TRUST				
	21 0109 1000 910 6110 618	05/31/2023	DRAMA PRODUCTION SUPPLIES WALMART	9.95
	21 0109 1000 910 6110 618	05/31/2023	DRAMA PRODUCTION SUPPLIES WALMART	26.90
	21 0109 1000 910 6110 618	05/31/2023	DRAMA PRODUCTION SUPPLIES WALMART	51.40
	21 0109 1000 910 6110 618	05/31/2023	DRAMA PRODUCTION SUPPLIES SALLY	11.48
	21 0109 1000 910 6110 618	05/31/2023	DRAMA PRODUCTION SUPPLIES WALMART	44.26
	21 0109 1000 910 6110 618	05/31/2023	DRAMA PRODUCTION SUPPLIES WALMART	5.67
	21 0109 1000 910 6110 618	05/31/2023	DRAMA PRODUCTION SUPPLIES QC CUSTOM TEES	314.64
	21 0109 1000 910 6110 618	05/31/2023	DRAMA PRODUCTION SUPPLIES QC CUSTOM TEES	314.64
	21 0109 1000 910 6110 618	05/31/2023	DRAMA PRODUCTION SUPPLIES QC CUSTOM TEES	314.64
	21 0109 1000 910 6110 618	05/31/2023	DRAMA PRODUCTION SUPPLIES ELDRIDGE PLAYS	8.95
	21 0109 1000 910 6110 618	05/31/2023	DRAMA PRODUCTION SUPPLIES MICHAELS	174.93
	21 0109 1000 910 6110 618	05/31/2023	DRAMA PRODUCTION SUPPLIES WALMART	(28.80)
				1,248.66
BLACKHAWK BANK AND TRUST				
	21 0109 1000 920 6740 580	05/31/2023	GRINDERS STATE	262.92
	21 0109 1000 920 6740 580	05/31/2023	NOODLES & CO STATE	319.70
	21 0109 1000 920 6740 580	05/31/2023	BAZZARD BILLYS STATE	470.20
	21 0109 1000 920 6740 580	05/31/2023	SUBWAY STATE	94.64
	21 0109 1000 920 6740 580	05/31/2023	MCDONALDS STATE	95.16
				1,242.62
BLACKHAWK BANK AND TRUST				
	21 0109 1000 920 6840 580	05/31/2023	DRAKE RELAYS - MICROTTEL HOTEL	1,879.08
				1,879.08
BLACKHAWK BANK AND TRUST				
	21 0109 1000 921 6725 580	05/31/2023	CHARLEYS CORALVILLE	150.47
	21 0109 1000 921 6725 580	05/31/2023	CHICK FIL-A	121.11
	21 0109 1000 921 6710 618	05/31/2023	FAST MODEL SPORTS - PREMIUM	174.99
	21 0109 1000 921 6710 618	05/31/2023	KALAHARI RESORT DEPOSIT	1,088.80
	21 0109 1000 921 6710 618	05/31/2023	GAME ONE - HATS	419.79
	21 0109 1000 921 6710 618	05/31/2023	LETS EAT SPORTS - BATTLE PADS	360.34
	21 0109 1000 921 6710 618	05/31/2023	MORLEY ATHLETIC - MESH BAG	64.94
	21 0109 1000 921 6710 618	05/31/2023	HOOPS KING - CUSTOM BOARD	84.99
	21 0109 1000 921 6710 618	05/31/2023	HOOPS KING - TRAINING PADS	120.44
	21 0109 1000 921 6710 618	05/31/2023	HOOPS KING - TAX CREDIT	(6.65)
	21 0109 1000 921 6710 618	05/31/2023	HOME DEPOT - EXTENSION CORD	21.38
	21 0109 1000 921 6710 618	05/31/2023	GLACIER CANYON	1,357.11
	21 0109 1000 921 6710 618	05/31/2023	GLACIER CANYON	1,357.11
	21 0109 1000 921 6710 618	05/31/2023	GLACIER CANYON - REFUND	(1,357.11)
	21 0109 1000 921 6710 618	05/31/2023	GLACIER CANYON - REFUND	(1,357.11)
				2,600.60

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
BLACKHAWK BANK AND TRUST				
	21 0109 1000 921 6740 580	05/31/2023	DRAKE - PIZZA RANCH	200.00
	21 0109 1000 920 6740 580	05/31/2023	DRAKE REGISTRATIONS	300.00
	21 0109 1000 920 6740 580	05/31/2023	COACH WRISTBAND	75.00
	21 0109 1000 950 7260 618	05/31/2023	JIMMY JOHNS MEAL	516.00
				1,091.00
BROWN, KATEEYA				
	21 0109 1000 921 6693 618	12/13/2022	SENIOR GIFT	28.03
	21 0109 1000 920 6693 580	03/09/2023	STATE BKB PARKING	10.00
				38.03
BUSTER, GREG				
	21 0109 1000 920 6835 345	06/08/2023	SOFTBALL OFFICIAL	125.00
	21 0109 1000 920 6835 345	06/08/2023	MILEAGE	25.00
				150.00
BUTLER, STEVE				
	21 0109 1000 920 6835 345	06/12/2023	SOFTBALL OFFICIAL	180.00
	21 0109 1000 920 6835 345	06/12/2023	MILEAGE	5.00
				185.00
COMMERCIAL PRINTERS				
	21 0109 1000 921 6730 618	06/05/2023	LINE UP CARDS	48.70
				48.70
COOK, DON				
	21 0109 1000 920 6730 345	06/08/2023	BASEBALL OFFICIAL	120.00
				120.00
COOPER, STEVE				
	21 0109 1000 920 6835 345	06/13/2023	SOFTBALL OFFICIAL	105.00
				105.00
CURTIS, DELIGHT				
	21 0109 1000 950 7245 618	06/03/2023	TRAP YEAR END PICNIC	124.86
				124.86
DEVOTED IMAGERY				
	21 0109 1000 921 6835 618	06/09/2023	POSTERS/BANNERS	630.00
				630.00
DUBBERKE, KENT				
	21 0109 1000 950 7243 580	06/15/2023	MILEAGE - HOUSTON WORLD CHAMPIONSHIPS	1,146.50
				1,146.50
DUMAS, JEN				
	21 0109 1000 950 7245 618	05/30/2023	STATE CHAMPIONSHIP APPAREL	912.50
				912.50
DUWA, CARTER				
	21 0109 1000 921 6710 320	06/19/2023	JUNE CAMP CLINICIAN/COACH	650.00
				650.00
FLENKER, GARY				
	21 0109 1000 920 6730 345	06/12/2023	BASEBALL OFFICIAL	120.00
				120.00
FRANZENBURG, JASON				
	21 0109 1000 950 7243 618	01/09/2023	PIZZA	323.39
	21 0109 1000 950 7243 618	01/09/2023	T SHIRTS	373.15
				696.54
GROENENBOOM, RYAN				

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	21 0109 1000 920 6730 345	06/02/2023	BASEBALL OFFICIAL	110.00
	21 0109 1000 920 6730 345	06/07/2023	BASEBALL OFFICIAL	110.00
	21 0109 1000 920 6730 345	06/09/2023	BASEBALL OFFICIAL	110.00
	21 0109 1000 920 6730 345	06/13/2023	BASEBALL OFFICIAL	110.00
	21 0109 1000 920 6730 345	06/16/2023	BASEBALL OFFICIAL	120.00
	21 0109 1000 920 6730 345	06/19/2023	BASEBALL OFFICIAL	110.00
				670.00
HAMNER, EVERETT				
	21 0109 1000 920 6730 345	06/02/2023	BASEBALL OFFICIAL	150.00
				150.00
HIGHTECH SIGNS				
	21 0109 1000 921 6725 618	05/25/2023	B SOCCER DRY FIT SHIRTS	1,125.75
				1,125.75
HUDL				
	21 0109 1000 921 6720 618	06/05/2023	HUDL FOOTBALL ASSIST UNLMTD GAME/SCOUT	1,000.00
				1,000.00
HUMPHREY, DOUGLAS				
	21 0109 1000 920 6835 345	06/13/2023	SOFTBALL OFFICIAL	105.00
				105.00
IOWA CITY WEST HIGH SCHOOL				
	21 0109 1000 920 6835 810	06/30/2023	IC WEST SB CLASSIC	100.00
				100.00
IOWA SCTP INC				
	21 0109 1000 950 7245 810	06/19/2023	2023 IA SR DIVISION SKEET CHAMPIONSHIPS	600.00
				600.00
JOHNSON, CHRIS				
	21 0109 1000 920 6835 345	06/09/2023	SOFTBALL OFFICIAL	180.00
				180.00
JOSTEN'S				
	21 0109 1000 920 6901 618	05/16/2023	G BKB BANNER	563.14
				563.14
JOYCE, JENNIFER				
	21 0109 1749 950 7245	06/08/2023	UNUSED TRAP MEET FEES SPRING 23	48.00
				48.00
KALE, STEPHEN				
	21 0109 1000 920 6730 345	06/14/2023	BASEBALL OFFICIAL	120.00
				120.00
KNEBEL, CARSON				
	21 0109 1000 920 6730 345	06/02/2023	BASEBALL OFFICIAL	110.00
	21 0109 1000 920 6730 345	06/07/2023	BASEBALL OFFICIAL	110.00
	21 0109 1000 920 6730 345	06/09/2023	BASEBALL OFFICIAL	110.00
	21 0109 1000 920 6730 345	06/13/2023	BASEBALL OFFICIAL	110.00
	21 0109 1000 920 6730 345	06/16/2023	BASEBALL OFFICIAL	120.00
	21 0109 1000 920 6730 345	06/19/2023	BASEBALL OFFICIAL	110.00
				670.00
KOUNTZE, DAWN				
	21 0109 1749 950 7245	06/08/2023	UNUSED TRAP MEET FEES SPRING 23	20.00
				20.00
MATYASSE, RAY				

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	21 0109 1000 920 6730 345	06/06/2023	BASEBALL OFFICIAL	150.00
	21 0109 1000 920 6730 345	06/06/2023	MILEAGE	15.00
				165.00
MUNCH BOX				
	21 0109 1000 950 7803 619	06/13/2023	CONCESSION SUPPLIES	1,051.45
				1,051.45
PAGE, ERICKA				
	21 0109 1000 950 7245 618	06/07/2023	STATE TRAP TEAM DINNER	1,080.00
				1,080.00
PAQUIN, RACHAEL				
	21 0109 1000 920 6730 345	06/12/2023	BASEBALL OFFICIAL	120.00
				120.00
PEPSI COLA BOTTLING				
	21 0109 1000 950 7803 619	05/19/2023	CONCESSION BEVERAGES	106.60
	21 0109 1000 950 7803 619	06/13/2023	CONCESSION BEVERAGES	286.80
	21 0109 1000 950 7803 619	06/16/2023	CONCESSION BEVERAGES	275.80
				669.20
PERFORMANCE FOODSERVICE TPC				
	21 0109 1000 950 7803 619	06/09/2023	CONCESSION SUPPLIES	209.90
	21 0109 1000 950 7803 619	06/14/2023	CONCESSION SUPPLIES	526.43
				736.33
PETERS, JENNIFER				
	21 0109 1000 920 6860 618	05/19/2023	STATE GOLF SHIRTS	499.80
				499.80
PETERSEN, LISA				
	21 0109 1749 950 7245	06/08/2023	UNUSED TRAP MEET FEES	40.00
				40.00
PREMIER METAL ART				
	21 0109 1000 950 7245 618	04/18/2023	CUSTOM WATER BOTTLES	250.00
				250.00
PRESSON, PAUL				
	21 0109 1000 920 6730 345	06/19/2023	BASEBALL OFFICIAL	150.00
	21 0109 1000 920 6730 345	06/19/2023	MILEAGE	15.00
				165.00
QUIROZ, HEATHER				
	21 0109 1000 920 6835 345	06/05/2023	SOFTBALL OFFICIAL	105.00
	21 0109 1000 920 6835 345	06/19/2023	SOFTBALL OFFICIAL	125.00
				230.00
SALDIVAR, JOE				
	21 0109 1000 920 6730 345	06/14/2023	BASEBALL OFFICIAL	120.00
				120.00
SAREINI, DOUNIA				
	21 0109 1749 921 6840	06/11/2023	TRACK CAMP	40.00
				40.00
SCHROEDER BASEBALL				
	21 0109 1000 921 6730 618	06/06/2023	BASEBALL BANDS & RAWLINGS BAG	604.00
				604.00
SCHUETTE, CHUCK				
	21 0109 1000 920 6835 345	06/19/2023	SOFTBALL OFFICIAL	125.00
	21 0109 1000 920 6835 345	06/19/2023	MILEAGE	3.50

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
				128.50
SEWARD, TIM				
21 0109 1000 920 6730 345	06/19/2023	BASEBALL OFFICIAL		150.00
				150.00
SUNNY, CODY				
21 0109 1000 920 6730 345	06/08/2023	BASEBALL OFFICIAL		120.00
				120.00
TELSROW, ROD				
21 0109 1000 920 6835 345	06/08/2023	SOFTBALL OFFICIAL		125.00
				125.00
TERVELT, VERN				
21 0109 1000 920 6835 345	06/05/2023	SOFTBALL OFFICIAL		105.00
				105.00
ZAPOLSKI, STACEY				
21 0109 1000 921 6770 580	05/19/2023	MEALS AT COACHING CLINIC		61.37
21 0109 1000 921 6770 580	05/19/2023	COACHING CLINIC HOTEL		566.80
21 0109 1000 921 6770 580	05/19/2023	COACHING CLINIC TEAM ACTIVITY/FOOD		64.94
				693.11
			Fund Total:	36,284.68

Vendor Name

Account Number

Invoice Date

Description

Amount

GALLAGHER RMS INC, ARTHUR J

22 9011 2620 000 0000 520

06/12/2023

ADD BLDER RISK TURF & TRACK 23 FORD TRUC

283.00

283.00

Fund Total:

283.00

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
BILL BRUCE BUILDERS INC				
	33 0098 4700 000 9826 450	06/08/2023	JH - PMT CERT #4	568,686.09
	33 0093 4700 000 9302 450	06/08/2023	FG - PMT CERT #4	199,808.63
				768,494.72
FREVERT-RAMSEY-KOBES ARCH.				
	33 0098 4700 000 9826 343	06/02/2023	JH THROUGH 10% OF CONSTRUCTION	20,784.08
	33 0093 4700 000 9302 343	06/02/2023	FG THROUGH 10% OF CONSTRUCTION	7,302.52
				28,086.60
PIPER SANDLER				
	33 0011 5000 000 5113 833	05/31/2023	DISSEMINATION SVCS FY 2022	1,500.00
				1,500.00
TERRACON CONSULTANTS, INC.				
	33 0098 4700 000 9826 450	05/22/2023	JH ADDITION INSPECTION./TESTING	6,268.50
	33 0093 4500 000 9301 450	06/07/2023	FG CONCRETE TESTING ETC.	2,302.00
				8,570.50
UMB BANK N.A.				
	33 0011 5000 000 5113 833	06/08/2023	PPEL G.O. BOND SERIES 2018 PAYING AGENT	300.00
				300.00
			Fund Total:	806,951.82

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
ADVANCED BUSINESS SYSTEMS INC	36 0099 2410 000 0000 739	06/14/2023	HS LEASE 2 OF 60	1,710.00
				1,710.00
ADVANCED BUSINESS SYSTEMS	36 0099 2410 000 0000 739	06/09/2023	HS COPIER 17 OF 45	259.00
				259.00
BATTERIES PLUS	36 0011 4700 000 0000 450	06/07/2023	GROUNDS SUPPLIES	124.35
				124.35
GREATAMERICA FINANCIAL SVCS	36 0092 2410 000 0000 739	06/05/2023	BV/CO LEASE 53 OF 60	923.00
	36 0095 2410 000 0000 739	06/05/2023	PV COPIER LEASE 53 OF 60	793.00
	36 0096 2410 000 0000 739	06/13/2023	RH LEASE 55 OF 60	451.91
				2,167.91
JOHNSTONE SUPPLY	36 0011 4700 000 0000 617	06/01/2023	REFRIGERANT	857.74
	36 0011 4700 000 0000 617	06/08/2023	REFRIGERANT/SINGLE COMPONENT/LEAK DETECT	4,342.02
				5,199.76
LIGHTING MAINTENANCE INC	36 0011 4700 000 0000 450	05/24/2023	POLE REMOVAL FG	3,561.40
				3,561.40
NORTHWEST MECHANICAL, INC.	36 0011 4700 000 0000 617	05/19/2023	CO BOILER PM	685.98
	36 0011 4700 000 0000 617	05/19/2023	PLV BOILER PM	624.00
				1,309.98
RAGAN MECHANICAL	36 0011 4700 000 0000 450	01/26/2023	PV MAINTENANCE	22,404.13
	36 0099 4700 000 9118 450	01/26/2023	PV MAINTENANCE - SPECIAL NEEDS ROOM	17,028.38
	36 0011 4700 000 0000 450	06/20/2023	MAINTENANCE AT DISTRICT LOCATIONS	7,336.99
				46,769.50
			Fund Total:	61,101.90

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
CHASE				
	40 0011 5000 000 0000 831	05/03/2023	SERIES 2017 PRINCIPAL PMT	1,100,000.00
	40 0011 5000 000 0000 832	05/03/2023	SERIES 2017 INTEREST PMT	80,025.00
	40 0011 5000 000 0000 832	05/03/2023	SERIES 2018 INTEREST PMT	187,520.00
	40 0011 5000 000 0000 831	05/03/2023	SERIES 2018 PRINCIPAL PMT	1,690,000.00
				3,057,545.00
TRUIST GOVERNMENTAL FINANCE				
	40 0011 5000 000 0000 831	06/09/2023	SERIES 2016 PRINCIPAL PMT	735,000.00
	40 0011 5000 000 0000 832	06/09/2023	SERIES 2016 INTEREST PMT	53,557.00
				788,557.00
			Fund Total:	3,846,102.00

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
BLACKHAWK BANK AND TRUST				
	64 172 000 0000 000	05/31/2023	AIRPLANE PART	7.50
	64 172 000 0000 000	05/31/2023	AIRPLANE PART	8.55
				16.05
			Fund Total:	16.05

Vendor Name

Account Number

Invoice Date

Description

Amount

ADVANTAGE ADMINISTRATORS

71 0011 2575 000 8211 347

06/12/2023

CLAIMS

11,150.79

71 0011 2575 000 8211 347

06/19/2023

MEDICAL CLAIMS

9,727.28

20,878.07

DELTA DENTAL

71 0011 2575 000 8202 347

06/13/2023

CLAIMS

9,009.49

71 0011 2575 000 8202 347

06/20/2023

DENTAL CLAIMS

9,549.43

18,558.92

Fund Total:

39,436.99

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
BARBER, THERESA				
	91 0011 1000 100 8915 892	06/09/2023	ROBOTICS CAMP - PIZZA	92.72
	91 0011 1000 100 8915 892	06/09/2023	ROBOTICS CAMP - XTREME LIT LIGHT STRIP	64.01
				156.73
BLACKHAWK BANK & TRUST				
	91 0094 3300 000 8907 892	05/31/2023	11TH ST PRECINCT APPYS	300.00
				300.00
BLACKHAWK BANK AND TRUST				
	91 0011 3300 000 8907 892	05/31/2023	HOT GLASS RETIREMENT VASE	128.75
				128.75
BLACKHAWK BANK AND TRUST				
	91 0011 3300 000 8907 892	05/31/2023	HOT GLASS - RETIREMENT AWARD FOR ADMIN	128.75
				128.75
FOREST GROVE PTA				
	91 0093 3300 000 8102 892	05/31/2023	6TH GRADE LEGACY	91.34
				91.34
HALVERSON, MEGAN				
	91 0091 3300 000 8907 892	06/06/2023	E STIMMEL BABY GIFTS	77.42
				77.42
HOPEWELL PTA				
	91 0094 3300 000 8102 892	05/31/2023	MAY PTA DUES	10.00
				10.00
HYVEE80541				
	91 0096 3300 000 8906 892	06/12/2023	RH SUPPLIES	98.57
				98.57
JOHNSON DISTRIBUTING INC				
	91 0099 3300 000 8907 619	06/13/2023	WATER	14.00
				14.00
JOSHI, AARYA				
	91 0011 1000 100 8915 892	06/08/2023	ROBOTICS CAMP STIPEND	384.00
				384.00
PLEASANT VALLEY HIGH SCHOOL PTA				
	91 0099 3300 000 8102 892	05/31/2023	MAY PTA DUES	10.00
				10.00
PLEASANT VIEW P.T.A.				
	91 0095 3300 000 8102 892	05/31/2023	MAY PTA DUES	30.00
				30.00
				30.00
			Fund Total:	1,429.56

Elementary Handbook Revisions

ATTENDANCE - pages 9 and 10 of Elementary Handbook

Item #1 - Current language reads as follows:

EXTENDED TRIPS/PRE-ARRANGED EXCUSED ABSENCES

It is our policy to discourage family vacation trips except during school vacations, as students almost invariably show a decline in content knowledge and grades when an absence lasts beyond three days. ALL WORK IS TO BE MADE UP **BEFORE** THE TRIP, UNLESS THE STUDENT AND TEACHER MUTUALLY AGREE ON A LATER DUE DATE. Where it is determined that such a trip is in the best interest of the student by the family, the school requests that a written request to be absent, signed by a parent or guardian, be presented to the principal/dean of students or secretary no fewer than five (5) school days prior to leaving. This allows students and teachers to prepare as much in advance make-up as possible.

Item #1 - Proposed Change in Language

- Remove the word *EXCUSED* from the topic heading and revise the paragraph to read:

EXTENDED TRIPS/PRE-ARRANGED ABSENCES

We highly recommend planning family vacations/trips on days when school is not in session, with rare exception. Planning ahead during rare exceptions may entail accommodations and/or make up work; however, it is critical to note that replication of learning content when a student is present is not reasonable. When it is determined that a family vacation/trip is in the best interest of the student by the family, the school requests that an electronic or written communication to be absent, signed by a parent or guardian, be presented to the principal/dean of students or secretary no fewer than five (5) school days prior to leaving. This allows students and teachers to prepare as much in advance as possible for learning accommodations.

Item #2 - Current language reads as follows:

Excused And Unexcused Absences

Personal illness, death in the family, religious holiday, or extreme emergency are acceptable reasons for absence. A **valid** excuse, written by a parent or guardian and presented to the principal/dean of students or secretary upon the return to school, or a phone call from a parent or guardian on the day of absence, documenting the reason for absence entitles the student to make up all work missed. For a definition of a 'valid' excuse, see the following section of Excused and Unexcused Absences.

Example of Excused Absences: *(Notification must be given within 48 hours of occurrence)*

1. personal illness
2. death in the family/funeral
3. religious holiday
4. educational trips accompanied by parents

5. emergency work necessary to the family welfare
6. emergency in the family
7. medical appointments as long as a Dr.'s note is provided.

Examples of Unexcused Absences:

1. "Got in late, needed to sleep..."
2. "Had to finish my homework..."
3. "Car wouldn't start..."
4. "Car had a flat tire..."
5. "I missed the bus."
6. Leaving building/campus without first receiving permission from a school official.

Ultimately, excused and unexcused absences will be determined by the building administrators.

Item #2 - Proposed Change in Language

- Change the topic header/title to **ABSENCES**, strike/remove the wording regarding **unexcused absences** within the paragraph, and remove the examples of **Unexcused Absences**

Absences

Personal illness, death in the family, religious holiday, or extreme emergency are acceptable reasons for absence. A **valid** excuse, written by a parent or guardian and presented to the principal/dean of students or secretary upon the return to school, or a phone call from a parent or guardian on the day of absence, documenting the reason for absence entitles the student to make up all work missed. For a definition of a 'valid' excuse, see the following section of Excused Absences.

Example of Excused Absences: *(Notification must be given within 48 hours of occurrence)*

1. personal illness
2. death in the family/funeral
3. religious holiday
4. educational trips accompanied by parents
5. emergency work necessary to the family welfare
6. emergency in the family
7. medical appointments as long as a Dr.'s note is provided.

Ultimately, excused and unexcused absences will be determined by the building administrators.

Junior High Handbook Revisions

Item #1 - Current language reads as follows:

EXTENDED TRIPS/PRE-ARRANGED EXCUSED ABSENCES

It is our policy to discourage family vacation trips except during school vacations, as students almost invariably show a decline in content knowledge and grades when an absence lasts beyond three days. ~~ALL WORK IS TO BE MADE UP BEFORE THE TRIP, UNLESS THE STUDENT AND TEACHER MUTUALLY AGREE ON A LATER DUE DATE.~~ Where it is determined that such a trip is in the best interest of the student by the family, the school requests that a written request to be absent, signed by a parent or guardian, be presented to the

principal/dean of students or secretary no fewer than five (5) school days prior to leaving. This allows students and teachers to prepare as much in advance make-up as possible.

Item #1 - Proposed Change in Language

- Remove the word *EXCUSED* from the topic heading and revise the paragraph to read:

EXTENDED TRIPS/PRE-ARRANGED ABSENCES

We highly recommend planning family vacations/trips on days when school is not in session, with rare exception. Planning ahead during rare exceptions may entail accommodations and/or make up work; however, it is critical to note that replication of learning content when a student is present is not reasonable. When it is determined that a family vacation/trip is in the best interest of the student by the family, the school requests that an electronic or written communication to be absent, signed by a parent or guardian, be presented to the principal/dean of students or secretary no fewer than five (5) school days prior to leaving. This allows students and teachers to prepare as much in advance as possible for learning accommodations.

EXCESSIVE ABSENCES

~~Any student not in attendance for fifteen consecutive days (without a valid excuse) will be dropped from the rolls of Pleasant Valley Junior High. Pleasant Valley Junior High will enforce all attendance requirements as outlined by state law.~~

It is our goal that students attend school each day, and we hope all students will have fewer than five cumulative days of absence in a school year. A compulsory school attendance review and goal setting meeting will be set with key stakeholders should a student reach fifteen cumulative days of absence during a school year. Depending on the pace, timing and reason for cumulative absences, a meeting could be scheduled sooner than fifteen days absent. Exceptions require administrative approval. Pleasant Valley Junior High will enforce all attendance requirements as outlined by state law.

Students with absences exceeding 10 consecutive days will be unenrolled until their return. Administrative discretion will be allowed for extenuating circumstances.

High School Handbook Revisions

Item #1 - Current language reads as follows:

EXTENDED TRIPS/PRE-ARRANGED EXCUSED ABSENCES

It is our policy to discourage family vacation trips except during school vacations, as students almost invariably show a decline in content knowledge and grades when an absence lasts beyond three days. ~~ALL WORK IS TO BE MADE UP BEFORE THE TRIP, UNLESS THE STUDENT AND TEACHER MUTUALLY AGREE ON A LATER DUE DATE.~~ Where it is determined that such a trip is in the best interest of the student by the family, the school

requests that a written request to be absent, signed by a parent or guardian, be presented to the principal/dean of students or secretary no fewer than five (5) school days prior to leaving. This allows students and teachers to prepare as much in advance make-up as possible.

Item #1 - Proposed Change in Language

- Remove the word *EXCUSED* from the topic heading and revise the paragraph to read:

EXTENDED TRIPS/PRE-ARRANGED ABSENCES

We highly recommend planning family vacations/trips on days when school is not in session, with rare exception. Planning ahead during rare exceptions may entail accommodations and/or make up work; however, it is critical to note that replication of learning content when a student is present is not reasonable. When it is determined that a family vacation/trip is in the best interest of the student by the family, the school requests that an electronic or written communication to be absent, signed by a parent or guardian, be presented to the principal/dean of students or secretary no fewer than five (5) school days prior to leaving. This allows students and teachers to prepare as much in advance as possible for learning accommodations.

SEARCH AND SEIZURE POLICY

School district property is held in public trust by the board. School district authorities may, without a search warrant, search students, student lockers, personal effects, desks, work areas, or student vehicles, or protected student areas based on a reasonable and articulable suspicion that a school district policy, rule, regulation, or law has been violated. The search shall be in a manner reasonable in scope to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students, employees, and visitors to the school district facilities. The furnishing of a locker, desk, or other facility or space owned by the school and provided as a courtesy to a student shall not create a protected student area and shall not give rise to an expectation of privacy with respect to the locker, desk, or other facility.

In the event of vape or THC detection by school HALO devices, all students in the vicinity can be brought in and questioned; all are subject to search. A search may include the use of a metal detection wand. Even if a device is not recovered, a student may be suspended if in the vicinity of vape detection in combination with the detection by the wand. If a vape/thc device is recovered, the student may be cited, referred to a juvenile diversion program, and/or recommended for community service.

School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include, but are not limited to, non-prescription controlled substances, marijuana, cocaine, amphetamines, barbiturates, apparatus used for controlled substances, alcoholic beverages, tobacco, lighters/incendiary devices, weapons, explosives, poisons, laser pointers, and stolen property. Such items are not to be possessed by a student while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered buses; while attending or engaged in school activities; or while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Possession of such items will be grounds for disciplinary action including suspension or expulsion and may be reported to local law enforcement officials. The board believes that illegal, unauthorized or

contraband materials may cause a material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors on the school district premises or property within the jurisdiction of the school district. Periodically a drug-sniffing dog will be used to check lockers and parking lots as a regular part of the substance abuse prevention program.

Search and seizure will follow Pleasant Valley Community School District Board Policy 502.6.

- *Rational: PVHS installed HALO devices in 22-23. The use of a metal detector wand is needed to work collaboratively with these devices to ensure illegal substances are found when brought into the school environment.*

ADDENDUM NUMBER NINE

The PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT, hereinafter referred to as **DISTRICT**, and DURHAM SCHOOL SERVICES, L.P., hereinafter referred to as **CONTRACTOR**, mutually agree to amend the existing Agreement for the Transportation of Pupils, dated July 1, 2007, hereinafter referred to as “Agreement,” as stated below:

1. Section 2, Term, shall be amended to extend the term of the Agreement for an additional three (3) year term, commencing July 1, 2023 and ending June 30, 2026.
2. The transportation rates are shown on Schedule A attached hereto.
3. Section 17, Equipment Requirements, shall be revised as follows:

“The maximum age of the entire fleet shall be thirteen (13) years for the 2023-2024 school year.”
4. This Addendum is effective July 1, 2023 and is agreed to by the parties.
5. All other terms and conditions of the original Agreement remain the same.

IN WITNESS WHEREOF, the parties hereto have executed this Addendum as of the date written below.

DURHAM SCHOOL SERVICES, L.P.

**PLEASANT VALLEY COMMUNITY
SCHOOL DISTRICT**

By: Durham Holding II, L.L.C.,
its general partner

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

SCHEDULE A

Pleasant Valley Community School District

Proposed School Transportation Pricing

Durham School Services, L.P.

3 Year Proposed Term

12 Yr Max Fleet Age

	23/24 SY	24/25 SY	25/26 SY
AM/PM Per Bus Per Day Rates:			
Reg Ed AM/PM Rts (3 Hour Base)	\$300.01	\$310.51	\$321.38
SpEd AM/PM Rts (3 Hour Base)	\$300.01	\$310.51	\$321.38
* Excess Rate Per 1/4 Hour	\$10.99	\$11.38	\$11.78
Mid-Day & Shuttle Rates:			
Mid-Day (Per Hour)	\$43.97	\$45.51	\$47.10
HS SpEd	\$43.97	\$45.51	\$47.10
Sports/Activity Trips & Field Trip Rates:			
Trip Rate Per Hour	\$38.74	\$40.10	\$41.50
Minimum Trip Charge	\$77.48	\$80.20	\$83.00
Other:			
Additional Spare Buses Over 15% (Per Bus Per Day)	\$99.83	\$103.32	\$106.94
Maintenance of District Vehicles:			
Labor Per Hour	\$59.61	\$61.70	\$63.86
Parts Escalator	5%	5%	5%

* Excess hourly rate will be billed for hours exceeding the base rate. Hours will be based on driver/monitor total time, gate to gate plus pre/post trip.

Pricing is based on regular school year home to school services of 180 days


Regular AM/PM routes based on 31 routes

SUNSHINE LAWS

Open Meetings and Open Records in Iowa

Government Belongs to the People .






“Whenever the people are well-informed, they can be trusted with their own government.”

Thomas Jefferson



“The liberties of a people never were, nor ever will be, secure, when the transactions of their rulers may be concealed from them.”

Patrick Henry



“A popular government, without popular information, or the means of acquiring it, is but a prologue to a farce or a tragedy; or, perhaps both.”

James Madison

History

Presumption of Openness

“Ambiguity in the construction or application of this chapter should be resolved in favor of openness.”

(Iowa Code Section 21.1)

History

First enacted July 1, 1967

Tweaked from the 1970's on

Iowa Public Information Board

Created July 1, 2012 and activated July 1, 2013

To provide “an alternative means by which to secure compliance with and enforcement of the requirements of chapters 21 and 22”

But to secure it in “an efficient, informal and cost-effective” process

(Iowa Code Section 23.1)

OPEN MEETINGS 101

Defining a Government Body

Governmental Bodies are:

- ✓ *Boards, Councils and Commissions created by law or appointed by other governing bodies such as city councils, county boards of supervisors, school boards (a,b,c)*
- ✓ *Bodies created by the Board of Regents or a president of a university charged with management or control of athletic programs at the state universities (d)*
- ✓ *Advisory boards, advisory commissions and task forces created by state or local governments to develop and make recommendations on public policy (e)*
- ✓ *Non-profit corporations (other than a fair) who are supported with property tax revenue and licensed to conduct pari-mutual betting (f)*
- ✓ *Non-profit corporations licensed to conduct gambling games pursuant to chapter 99F (g)*
- ✓ *Governing bodies of drainage or levee districts (i)*
- ✓ *Advisory boards, advisory commissions, advisory committees, task forces created through 28E agreements or by statute or executive order of state or subdivision to develop and make recommendations on public policy (h,j)*
- ✓ *Advisory boards of General Assembly and Governor by executive order (e)*

(Section 21.2)

FAQ

Does the definition apply to all task forces, subcommittees, etc?

Yes, if membership includes a quorum of the main body, the group is likely to be covered by the law.

Legal guidelines include the following-

- ✓“Advisory bodies created by school boards and county boards of supervisors and other governmental agencies by executive order to develop and make recommendations on public policy issues” are subject to the provisions of the open meetings law. (Tabor to Stilwill and Sarcone, 93-11-5)
- ✓The Iowa Supreme Court has said that policy-making “is more than recommending or advising what should be done. Policy-making is deciding with authority a course of action.”
Mason v. Vision Iowa Bd, 2005
- ✓If they are acting within scope of duty to develop and make recommendations Mason v. Vision Iowa Bd.

Best Practices



While some ad hoc committees, advisory board or task forces may not be required to be open, they are often encouraged to do so as a matter of good public policy. Allowing the public to observe the deliberations will add to the “buy in” necessary to enact any decision or recommendation made by the group.

Defining a Meeting

“...a gathering in person or by electronic means, formal or informal, of a majority of the members of a governmental body where there is deliberation or action upon any matter within the scope of the governmental body’s policy-making duties.”

(Section 21.2 (2))

FAQ

Can members get together socially?

Yes, but they cannot discuss business. The Attorney General has said that a gathering becomes a “meeting” when a quorum of officials engage in discussion on matters over which they exercise judgment.

The purpose of the law is to allow citizens to see how their officials arrive at a decision. Citizens need to see the discussion and hear the opinions. Even retreats are public meetings if a quorum is present and policy is discussed.

FAQ

Can members e-mail each other concerning governmental business?

Every situation is fact specific, and it is easy to send an e-mail to all members just to share relevant information on a topic without the intent to avoid the Open Meetings Law. However, if members want to share an opinion or debate policy, they should save that discussion for the open session.

Best Practices

- ✓ Save discussion and opinion of any subject for open meetings.
- ✓ Electronic communication concerning public business is a public record.

Note: Proposed legislation that would prohibit “walking quorums” – serial communication among individual members of a government body, either in person or electronically, with the intent to skirt the open meetings law – has been the topic of much discussion at the Statehouse in recent years.

FAQ

Do members of the public have the right to speak at an open meeting?

While most bodies have a time noted on their agendas for public comment, members of the public have no right to participate in the discussion of an item unless they are on the agenda.

Preparing For a Meeting

Meetings must –

Be preceded by a public notice of at least 24 hours giving the date, time, place and a tentative agenda.

Notice of the meeting must be sent to any news organization requesting it.

The notice must be posted in a prominent place accessible to the public at the government office. If no office is available, notice should be prominently placed where the meeting will be held.

(Sections 21.3, 21.4)

Best Practices

- ✓ E-mail a copy to members of the public who request it and place it on your website.
- ✓ Post any notice in an area, door, bulletin board, etc. where the public is most likely to see it for **at least 24 hours** preceding a meeting. The posting should have continuous access if at all possible.

FAQ

What needs to be included in the agenda?

Barebones agenda information such as “approval of old minutes, old business, new business” would **not** be sufficient, nor would using the same agenda for meeting after meeting.

Guidelines provided by the Iowa Supreme Court

(KCOB/KLVN v. Jasper County Board of Supervisors, 1991, and Barrett v. Lode, 1999):

- ✓ The tentative agenda can be subject to change under certain circumstances.
- ✓ The law allows discussion and action on emergency items, but if action can reasonably be deferred to a later meeting, it should be.
- ✓ The information on the agenda must be reasonably sufficient to alert interested people as to the subject matter to be considered.
- ✓ The agenda must specifically state any issues the board intends to discuss in open or in closed sessions.

Minutes

Minutes should show, at a minimum, the date, time and place, the members present and the action taken at any meeting. Votes by each member must be noted individually but a unanimous vote can be so noted as long as all present vote. Minutes become public record as soon as they are complete and must be published as required by law, in the appropriate newspaper. Although not a substitute to publishing, minutes can also be made available online.

(Section 21.3)

FAQ

Can secret or preliminary votes be taken?

No, all votes must be recorded.

Closed Sessions

Closed sessions may be held only by the vote in open session of two-thirds of the members of the body or all members present and only after citing one of the following reasons-

- ✓ To review or discuss a record which is required or authorized by state or federal law to be kept confidential or as a condition to retain federal funding. (a)
- ✓ To discuss application for a patent. (b)
- ✓ To discuss strategy with counsel on matters that are currently or may imminently be in litigation. (c)
- ✓ To discuss contents of a licensing examination, initiate disciplinary investigation or proceeding if the body is involved with licensing or examining. (d)

Closed Sessions

- ✓ To conduct a hearing or discuss whether to conduct a hearing to suspend or expel a student unless the student and/or parent wants the meeting to remain open. (e)
- ✓ To discuss the decision to be rendered in a contested case. (f)
- ✓ To avoid disclosure of specific law enforcement matters which if disclosed would enable law violators to avoid detection or facilitate disregard of requirements imposed by law. (g,h)
- ✓ To evaluate the professional competency of an individual whose appointment, hiring, performance, or discharge is being considered. The individual must request a closed session. (i)
- ✓ To discuss the purchase or sale of real estate. The minutes and audio recording of the closed session shall be made available when the transaction is dropped or completed. (j)
Noteworthy: this section may require an entity to retain the closed session records longer than as required in 21.5

Closed Sessions

- ✓ To discuss records concerning security procedures and emergency preparedness for the protection of government employees, visitors, people under the care and protection of the government and its property. (k)
- ✓ To discuss patient care quality and process improvement initiatives in a meeting of a public hospital that if disclosed might harm the hospital's competitive position. (l)
- ✓ Other sections of the Iowa Code may permit a government agency to close a meeting OR exempt meetings from the requirements of the open meetings law. (For example, Ch. 279 exempts some meetings and records involving the termination of a teacher from the sunshine laws.)

Procedure During Closed Session

- ✓ No additional topics can be discussed.
- ✓ The session must be recorded and “detailed minutes” must be taken. These records must be retained for at least one year and are not public record. Members who would have otherwise had access to the closed session may get access to the closed session recording and minutes.
- ✓ Final action must happen in open session.

But perhaps the most important thing to remember-

Nothing in this law requires a governmental body to hold a closed session to discuss or act upon any matter.

(Section 21.5(5))

OPEN RECORDS 101



Definitions

All governmental bodies, officials and employees are covered by Chapter 22, examination of public records.

Each body must designate a “lawful custodian” for its records and must **publicly** announce who holds that responsibility.

The term “record” includes all documents, tape or other information stored or preserved in any medium of or belonging to a governmental body. It also includes all records relating to the investment of public funds. It includes electronic communication such as e-mails, websites or blogs.

FAQ

Who has the right to examine public records?

Anyone can examine, photograph or copy a public record without charge while the public record is in the physical possession of the custodian.

The governmental body cannot prevent examination of the records by contracting with a nongovernmental entity to create, hold or store those records. (Section 22.2 (6))

There are two exceptions-

Governmental bodies can control the terms and conditions of the examination of non-confidential records stored within geographic computer databases. Bodies must establish reasonable rates for the examination of these records. (Section 22.2(3)(a))

Data processing software. (Section 22.2(3)(b))

FAQ

When must records be made available?

During customary office hours of the lawful custodian.

If the custodian does not have customary office hours of at least thirty hours per week, such rights “...may be exercised at any time from 9:00 a.m. to noon and from 1:00 p.m. to 4:00 p.m. Monday through Friday, excluding legal holidays, unless the person exercising such right and the lawful custodian agree on a different time.” (Section 22.4)

Confidential Records

There is a list of records that shall be kept confidential under 22.7 of the open records law. Other sections of the Iowa Code and federal law also may contain provisions mandating confidentiality. Know your records and the laws relating to them.

The most common confidential records are-

- ✓ Medical records. (2)
- ✓ Trade secrets protected by law. (Trade secrets are defined in Iowa Code Chapter 550),(3)
- ✓ The work product of an attorney related to litigation by or against a public body. (4)
- ✓ Peace officers' investigative reports, except for date, time, specific location, and immediate facts and circumstances surrounding a crime or incident. (5)
- ✓ Appraisal information concerning the sale or purchase of property for public purposes prior to announcement of the project. (7)

Confidential Records

- ✓ Certain personal information such as age, race, sex, address and Social Security, home telephone numbers, reason for sick leave held in confidential personnel records of government employees. This does not include the dates and times of use of sick or vacation leave. 22.7(11) and (32)
- ✓ Information that if released would cause the loss of federal funding (22.9)
- ✓ Information submitted which is not required by law and submitted from someone outside government, and the lawful custodian could reasonably believe those persons would be discouraged from submitting. Unless the person consents to its release or the identifying information can be redacted to keep the identity of the individual confidential. 22.7(18)

Confidential Records

In 2011, the Legislature amended Ch. 22.7(11) to require the following information to be made public:

- ✓ The name and detailed information about compensation of an employee, including any written agreement about terms of employment. This covers anything of value given to an employee, including pay, benefits, vacation, severance payments and retirement benefits.
- ✓ Employment dates, positions held, educational background and previous employment.
- ✓ The fact that the employee was discharged as the result of a disciplinary action.

In 2002, Legislature enacted several exemptions related to homeland security.

Confidential Records



The public records law allows the release of confidential information when “ordered by a court, by the lawful custodian of the records, or by another person duly authorized to release such information...”

Confidential Records

When a government entity is involved in a legal dispute, including an allegation that the entity violated a rule or statute, after the dispute is resolved, the government body must prepare a summary that indicates the identity of the parties involved, the nature of the dispute and the terms of the settlement. This summary and the settlement agreement are public records. (Section 22.13)

Records custodians can withhold “tentative, preliminary, draft, speculative, or research material, prior to its completion for the purpose for which it is intended.” However, this exception does not apply to public records that are actually submitted for use by government bodies or that are used in the formulation, recommendation, adoption of government policy or action. (22.7(65), effective July 1, 2013)

FAQ

How much time does a custodian have to respond to a record request?

Most requests are routine and will be handled immediately or as soon as practically possible.

However, a good faith delay is allowed to determine whether the record in question is a public record or confidential. *(Section 22.8(4))*

A reasonable delay for this purpose ordinarily should not exceed 10 business days and cannot exceed 20 calendar days. *(Section 22.8(4))*

Record custodians should work with requesters to ensure that the correct records are released in as timely a manner as possible.

FAQ

What about records held on databases?

While the software used to run a database is confidential, the records contained on a database can be open or a combination of open and closed.

Records cannot be withheld because they contain both non-confidential and confidential material. Bodies cannot acquire any system that impairs the examination of a public record and therefore need to find a way to remove or redact confidential material from any record requested. (Section 22.3A(2))

-

Supervision and Fees

Record requests do not have to be made in person; officials shall fulfill requests made in writing, by telephone or by electronic means.

Examination and copying shall be done under the supervision of the record custodian; the custodian should not relinquish control of the records. *(1982 Op. Att'y. Gen. 76)*

The lawful custodian shall adopt reasonable rules to safeguard the records.

The custodian shall provide a suitable place for the work or move to a separate location, if necessary.

The custodian shall provide a reasonable number of copies. Most governmental bodies fulfill a simple request for free.

Supervision and Fees

The lawful custodian may charge a reasonable fee for the services of the custodian and for the copies. Any fees should be applied uniformly.

Fulfillment of a request may be made contingent upon payment of a fee and estimated expenses shall be communicated to the requestor.

Fees cannot exceed the actual cost of providing the service and cannot include the costs of ordinary expenses such as employment benefits, depreciation, maintenance, electricity or insurance associated with the administration of the office.

Data Manipulation

“If it is necessary to separate a public record from data processing software in order to permit the examination or copying of the public record, the government body shall bear the cost of separation of the public record...” (Section 2.3A(2))

However...”The amount charged for access to a public record shall be not more than that required to recover direct publication costs, including but not limited to editing, compilation, and media production costs, incurred by the government body in developing the data processing software and preparing the data processing software for transfer to the person.” (Section 22.3A(2))(a))

“The government body shall, if requested, provide documentation which explains and justifies the amount charged.” (Section 22.3A(2)(a))

Fair Information Practices

State agencies are required and local governments are strongly encouraged to create an information policy that includes the following-

- ✓ They must be clearly defined and subject to public review and comment.
- ✓ The nature and extent of the personally identifiable information collected, its legal authority to do so, and a description of how it will be stored. (Section 22.11(1)(a))
- ✓ A description of which of its records are public, confidential or a combination of the two. (Section 22.11(1)(b))
- ✓ Procedure for providing access to the public records. (Section 22.11(1)(c))
- ✓ A procedure to allow a person to review the records about that person and have additions, dissents or objections entered in that record unless the review is prohibited by statute. (Section 22.11(1)(d))

Fair Information Practices

- ✓ A procedure where the subject of a confidential record can have the record released to a named third party. (Section 22.11 (1)(e))
- ✓ A procedure that notifies the persons supplying information to the agency of its use. (Section 22.11 (1)(f))
- ✓ Whether a data processing system matches, collates, or permits the comparison of personally identifiable information in one record system with personally identifiable information in another record system. (Section 22.11 (1)(g))

Fair Information Practices

Other bodies that are not state agencies may choose to adopt this practice, but the policies must be adopted by the elected governing body, and the policies, if adopted by the elected governing body, must be kept in certain offices of that body.

(Section 22.12)

Penalties

- ✓ The law provides for civil lawsuits.
- ✓ A court can issue an injunction ordering a government body to comply, assess damages between \$100 and \$500, order payment of costs and attorney fees, and remove repeat violators from office. (Section 22.10(3))
- ✓ If a member of a governmental body knowingly participated in a violation, damages increase to \$1,000-\$2,500. (Section 22.10(3)(b))
- ✓ Ignorance of the law is not a defense, but damages will not be assessed against officials who voted against the violation, refused to participate in the violation, engaged in efforts to resist the violation, or relied upon a formal opinion of the attorney general, or the advice of an attorney provided in writing or memorialized in a meeting. Government officials who rely on advice from the Iowa Public Information Board are also protected. (Section 22.10(3)(b))

The Iowa Public Information Board

The Iowa Public Information Board provides an official, efficient and free legal resource for citizens and government officials with questions about Iowa open meetings and records laws, and for citizens with complaints about alleged violations of the laws. The board is also one of the few such agencies in the nation with the authority to not only advise but to enforce the state sunshine laws.

The Iowa Public Information Board

The nine board members are appointed by the governor subject to confirmation by the Iowa Senate. No more than three members shall represent the media, and not more than three represent cities, counties or other local governments. The members serve staggered four-year terms, and the board is balanced by political party and gender. The board appoints a chair from among its members, and it is authorized to hire at least one employee, an attorney who serves as executive director.

The board is an independent agency.

The Iowa Public Information Board

The board is authorized by statute 23.6 ...

- ✓ To issue advice, or declaratory orders with the force of law, regarding the applicability of the open records and open meetings laws.
- ✓ To receive and investigate complaints alleging violations of the laws and seek resolution through informal assistance, mediation and settlement.
- ✓ If a complaint cannot be resolved informally, and the board has probable cause to believe the law has been violated, to prosecute the government body or official in a contested-case proceeding under the Administrative Procedures Act.

The Iowa Public Information Board

The board is authorized by statute 23.6 ...

- ✓ To issue subpoenas to investigate complaints and prosecute cases, and to issue orders with the force of law to require compliance with the sunshine laws.
- ✓ To offer training in Chapters 21 and 22 to government bodies, to disseminate information to the public, and to submit an annual report to the governor and Legislature, making recommendations relating to access to government information.

The Iowa Public Information Board

The board does not have jurisdiction over the judicial or legislative branches, or over the governor and governor's office. 23.12

The board also is limited to addressing issues involving Chapters 21 and 22 of the Iowa Code 23.1

Complaints must be made within 60 days of the alleged violation of those laws 23.7 (1)

Declaratory orders issued by the board, determining the applicability of the open meetings or records law to specific fact situations, have the force of law.

The Iowa Public Information Board

Amendments to both Chapter 21 and 22 provide protection to government officials who rely on written advice of the Public Information Board, the attorney general or the government body's attorney.

The board can assess damages, void action taken in violation of the open meetings law, and require a government body or official to take any appropriate remedial action.

23.10(3)(b)

The board does not have the authority to unilaterally remove a person from office, but it may file an action to remove someone from office under Chapters 21 or 22, which include “two strikes and you're out” provisions that direct the court to order the removal of an official upon his or her second violation during a term. 23.10(3)(c)

The Iowa Public Information Board

Any person, the attorney general or county attorney seeking to enforce open meetings and records laws can bring the complaint before the board, or the individual can bring an action in state district court, as under current law. If more than one party simultaneously brings an action before the board and in court, the court shall stay the case pending resolution of the complaint by the board. A final board order is subject to judicial review. 23.5



To repeat-

“Ambiguity in the construction or application of this chapter should be resolved in favor of openness.”

Suggested Iowa Resources

Iowa Public Information Board

Website www.ipib.iowa.gov ;

email IPIB@iowa.gov or phone 515-725-1781

The attorney for the government body or government association

The county attorney

Suggested Iowa Resources

Iowa Office of Ombudsman: 888-426-6283. www.legis.iowa.gov/ombudsman

Office of the Iowa Attorney General: 515-281-5165 or www.iowaAttorneyGeneral.gov . The Attorney General's website also includes copies of the office's "Sunshine Advisories" on open meetings and records issues, and outlines of Chapters 21 and 22 with applicable case and AG's opinion citations.

The Iowa Freedom of Information Council: Kathleen Richardson, executive director; 515-271-2295 or kathleen.richardson@drake.edu; www.ifoic.org

Suggested Iowa Resources

Iowa League of Cities: 515-244-7282 or www.iowaleague.org

Iowa State Association of Counties: 515-244-7181 or www.iowacounties.org

Iowa Association of School Boards: 1-800-795-4272 or www.ia-sb.org

Iowa judicial branch: www.judicial.state.ia.us

Iowa Newspaper Association (INA): 515-244-2145 www.inanews.com



Pleasant Valley Board Development Workshop

Monday, June 26, 2023

Facilitators:

Tammi Drawbaugh

Board Development Director

tdrawbaugh@ia-sb.org

(563) 299-7028

Siobhan Schneider

Associate Executive Director, Board Leadership & Legal Services

sschneider@ia-sb.org

(515) 247-7028

www.ia-sb.org

Vision & Voice for Public Education



Purpose of the Open Meetings/Public Records Laws

Iowa first enacted the Open Meetings law (*Iowa Code Ch. 21*) and Public Records law (*Iowa Code Ch. 22*) in 1967. At the time these laws were created, the legislature believed it was important for all governmental subdivisions such as school boards to operate in an open and transparent fashion. It is your community's tax dollars that fund your school district. Therefore, the community should have the ability to see the work your board will do, to see the work your board is currently doing, and have access to the work your board has done.

The Open Meetings Law requires school boards to share with the community the work the board will do by posting advance notice of meetings. The board shares the work they are currently doing by holding meetings that are open to public observation.

The Public Records Law requires boards to share with the community, the work the board has already done, by maintaining certain records of prior board work and making those records available upon request.

This is the reasoning behind why our legislature created these laws.

- 1. What might be some additional benefits of your board operating in a transparent fashion?**

- 2. What could be some pitfalls or drawbacks of operating in a transparent fashion?**

- 3. How can your board meaningfully respond to those pitfalls or drawbacks?**



The Who and What of Open Meetings

Boards

As governmental subdivisions, school boards are subject to the requirements of the Open Meetings Law. But when does the law get applied? And to what situations?

Reflect on the definition of when an open meeting is occurring: a gathering in person or by electronic means, formal or informal, of a majority of the members of a governmental body where there is deliberation or action upon any matter within the scope of the governmental body's policy-making duties. (*Iowa Code 21.2*)

For example, an open meeting that must follow the requirements of Chapter 21 occurs when a majority of the board is gathered and is discussing or acting on a topic that would fall under the board's ability to draft policy.

Let's Discuss:

1. Three members of a five-member board gather for coffee an hour before the meeting to catch up. Is a meeting occurring?
2. One member of a board can only attend tonight's meeting electronically, and without them there is no quorum. If they appear electronically while the rest of the board is in person, is a meeting occurring?
3. The board uses a shared electronic document to provide comments on the superintendent's evaluation. To protect the superintendent's privacy, access to the docs is limited only to members of the board. Is a meeting occurring?

4. The board gathers to attend IASB's Annual Convention where they engage in board learning together. No district issues are discussed during the gathering, but the board is engaged in learning about topics relevant to their board service. Is a meeting occurring?

Board Appointed Committees

Committees are created by boards to dig deep into learning on a particular topic so that the committee can provide recommendations to the board and help inform the board's decision-making. Committees may be ad hoc, where they exist for a defined period and automatically dissolve once they have presented information and a recommendation; or they may be standing committees which continue indefinitely, such as a policy review committee. If board members serve on standing committees, it is common for them to rotate into and out of seats on the committee. Not all boards will appoint board members to serve on committees.

Board committees that have a majority of board members serving on them are most likely subject to the requirements of the Open Meetings Law. Therefore, advanced notice in the form of an agenda must be given prior to the committee meeting, and the meeting is conducted in open session. Committees with a minority or even no board members may still be subject to the Open Meetings Law. If the committee is created by the board to make recommendations on public policy issues and the committee is making decisions with authority on a course of action, then the committee is likely subject to the requirements of the Open Meetings Law.

Let's Discuss

1. Your board uses a policy committee, with two board members serving on it, to review policy and recommend revisions to the board as a whole. When the committee meets, is an open meeting occurring?

2. Your board creates an ad hoc committee to investigate and recommend an option for building expansion in the district. The committee has one board member on it. When the committee meets, is an open meeting occurring?



Understanding Meeting Agendas and Minutes

The Open Meetings Law requires school boards and some committees to provide advanced notice to the community that the board intends to hold an open meeting. What does that notice look like, and what records are kept to capture what took place at the meeting?

It is a legal requirement that boards publish notice of an upcoming meeting by physically posting the agenda in a prominent place within the district at least 24 hours prior to the start of the meeting. Often this is at the central administration office. Districts must also post the agenda where it is physically visible from the exterior of the building to comply with the requirements of the law. While it is not a legal requirement, most districts will also post their agendas on the district website. Agendas must contain the date, time, and location of the meeting, along with a description of the items to be discussed and/or acted on by the board. It is important for boards to provide enough information on each agenda item for an average member of the public to understand generally what the topic is. Conversely, providing too much detail may limit the scope of what the board is allowed to discuss for that topic. This is why crafting agendas can be a delicate balance!

Board meeting agendas can be changed at the start of the meeting; but adding items not previously listed or changing topics without 24 hours' advanced notice is not permitted unless an emergency exists. An emergency should be a situation where the board must deliberate or act on a topic with less than 24 hours' notice because if they do not, then the district would suffer future harm as a result. In that situation, the good cause for adding an emergency agenda item should be stated in the board meeting minutes.

Minutes

The Open Meetings Law has a few basic legal requirements for what amount of detail must be listed in board meeting minutes. At a minimum, the minutes must show the date, time, location of the meeting, board members present, and how each member voted on each issue. Because the law requires all votes take place during an open meeting, board members cannot pre-vote or vote by proxy during board meetings.

It is important to note that minutes should not be a full transcription of everything stated during the meeting. The purpose of minutes is to record the actions of the board as a governing body, but the board secretary performs multiple important functions during the course of the meeting, and it would be impractical to request your secretary take detailed notes on the nature of the discussion had on each issue.

Your board secretary is a knowledgeable resource for questions related to how minutes are taken and what level of detail goes into the minutes. If you have questions as a board member, ask them away from the meeting so your secretary has time to formulate thoughtful responses.

Following the meeting, your board secretary will finalize meeting minutes and send them to the local paper within two weeks of the meeting for future publication.

Test Your Knowledge

1. Board meeting minutes should be lengthy and highly descriptive for each agenda topic.

True

False

2. Board agendas must be posted on the district's website.

True

False

3. Board members cannot add agenda items at the start of the meeting unless an emergency exists.

True

False

4. Board secretaries can list a vote as unanimous in meeting minutes as long as it is clear how each member present voted.

True

False

5. Boards can physically publish their agendas at the local public library to meet Chapter 21's notice requirements.

True

False



Closed Sessions and Exempt Meetings

Closed Sessions

Closed sessions are a limited opportunity for boards to meet away from the public to discuss a specific topic during an open meeting. *Iowa Code* Chapter 21.5 governs the requirements of closed sessions. Closed sessions will always be tied to a specific board agenda item. There may be more than one listed reason on the board's agenda for holding a closed session. The board's agenda should list both the specific subsection of Chapter 21.5 that is being used as the reason for holding a closed session and the language from that subsection. Example: "Possible closed session under *Iowa Code* Ch. 21.5(1) 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."

In order to enter a closed session, the board must have an affirmative vote of 2/3 of the entire board or all members if anyone is absent. Once in the closed session, board members will only discuss the topic listed. No discussions may stray from the listed topic. If they do begin to stray, board members should remind their colleagues and course correct. The board must return to open session before taking any action on the topic.

The board members currently serving on the board are the only individuals required to be allowed in a closed session. Other individuals who may be invited but are not required to be allowed into a closed session include the superintendent and board secretary. The board must make provisions for a board member to serve as recording secretary during the closed session if the board secretary is absent. Closed sessions require detailed minutes and an audio recording be taken and kept for at least one year. Those records will be sealed unless an exception exists or if a board member who would otherwise be eligible to attend the closed session but was absent wishes to access the recording and minutes.

Let's Discuss:

1. The board is in closed session for the superintendent's evaluation. Before leaving closed session, a board member says, "While we are in closed session and can speak openly, I'd like to talk about the lacrosse coach. I have some real concerns."

How would you respond?

2. Your spouse or significant other wants to know what happened in the closed session student expulsion hearing. “Just tell me why the board expelled little Larry. It is all over social media. You don’t have to give me every detail, just the main reasons the board had for making their decision.”

How would you respond?

3. A board member approaches the board president, “Last night at the baseball game, Mark tripped coming up the bleachers and said, ‘By golly I ought to sue this district. This step is loose—I think I threw my back out!’ We need to go into closed session tonight to discuss our approach to him. I’ll make the motion.”

If you were the board president, how would you respond?

Exempt Meetings

Certain limited types of meetings are entirely exempt from the requirements of the Open Meetings Law. This means they are also outside the oversight of the Iowa Public Information Board. These limited types of meetings may include meetings to discuss strategy for matters related to engaging in collective bargaining or bargaining with a group of employees not covered by collective bargaining. The topics of these meetings must be strictly limited to the allowed exemption topics. There are also some limited types of meetings, such as a meeting to consider the termination of a teacher’s employment contract, that are exempt from the Open Meetings Law requirements. It is wise for boards to run a topic past their legal counsel for advice and opinions about whether a topic properly qualifies as exempt.

When a meeting is exempt from Chapter 21, it means no advance notice in the form of a posted agenda is required and no minutes are required to be taken. However, many boards do decide to still place a note to their regular board meeting agendas that following adjournment of the regular meeting, the board will enter an exempt meeting. This additional transparency helps instill greater confidence in the school community that the board is acting in the interest of openness.



Closed Session vs. Exempt Meeting

Closed Session

Closed sessions take place as part of an open meeting. The *Iowa Code* section and language from that code section must be listed as part of the tentative agenda a minimum of twenty-four hours in advance of the meeting. The motion for a closed session, stating the purpose for the closed session, will be made and seconded during an open session. A minimum of two-thirds of the board, or all of the board members present, must vote in favor of the motion on a roll call vote. Closed sessions must be tape recorded and have detailed minutes kept by the board secretary. Final action on matters discussed in the closed session will be taken in an open meeting.

Exempt Meeting

An exempt meeting is not subject to the open meetings requirements and can be held without public notice, be held without taping or minutes, and can be held without a vote or motion. Exempt meetings should be held separate from open meetings. While the notice, minutes, and other requirements of the open meetings law are not required for exempt meetings, there are practical reasons why a board may choose to provide notice or adhere to other open meetings requirements. For example, might the board be well advised to let the public know that they are meeting outside the public view and it is allowed under the law? What issues might arise if the board gathers and no one knows why?

Reasons for Entering a Closed Session	Exemptions to the Open Meetings Law
<p>I. To review or discuss records which are required or authorized by state or federal law to be kept confidential or to be kept confidential as a condition for the board's possession or receipt of federal funds. <i>Iowa Code 21.5(1)(a).</i></p>	<p>I. Negotiating sessions, strategy meetings of public employers or employee organizations, mediation and the deliberative process of arbitration. <i>Iowa Code 20.17(3).</i></p>
<p>II. To discuss strategy with legal counsel in matters presently in litigation, or where litigation is imminent, if disclosure would be likely to prejudice or disadvantage the board. <i>Iowa Code 21.5(1)(c).</i></p>	<p>II. To discuss strategy in matters relating to employment conditions of employees not covered by the collective bargaining law. <i>Iowa Code 21.9. "Employment conditions"</i> for this section means areas included in the scope of negotiations in <i>Iowa Code 20.9</i></p>
<p>III. To discuss whether to conduct a hearing, or conduct a hearing for suspension or expulsion of a student, unless an open meeting is requested by the student or the parent of the student. <i>Iowa Code 21.5(1)(e).</i></p>	<p>III. To conduct a private hearing relating to the recommended termination of a teacher's contract. The private hearing however, in the teacher's contract termination will be recorded verbatim by a court reporter. <i>Iowa Code 279.15.</i></p>
<p>IV. To evaluate the professional competency of an individual whose appointment, hiring, performance, or discharge is being considered when a closed session is necessary to prevent needless and irreparable injury to that individual's reputation and that individual requests a closed session. <i>Iowa Code 21.5(1)(i).</i></p>	<p>IV. To conduct a private hearing relating to the termination of a probationary administrator's contract or to review the proposed decision of the administrative law judge regarding the termination of an administrator's contract. <i>Iowa Code 279.24.</i></p>
<p>V. To discuss the purchase or sale of particular real estate, but only when premature disclosure could be reasonably expected to increase the price the board would have to pay for the property, or in case of a sale reduce the price the board could receive for the property. <i>Iowa Code 21.5(1)(i).</i></p>	



Public Records

Just as Iowa has the Open Meetings Law to regulate how the public may access the work that will be done and the work currently being done by boards, Iowa's Public Records Law, *Iowa Code* Chapter 22 regulates public records. Public records include among other things recordings, documents, texts, and digital recordings or other information stored, preserved or belonging to school districts. Keep in mind the full definition found in *Iowa Code* Ch. 22.1(3)(a) is intentionally broad. When in doubt, districts should first assume a record is a public record, and then determine whether a record qualifies as confidential.

Who Can Request to Review Records and How

Anyone has the right to review public records of the district. There is no requirement that individuals must live within the school district community to access public records. There are specific office-hour requirements when district staff must make public records available for review, and board members should consult with their board secretary for more information on this. What board members should know is that there are several (more than 70!) types of records that are considered confidential by Iowa law. As a result, when a public records request is received, it is common for district staff to take some time reviewing records to determine whether they are both responsive to the request and allowed to be reviewed. It is important that district staff promptly communicate with the individual making the request and either make available the records for review or communicate any clarifying questions, search parameters, or estimated amount of time needed for staff to review records before making them accessible to the requestor.

Costs for Reviewing Records

School districts must make every reasonable effort to provide the records at no cost to the requestor other than copying costs for records that take less than thirty minutes to produce. If expenses are needed, districts may charge reasonable and necessary expenses, including legal expenses related to the redaction and review of confidential records. This means that legal fees for an initial assessment of whether a record is confidential must be borne by the district. Then, legal fees for time spent redacting and reviewing confidential records may be passed onto the requestor.

Limitations to Records Requests

It is important to remember that while a district must make public records accessible for review by the public, there may be other laws such as copyright protections that would prohibit a district from copying and transmitting records as part of a records request.

**PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT
FINANCIAL REPORT - FINAL
MAY 31, 2023**

	CURRENT FISCAL YEAR ELEVEN MONTHS ENDED MAY 31, 2023				PRIOR FISCAL YEAR ELEVEN MONTHS ENDED MAY 31, 2022			
	ANNUAL WORKING BUDGET	YTD ACTUAL * GAAP BASIS *	YTD %	% COMPARED TO PRIOR YEAR (YTD)	ANNUAL WORKING BUDGET	YTD ACTUAL * GAAP BASIS *	YTD %	
GENERAL FUND								
BEGINNING FUND BALANCE	11,942,860	11,942,860	***	****	11,337,516	11,337,516	***	****
REVENUE								
PROPERTY TAXES AND REPLACEMENT FUNDS	21,629,735	21,234,932	98.2%	-4.0%	22,169,628	22,112,982	99.7%	
STATE AID	37,145,969	33,488,877	90.2%	8.6%	34,107,448	30,827,075	90.4%	
MISC INCOME - STUDENT TUITION	3,089,268	1,443,887	46.7%	23.5%	2,388,181	1,169,283	49.0%	
MISC INCOME - GRANTS	2,348,748	1,881,945	80.1%	23.9%	2,221,297	1,518,889	68.4%	
MISC INCOME - GENERAL	585,525	633,198	108.1%	-20.4%	777,304	795,388	102.3%	
TRANSFER FROM NUTRITION FUND	78,431	49,786	63.5%	-74.0%	150,000	191,170	127.4%	
INTEREST INCOME	364,800	460,760	126.3%	806.9%	35,198	50,806	144.3%	
TOTAL REVENUE	<u>65,242,476</u>	<u>59,193,385</u>	<u>90.7%</u>	<u>4.5%</u>	<u>61,849,056</u>	<u>56,665,593</u>	<u>91.6%</u>	
EXPENSES								
SALARIES AND WAGES	38,853,829	30,102,186	77.5%	6.0%	36,278,038	28,396,082	78.3%	
EMPLOYEE BENEFITS	12,482,393	9,518,006	76.3%	3.6%	11,992,913	9,185,310	76.6%	
PURCHASED SERVICES	8,349,994	5,078,263	60.8%	4.1%	8,384,339	4,877,897	58.2%	
MATERIALS AND SUPPLIES	3,983,592	2,212,339	55.5%	4.2%	3,450,786	2,122,148	61.5%	
CAPITAL OUTLAY	981,115	928,661	94.7%	5.5%	971,533	880,149	90.6%	
OTHER EXPENSES	360,983	39,473	10.9%	-0.5%	439,680	39,673	9.0%	
TRANSFER TO HS ACTIVITY FUND	25,000	0	0.0%	****	25,000	0	0.0%	
AEA PASSTHROUGH FUNDS	2,644,450	2,424,079	91.7%	2.6%	2,486,311	2,362,508	95.0%	
TOTAL EXPENSES	<u>67,681,356</u>	<u>50,303,006</u>	<u>74.3%</u>	<u>5.1%</u>	<u>64,028,600</u>	<u>47,863,767</u>	<u>74.8%</u>	
ENDING FUND BALANCE	<u>9,503,980</u>	<u>20,833,238</u>	****	****	<u>9,157,972</u>	<u>20,139,342</u>	****	****

**PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT
FINANCIAL REPORT
MAY 31, 2023**

	CURRENT FISCAL YEAR ELEVEN MONTHS ENDED MAY 31, 2023				PRIOR FISCAL YEAR ELEVEN MONTHS ENDED MAY 31, 2022		
	ANNUAL WORKING BUDGET	YTD ACTUAL * GAAP BASIS *	YTD %	% COMPARED TO PRIOR YEAR (YTD)	ANNUAL WORKING BUDGET	YTD ACTUAL * GAAP BASIS *	YTD %
MANAGEMENT FUND							
BEGINNING FUND BALANCE	2,254,513	2,254,513	****	****	2,195,642	2,195,642	****
REVENUE							
PROPERTY TAXES AND REPLACEMENT FUNDS	2,135,188	2,111,915	98.9%	161.3%	810,866	808,208	99.7%
INTEREST INCOME	59,585	75,329	126.4%	1070.3%	5,106	6,437	126.1%
REFUND OF PRIOR YEAR EXPENDITURES	557	664	119.2%	-96.6%	619	19,759	3192.1%
TOTAL REVENUE	<u>2,195,330</u>	<u>2,187,909</u>	<u>99.7%</u>	<u>162.2%</u>	<u>816,591</u>	<u>834,404</u>	<u>102.2%</u>
EXPENSES							
EARLY RETIREMENT	363,161	363,163	100.0%	10.8%	327,805	327,806	100.0%
UNEMPLOYMENT	20,000	459	2.3%	-92.1%	20,000	5,820	29.1%
CONTRACTED SERVICES	2,500	0	0.0%	****	2,500	0	0.0%
INSURANCE	570,640	582,758	102.1%	28.4%	460,864	453,832	98.5%
TOTAL EXPENSES	<u>956,301</u>	<u>946,380</u>	<u>99.0%</u>	<u>20.2%</u>	<u>811,169</u>	<u>787,458</u>	<u>97.1%</u>
ENDING FUND BALANCE	<u>3,493,542</u>	<u>3,496,041</u>	****	****	<u>2,201,064</u>	<u>2,242,588</u>	****

**PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT
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MAY 31, 2023**

	CURRENT FISCAL YEAR ELEVEN MONTHS ENDED MAY 31, 2023				PRIOR FISCAL YEAR ELEVEN MONTHS ENDED MAY 31, 2022		
	ANNUAL WORKING BUDGET	YTD ACTUAL * GAAP BASIS *	YTD %	% COMPARED TO PRIOR YEAR (YTD)	ANNUAL WORKING BUDGET	YTD ACTUAL * GAAP BASIS *	YTD %
	P.P.E.L. FUND						
BEGINNING FUND BALANCE	1,112,002	1,112,002	****	****	335,443	335,443	****
REVENUE							
PROPERTY TAXES AND REPLACEMENT FUNDS	3,582,898	3,540,613	98.8%	3.5%	3,434,475	3,422,308	99.6%
INTEREST INCOME	41,311	23,984	58.1%	997.2%	4,758	2,186	45.9%
FEDERAL FLOOD CONTROL FUNDS	12,032	12,032	100.0%	-25.6%	10,000	16,171	161.7%
DONATIONS	0	0	****	****	0	0	****
TRANSFER FROM CAPITAL PROJECTS FUND	2,510,000	0	0.0%	-100.0%	1,200,000	690,000	57.5%
TOTAL REVENUE	<u>6,146,241</u>	<u>3,576,629</u>	<u>58.2%</u>	<u>-13.4%</u>	<u>4,649,233</u>	<u>4,130,665</u>	<u>88.8%</u>
EXPENSES							
PURCHASED PROFESSIONAL SERVICES	153,499	72,478	47.2%	136.2%	2,500	30,687	1227.5%
PROPERTY/EQUIPMENT	1,467,758	168,815	11.5%	-67.5%	303,474	519,796	171.3%
MATERIALS AND SUPPLIES	36,000	2,495	6.9%	-77.2%	36,000	10,919	30.3%
PURCHASED PROPERTY SERVICES	3,164,863	1,119,003	35.4%	113.9%	2,129,058	523,101	24.6%
TRANSFER TO DEBT SERVICE	2,263,513	2,074,646	91.7%	-4.3%	2,355,997	2,167,394	92.0%
TOTAL EXPENSES	<u>7,085,633</u>	<u>3,437,436</u>	<u>48.5%</u>	<u>5.7%</u>	<u>4,827,029</u>	<u>3,251,897</u>	<u>67.4%</u>
ENDING FUND BALANCE	<u>172,610</u>	<u>1,251,194</u>	****	****	<u>157,647</u>	<u>1,214,211</u>	****

**PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT
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	CURRENT FISCAL YEAR ELEVEN MONTHS ENDED MAY 31, 2023				PRIOR FISCAL YEAR ELEVEN MONTHS ENDED MAY 31, 2022		
	ANNUAL WORKING BUDGET	YTD ACTUAL * GAAP BASIS *	YTD %	% COMPARED TO PRIOR YEAR (YTD)	ANNUAL WORKING BUDGET	YTD ACTUAL * GAAP BASIS *	YTD %
CAPITAL PROJECTS							
BEGINNING FUND BALANCE	13,610,368	13,610,368	****	****	12,214,011	12,214,011	****
REVENUE							
LOCAL OPTION SALES TAX	7,562,400	6,262,647	82.8%	15.7%	6,037,087	5,411,637	89.6%
INTEREST ON INVESTMENTS	492,751	435,268	88.3%	879.9%	36,566	44,418	121.5%
DONATIONS	0	110	****	0.0%	0	110	****
REFUND OF PRIOR YEAR EXPENDITURES	453,951	453,951	100.0%	****	0	0	****
TRANSFER FROM NUTRITION FUND	0	0	****	****	0	0	****
TOTAL REVENUE	<u>8,509,102</u>	<u>7,151,976</u>	<u>84.1%</u>	<u>31.1%</u>	<u>6,073,653</u>	<u>5,456,165</u>	<u>89.8%</u>
EXPENSES							
PURCHASED PROFESSIONAL SERVICES	0	738,741	****	678.8%	0	94,858	****
PURCHASED PROPERTY SERVICES	3,467,555	746,410	21.5%	-184.9%	125,000	-878,949	-703.2%
EQUIPMENT	0	0	****	-100.0%	0	2,189	****
ISSUANCE COSTS FOR BONDS	0	300	****	0.0%	0	300	****
TRANSFER TO DEBT SERVICE	4,167,204	3,819,937	91.7%	0.0%	4,165,737	3,818,592	91.7%
TRANSFER TO PPEL FUND	2,510,000	0	0.0%	-100.0%	1,200,000	690,000	57.5%
TOTAL EXPENSES	<u>10,144,759</u>	<u>5,305,388</u>	<u>52.3%</u>	<u>42.4%</u>	<u>5,490,737</u>	<u>3,726,990</u>	<u>67.9%</u>
ENDING FUND BALANCE	<u>11,974,711</u>	<u>15,456,957</u>	****	****	<u>12,796,927</u>	<u>13,943,186</u>	****
DEBT SERVICE FUND							
BEGINNING FUND BALANCE	302,212	302,212	****	****	289,303	289,303	****
REVENUE							
INTEREST INCOME	0	83,955	****	711.1%	0	10,351	****
TRANSFER FROM PPEL FUND	2,356,077	2,074,646	88.1%	-4.3%	2,355,997	2,167,394	92.0%
TRANSFER FROM CAPITAL PROJECTS FUND	4,167,204	3,819,937	91.7%	0.0%	4,165,737	3,818,592	91.7%
TOTAL REVENUE	<u>6,523,281</u>	<u>5,978,538</u>	<u>91.6%</u>	<u>-0.3%</u>	<u>6,521,734</u>	<u>5,996,337</u>	<u>91.9%</u>
EXPENSES							
SALES TAX LOAN PRINCIPAL PAYMENTS	3,525,000	0	0.0%	****	3,455,000	0	0.0%
SALES TAX LOAN INTEREST PAYMENTS	642,204	320,317	49.9%	-9.5%	710,737	354,003	49.8%
PPEL LOAN PRINCIPAL PAYMENTS	1,895,000	1,895,000	100.0%	3.0%	1,840,000	1,840,000	100.0%
PPEL LOAN INTEREST PAYMENTS	368,250	368,250	100.0%	-13.0%	423,450	423,450	100.0%
IPAD LEASE PRINCIPAL PAYMENTS	89,402	0	0.0%	-100.0%	89,402	89,402	100.0%
IPAD LEASE INTEREST PAYMENTS	3,162	0	0.0%	-100.0%	3,162	3,162	100.0%
TOTAL EXPENSES	<u>6,523,018</u>	<u>2,583,567</u>	<u>39.6%</u>	<u>-4.7%</u>	<u>6,521,751</u>	<u>2,710,017</u>	<u>41.6%</u>
ENDING FUND BALANCE	<u>302,475</u>	<u>3,697,183</u>	****	****	<u>289,286</u>	<u>3,575,623</u>	****

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	CURRENT FISCAL YEAR ELEVEN MONTHS ENDED MAY 31, 2023				PRIOR FISCAL YEAR ELEVEN MONTHS ENDED MAY 31, 2022		
	ANNUAL WORKING BUDGET	YTD ACTUAL * GAAP BASIS *	YTD %	% COMPARED TO PRIOR YEAR (YTD)	ANNUAL WORKING BUDGET	YTD ACTUAL * GAAP BASIS *	YTD %
NUTRITION FUND							
BEGINNING FUND BALANCE	3,066,844	3,066,844	****	****	1,941,477	1,941,477	****
REVENUE							
FOOD SALES	1,709,150	2,200,784	128.8%	198.9%	402,150	736,345	183.1%
FEDERAL REIMBURSEMENT	1,501,887	962,728	64.1%	-65.7%	2,200,000	2,808,183	127.6%
STATE REIMBURSEMENT	0	12,470	****	3.8%	0	12,012	****
MISCELLANEOUS INCOME	2,500	9,565	382.6%	162.1%	2,500	3,649	146.0%
CAPITAL CONTRIBUTIONS	0	11,000	****	****	0	0	****
INTEREST INCOME	21,000	101,406	482.9%	1222.3%	21,000	7,669	36.5%
TOTAL REVENUE	<u>3,234,537</u>	<u>3,297,953</u>	<u>102.0%</u>	<u>-7.6%</u>	<u>2,625,650</u>	<u>3,567,858</u>	<u>135.9%</u>
EXPENSES							
SALARIES AND WAGES	826,182	721,087	87.3%	4.9%	750,106	687,602	91.7%
EMPLOYEE BENEFITS	242,949	202,803	83.5%	11.1%	199,383	182,614	91.6%
PURCHASED SERVICES	1,050	49,433	4707.9%	20.9%	1,050	40,901	3895.3%
FOOD PURCHASES	1,431,887	1,380,605	96.4%	-5.0%	950,000	1,453,368	153.0%
MATERIALS AND SUPPLIES	71,300	122,180	171.4%	-5.2%	71,300	128,842	180.7%
CAPITAL OUTLAY	118,000	11,472	9.7%	-75.4%	114,000	46,630	40.9%
TRANSFER TO CAPITAL PROJECTS FUND	0	0	****	****	0	0	****
TRANSFER TO GENERAL FUND	78,431	49,786	63.5%	-74.0%	150,000	191,170	127.4%
LOSS ON SALE OF CAPITAL ASSETS	0	0	****	****	0	0	****
TOTAL EXPENSES	<u>2,769,799</u>	<u>2,537,367</u>	<u>91.6%</u>	<u>-7.1%</u>	<u>2,235,839</u>	<u>2,731,127</u>	<u>122.2%</u>
ENDING FUND BALANCE	<u>3,531,582</u>	<u>3,827,429</u>	****	****	<u>2,331,288</u>	<u>2,778,208</u>	****

**PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT
FINANCIAL REPORT
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	CURRENT FISCAL YEAR ELEVEN MONTHS ENDED MAY 31, 2023				PRIOR FISCAL YEAR ELEVEN MONTHS ENDED MAY 31, 2022		
	ANNUAL WORKING BUDGET	YTD ACTUAL * GAAP BASIS *	YTD %	% COMPARED TO PRIOR YEAR (YTD)	ANNUAL WORKING BUDGET	YTD ACTUAL * GAAP BASIS *	YTD %
STUDENT CONSTRUCTION FUND							
BEGINNING FUND BALANCE	88,134	88,134	****	****	0	0	****
REVENUE							
DONATIONS	11,000	-6,414	-58.3%	****	0	0	****
TOTAL REVENUE	<u>11,000</u>	<u>-6,414</u>	****	****	<u>0</u>	<u>0</u>	****
EXPENSES							
TOTAL EXPENSES	<u>0</u>	<u>0</u>	****	****	<u>0</u>	<u>0</u>	****
ENDING FUND BALANCE	<u>99,134</u>	<u>81,720</u>	****	****	<u>0</u>	<u>0</u>	****

**PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT
FINANCIAL REPORT
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	CURRENT FISCAL YEAR ELEVEN MONTHS ENDED MAY 31, 2023				PRIOR FISCAL YEAR ELEVEN MONTHS ENDED MAY 31, 2022		
	ANNUAL WORKING BUDGET	YTD ACTUAL * GAAP BASIS *	YTD %	% COMPARED TO PRIOR YEAR (YTD)	ANNUAL WORKING BUDGET	YTD ACTUAL * GAAP BASIS *	YTD %
INTERNAL SERVICE FUND							
BEGINNING FUND BALANCE	3,953,671	3,953,671	****	****	4,056,996	4,056,996	****
REVENUE							
INTEREST INCOME	47,160	41,929	88.9%	343.7%	13,718	9,449	68.9%
EMPLOYEE CONTRIBUTIONS TO INSURANCE	1,208,418	968,318	80.1%	57.7%	762,816	614,216	80.5%
EMPLOYER CONTRIBUTIONS TO INSURANCE	5,694,062	4,430,446	77.8%	0.9%	5,563,789	4,392,601	78.9%
OTHER RECEIPTS	0	0	****	****	0	0	****
TOTAL REVENUE	<u>6,949,640</u>	<u>5,440,692</u>	<u>78.3%</u>	<u>8.5%</u>	<u>6,340,323</u>	<u>5,016,266</u>	<u>79.1%</u>
EXPENSES							
PURCHASED SERVICES	13,500	13,500	100.0%	-1.1%	13,500	13,650	101.1%
HEALTH INSURANCE CLAIMS & ADMIN. FEES	6,523,238	6,019,461	92.3%	8.0%	5,921,352	5,572,733	94.1%
DENTAL INSURANCE CLAIMS & ADMIN. FEES	379,242	336,055	88.6%	6.8%	405,253	314,775	77.7%
OTHER EXPENDITURES	7,750	0	0.0%	****	7,500	0	0.0%
TOTAL EXPENSES	<u>6,923,730</u>	<u>6,369,016</u>	<u>92.0%</u>	<u>7.9%</u>	<u>6,347,605</u>	<u>5,901,158</u>	<u>93.0%</u>
ENDING FUND BALANCE	<u>3,979,581</u>	<u>3,025,347</u>	****	****	<u>4,049,714</u>	<u>3,172,104</u>	****

**PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT
FINANCIAL REPORT
MAY 31, 2023**

	CURRENT FISCAL YEAR ELEVEN MONTHS ENDED MAY 31, 2023				PRIOR FISCAL YEAR ELEVEN MONTHS ENDED MAY 31, 2022		
	ANNUAL WORKING BUDGET	YTD ACTUAL * GAAP BASIS *	YTD %	% COMPARED TO PRIOR YEAR (YTD)	ANNUAL WORKING BUDGET	YTD ACTUAL * GAAP BASIS *	YTD %
ACTIVITY FUNDS							
BEGINNING FUND BALANCE	798,799	798,799	****	****	781,521	781,521	****
REVENUE							
BRIDGEVIEW	3,867	10,600	274.1%	228.0%	2,312	3,232	139.8%
CODY	12,011	10,211	85.0%	-6.0%	8,718	10,861	124.6%
PLEASANT VIEW	36,170	40,828	112.9%	25.7%	18,050	32,491	180.0%
RIVERDALE HEIGHTS	13,353	15,061	112.8%	26.4%	21,113	11,920	56.5%
HOPEWELL	20,215	17,630	87.2%	-3.4%	15,589	18,258	117.1%
FOREST GROVE	11,777	4,521	38.4%	-57.5%	288	10,629	3690.6%
PLEASANT VALLEY JUNIOR HIGH	31,471	26,037	82.7%	-4.9%	21,063	27,374	130.0%
OTHER RECEIPTS	10,690	18,240	170.6%	92.7%	2,042	9,464	463.5%
HIGH SCHOOL	1,027,146	901,997	87.8%	7.7%	698,314	837,685	120.0%
TOTAL REVENUE	<u>1,166,700</u>	<u>1,045,126</u>	<u>89.6%</u>	<u>8.7%</u>	<u>787,489</u>	<u>961,914</u>	<u>122.1%</u>
EXPENSES							
BRIDGEVIEW	4,060	12,053	296.9%	191.3%	2,428	4,137	170.4%
CODY	12,611	9,615	76.2%	-18.0%	9,153	11,726	128.1%
PLEASANT VIEW	37,979	38,140	100.4%	37.6%	16,369	27,717	169.3%
RIVERDALE HEIGHTS	14,021	21,699	154.8%	2.8%	18,952	21,118	111.4%
HOPEWELL	21,225	10,363	48.8%	-39.2%	22,169	17,046	76.9%
FOREST GROVE	12,365	609	4.9%	-93.4%	303	9,273	3060.4%
PLEASANT VALLEY JUNIOR HIGH	33,045	22,453	67.9%	5.4%	22,116	21,309	96.4%
OTHER EXPENDITURES	11,224	11,561	103.0%	236.8%	2,143	3,433	160.2%
HIGH SCHOOL	1,078,503	870,721	80.7%	14.6%	733,230	759,984	103.6%
TOTAL EXPENSES	<u>1,225,033</u>	<u>997,214</u>	<u>81.4%</u>	<u>13.9%</u>	<u>826,863</u>	<u>875,743</u>	<u>105.9%</u>
ENDING FUND BALANCE	<u>740,466</u>	<u>846,711</u>	****	****	<u>742,147</u>	<u>867,692</u>	****

PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT
GENERAL FUND SUMMARY
MAY 31, 2023

