

PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT
Bettendorf, LeClaire, Riverdale, Iowa
BOARD OF EDUCATION REGULAR MEETING, BELMONT ADMINISTRATION CENTER
Monday, July 17, 2023; 6:00 p.m.

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

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 July 17, 2023
 - A. Minutes June 26, 2023 Regular Meeting
 - B. Personnel
 - C. Open Enrollment
 - D. Rock Valley Physical Therapy Contract for Strength and Conditioning Services
 - E. North Scott / PV Cooperative Swim Agreements
- V. Approval of July 17, 2023 bills

Note: Blackhawk Bank & Trust warrants 157469 through 157674 to be issued for the following:

- A. General Fund: Motion by _____ second by _____ that General Fund warrants be issued in the total amount of \$764,003.35 in payment of invoices presented.
- B. Nutrition Fund: Motion by _____ second by _____ that Nutrition Fund warrants be issued in the total amount of \$11,835.71 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 \$2,713.96 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 \$38,382.26 in payment of invoices presented.
- E. Physical Plant and Equipment Levy Fund: Motion by _____ second by _____ that PPEL Fund warrants be issued in the total amount of \$1,105,766.73 in payment of invoices presented.
- F. Student Construction Fund: Motion by _____ second by _____ that Student Construction Fund warrants be issued in the total amount of \$141.89 in payment of invoices presented.
- G. Internal Service Fund: Motion by _____ second by _____ that Internal Service Fund warrants 6524 to 6529 be issued in the total amount of \$105,807.73 in payment of invoices presented.
- H. Trust Fund: Motion by _____ second by _____ that Trust Fund warrants be issued in the total amount of \$769.18 in payment of invoices presented.

VI. Old Business

- A. Pleasant Valley Community School District Student Outcomes Audit Report - Brian Strusz

VII. New Business

- A. Pleasant Valley High School Baseball/Softball Parking Lot Expansion Project Public Hearing and Acceptance of Bids - Leland Zenk and Mike Clingingsmith
 - i. Presentation
 - ii. Public Hearing
 - iii. Approval
- B. Pleasant Valley High School Addition and Renovation Project - Brian Strusz
- C. 2024 Legislative Priorities - Brian Strusz

VIII. Future Dates

- 1. Monday, August 14, 2023 - Regular Board Meeting 6:00 p.m.
- 2. Monday, August 28, 2023 - Regular Board Meeting 6:00 p.m.

IX. Adjournment

Pleasant Valley CSD Board of Education
Monday, July 17, 2023
Supporting Information

ITEM #1: RECOGNITION

ITEM #2: CONSENT AGENDA

1. Approval of Minutes: June 26, 2023 Regular Meeting Minutes (including closed sessions)
2. Personnel: The list of personnel changes is included in the supporting documents.
3. Open Enrollment:

Approved:

23-24	BETT	DAV	NS	total
K	1	2		3
1				0
2				0
3				0
4	1	1		2
5				0
6	1	1		2
7				0
8				0
9	4	4	1	9
10	2	1		3
11	1	2		3
12	1			1
total	11	11	1	23

Denied: One 10th grader from Bettendorf and one 11th grader from Davenport due to insufficient classroom space.

4. Rock Valley Physical Therapy Contact for Strength and Conditioning Services: A copy of the most recent contract is included in the supporting information.
5. North Scott / PV Cooperative Swim Agreements: A copy of the most recent contract is included in the supporting information.

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

ITEM #3: OLD BUSINESS

- A. PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT STUDENT OUTCOMES AUDIT REPORT - BRIAN STRUSZ: Dr. Ladrina Wilson was present at the June 12, 2023 board meeting to present information she gathered from the qualitative and quantitative Student Outcomes Audit Report. The report included areas of distinction, areas of opportunity and recommendations. Board members requested additional time to review the findings prior to board approval.

Required Motion: I move the board acknowledge receipt of the Student Outcomes Audit Report as presented. Roll call vote.

ITEM #4: NEW BUSINESS

- A. PLEASANT VALLEY HIGH SCHOOL BASEBALL/SOFTBALL PARKING LOT EXPANSION PROJECT PUBLIC HEARING AND ACCEPTANCE OF BIDS - LELAND ZENK AND MIKE CLINGINGSMITH: Bids were received for the PVHS Baseball / Softball Parking Lot expansion project on Thursday, June 29, 2023 at 2:00 at Belmont Administration Center. Bids were received as follows:

Landmann Construction \$337,875
Miller Trucking & Excavating \$352,635
Valley Construction \$335,924

Valley Construction Co. is the low bidder.

Required Motion: I move the board accept the low bid of \$335,924.00 from Valley Construction for the Pleasant Valley High School Baseball/Softball Parking Lot Expansion Project. Roll Call Vote.

- B. PLEASANT VALLEY HIGH SCHOOL ADDITION AND RENOVATION PROJECT: To meet the needs created by enrollment growth, Pleasant Valley High School is currently in the schematic design phase for a new addition and renovations. At this time, the plan is for Phase I of the new addition and renovations to be completed for the start of the 2025-2026 school year. Included in the board supporting information are the schematic design plans and an overall project timeline. John Darveau and Kyle Sandage from FRK Architects and Engineers will be present to describe the project and the anticipated timeline.

Required Motion: I move the board approve schematic documents and cost projections for Phase I of the Pleasant Valley High School addition and renovation project with the stipulation that the architect continues to work to keep the project cost in alignment with the District's budget. Roll call vote.

- C. 2023 LEGISLATIVE PRIORITIES: The Iowa Association of School Boards(IASB) has established August 15 as the submission date for the 2024 of legislative priorities. As we prepare for our submission, we will set a goal of finalizing our top priorities during our August 14th board meeting. To assist in the process, our legislators have been invited to attend our August 14th board meeting to provide a 2023 legislative update and a preview of the 2024 session. You can review the IASB 2023 Legislative Platform and Legislative Priorities reports included in the supporting materials.

Tentative 2024 Priorities:

Priority #1: PK-12 School Funding

The Pleasant Valley Community School District supports protecting K-12 funding from future cuts and maintaining PK-12 public school funding as a top priority allowing districts to plan responsibly and budget for the future. For example:

- Supplemental State Aid - Determine a rate that supports the ability of local districts to meet parent and community expectations, provides a world class education to all students, and incorporates inflation or cost-of-living increases to minimize the impact on a district's general fund.
- Special Education - Explore state funding that is reflective of the actual costs and needs of students, including educational programming and healthcare
- Dropout/At Risk - Allow for an equalization across the state for all districts to generate prevention funds up to the allotted 5%.

Priority #2: Educational Opportunities

The Pleasant Valley Community School District supports various educational opportunities outside of public school but not at the loss of public school funding at the state or local level or having different expectations for accountability and transparency.

Priority #3: Educator/Staff Shortage and Quality Instruction

The Pleasant Valley Community School District supports maximum flexibility to hire and retain staff that will provide high quality instruction and support, including strategies that will broaden the reach of attracting new teachers to Iowa.

Priority #4: Mental Health

The Pleasant Valley Community School District supports funding and incentives to maintain or increase comprehensive school based mental health programs that include in-school access for all students along with comprehensive community mental health systems which offer preventative and treatment services.

Our representative to the delegate assembly (held the day before the IASB state convention - this year Wednesday, November 15th) must also be selected. Doug Kanwischer served in that capacity last year.

No required motion.

ITEM #5: FUTURE DATES

1. Friday, August 11, 2023; 7:30 a.m. - New Teacher Breakfast, Bettendorf Family Museum (RSVP with Debbie)
2. Monday, August 14, 2023; 6:00 p.m. - Board of Education Meeting
3. Monday, August 28, 2023; 6:00 p.m. - Board of Education Meeting
4. Thursday, November 16, 2023 - IASB State Convention

PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT

Bettendorf, LeClaire, Riverdale

UNOFFICIAL MINUTES

BOARD OF EDUCATION REGULAR MEETING

BELMONT ADMINISTRATION CENTER

Monday, June 26, 2023; 6:00 P.M.

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

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

MEMBERS PRESENT: Ayers, Brockmann, Hoskins, Rivera, Wagle. Absent: Kanwischer and Kunkel. Also present: Brian Strusz, Mike Zimmer, Jill Kenyon, Deborah Dayman, Mikkie Schiltz, Siobhan Schneider, Tammi Drawbaugh and others.

PLEDGE OF ALLEGIANCE

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

MOTIONS FOR CLOSED SESSIONS:

Motion by Brockmann, second by Hoskins that the board hold a closed session as provided in section 21.5(1)(c) of the open meetings law to discuss strategy with counsel regarding matters that are presently in litigation. Roll call vote. Ayes - Ayers, Brockmann, Hoskins, Rivera, Wagle. Nays - none. Motion carried.

Motion by Rivera, second by Ayers that 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. Ayes - Ayers, Brockmann, Hoskins, Rivera, Wagle. Nays - none. Motion carried.

Director Kunkel joined the meeting at 6:03 p.m.

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.

Director Kunkel congratulated golfers Maura Peters and Ethan Blomme for winning the Iowa Junior Amateur Championship.

The board expressed condolences to the family of Sue Witte, who died June 8. Ms. Witte retired in 1995 after serving the students of Pleasant View Elementary for most of her teaching career which spanned more than thirty years.

CONSENT AGENDA:

The June 26, 2023 consent agenda consists of the following:

- MINUTES: The approval of minutes of the June 12, 2023 Regular Meeting.
- PERSONNEL:

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: (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

EXTRA-CURRICULAR:

ADD:

Jackson Culp PVHS Assistant Freshman Football Coach

Meredith Gorman PVHS Head Girls Swimming Coach

Karl Stubben PVHS Head Girls Tennis Coach

Ryan Vance PVHS .5 Assistant Boys Swimming Coach

Travis Willers PVJH Assistant Football Coach

DROP:

Ed Knupp PVHS Head Girls Soccer Coach

Karl Stubben PVHS Assistant Boys Tennis Coach

- OPEN ENROLLMENT: The following open enrollments IN have been approved starting the 2023-24 school year: (all continuations of 2022-23 enrollments)

23-24	BETT	DAV
1	1	2
4		1
5		3

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

EXPENSES APPROVED:

Motion by Hoskins, second by Kunkel that General Fund warrants be issued in the total amount of \$650,821.22 in payment of invoices presented. All ayes. Motion carried.

Motion by Ayers, second by Brockmann that Nutrition Fund warrants be issued in the total amount of \$531.19 in payment of invoices presented. All ayes. Motion carried.

Motion by Kunkel, second by Ayers that Elementary/Junior High Activity Fund warrants be issued in the total amount of \$3,708.07 in payment of invoices presented. All ayes. Motion carried.

Motion by Ayers, second by Brockmann that High School Activity Fund warrants be issued in the total amount of \$36,284.68 in payment of invoices presented. All ayes. Motion carried.

Motion by Kunkel, second by Rivera that Management Fund warrants be issued in the total amount of \$283.00 in payment of invoices presented. All ayes. Motion carried.

Motion by Hoskins, second by Brockmann that Capital Projects Fund warrants be issued in the total amount of \$806,951.82 in payment of invoices presented. All ayes. Motion carried.

Motion by Ayers, second by Kunkel that Physical Plant and Equipment Levy (PPEL) Fund warrants be issued in the total amount of \$61,101.90 in payment of invoices presented. All ayes. Motion carried.

Motion by Kunkel, second by Brockmann that Debt Service Fund warrants be issued in the total amount of \$3,846,102.00 in payment of invoices presented. All ayes. Motion carried.

Motion by Ayers, second by Rivera that Student Construction Fund warrants be issued in the total amount of \$16.05 in payment of invoices presented. All ayes. Motion carried.

Motion by Brockmann, second by Hoskins that Internal Service Fund warrants 6520 through 6523 be issued in the total amount of \$39,436.99 in payment of invoices presented. All ayes. Motion carried.

Motion by Ayers, second by Rivera that Trust Fund warrants be issued in the total amount of \$1,429.56 in payment of invoices presented. All ayes. Motion carried.

ELEMENTARY, JUNIOR HIGH AND HIGH SCHOOL STUDENT/PARENT HANDBOOKS: Director of Secondary Education Mike Zimmer, Junior High Dean of Students Dr. Tia Hicks, and Riverdale Heights Elementary Dean of Students Liz Bornhoeft were present to describe to the board updates to the 2023-24 student/parent handbooks. At all levels, student absences, specifically extended and excessive absences, were more carefully defined. In addition, at the high school level, search and seizure policies were updated.

On the district website www.pleasval.org, Student/Parent Handbooks are found on each building's web page under *School Documents*.

Motion by Kunkel, second by Rivera that the Board approve updates to the Elementary, Junior High and High School Student/Parent handbooks as presented. Roll call vote. Ayes - Ayers, Brockmann, Hoskins, Kunkel, Rivera, Wagle. Nays - none. Motion carried.

2023-26 DURHAM SCHOOL SERVICES AGREEMENT: Pleasant Valley Community School District and Durham School Services have come to a three year agreement for the 2023-24 through the 2025-26 school years. Mr. Strusz shared adjustments to the agreement from the previous year as well as discussions that have taken place relative to the current and upcoming school years. The pool of drivers has stabilized and it is anticipated that three routes will be added for the 2023-24 school year.

Motion by Hoskins, second by Brockmann the board accepted the 2023-26 transportation contract between Durham School Services and the Pleasant Valley Community School District as presented. Roll call vote. Ayes - Ayers, Brockmann, Hoskins, Kunkel, Rivera, Wagle. Nays - none. Motion carried.

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, an annual Board resolution is required.

Motion by Kunkel, second by Ayers that 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. Ayes - Ayers, Brockmann, Hoskins, Kunkel, Rivera, Wagle. Nays - none. Motion carried.

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 Book Reconsideration Meeting, the committee chairperson made the decision to go into closed session due to comments that were directed toward the committee. Through collaboration with the Iowa Public Information Board, the district partnered with the Iowa School Board Association to conduct board training on open and closed board meetings. Tammi Drawbaugh, IASB Board Development Director and Siobhan Schneider, IASB Associate Executive Director for Board Leadership and Legal Services conducted a board development workshop via lecture and discussion based upon

the Iowa Public Information Board's *Sunshine Laws - Open Meetings and Open Records in Iowa* reference materials.

No Required Motion.

MAY 2023 MONTHLY FINANCIAL STATEMENTS : On behalf of Mr. Clingingsmith, Superintendent Strusz presented the monthly financial statements for May 2023. Through May, General Fund revenue totaled \$59,193,385 and expenses totaled \$50,303,006. The fund balance in the General Fund at May 31, 2023 was \$20,833,238. Also presented were Management, PPEL, Capital Projects, Debt Service, Nutrition, Student Construction, Internal Service, and Activity Funds reports. No significant variances from projections were noted.

Motion by Kunkel, second by Brockmann that the board accept the monthly financial reports for May 2023 as presented. Roll call vote. Ayes - Ayers, Brockmann, Hoskins, Kunkel, Rivera, Wagle. Nays - none. Motion carried.

The board recessed at 8:51 p.m. and reconvened at 9:00 p.m.

CLOSED SESSION - DISCUSSION WITH LEGAL COUNSEL PER IOWA CODE 21.5(1)(c): The board entered closed session at 9:00 p.m. to discuss matters presently in litigation. District legal counsel Mikkie Schiltz from Lane & Waterman was present and guided the discussion. No motions were made during closed session and the closed session concluded at 9:46.

CLOSED SESSION - SUPERINTENDENT EVALUATION PER IOWA CODE 21.5(1)(i): The board entered closed session at 9:47 p.m. to discuss the superintendent evaluation process and points of emphasis to be considered in the evaluation process. No motions were made during closed session and the closed session concluded at 10:06 p.m.

RETURN TO OPEN SESSION: The board returned to open session at 10:06 p.m. Future dates were discussed.

MEETING ADJOURNED: The meeting adjourned at 10:07 p.m.

FUTURE DATES:

July 17, 2023	Regular School Board Meeting; 6:00 p.m. (one July meeting)
August 14, 2023	Regular School Board Meeting; 6:00 p.m.
August 23, 2023	First day of school

JULY 2022

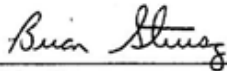
NOTICE OF NONDISCRIMINATION

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
BOARD OF EDUCATION
PERSONNEL APPROVAL
July 17, 2023
(Updated)

CERTIFIED:

Anthony Frakes, Social Studies Teacher at Pleasant Valley High School, has submitted notice of his resignation effective the end of the 2022-2023 school year.

Sarah Greim is recommended for employment as a Special Education Teacher at Forest Grove Elementary effective the 2023-24 school year.

Julie Spelhaug, Math Teacher at Pleasant Valley High School, has submitted notice of her retirement at the end of the 2023-2024 school year after 32 years' service to the district.

CERTIFIED: (information only)

CLASSIFIED:

William Hicock, Part-Time Custodian at Bridgeview Elementary, has submitted notice of his resignation effective June 30, 2023.

Maria Iftikhar, Paraeducator at Hopewell Elementary School, has submitted notice of her resignation effective the end of the 2022-23 school year.

Anne Johnson, Accompanist at Pleasant Valley High School, has submitted notice of her resignation effective the end of the 2022-23 school year.

Kathy Naslund, Preschool Paraeducator at Bridgeview Elementary School, has submitted notice of her resignation effective the end of the 2022-23 school year.

CLASSIFIED: (information only)

Tamara Corbin is recommended for probationary employment as a Paraeducator at Pleasant View Elementary School effective the start of the 2023-24 school year.

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

Zoe Dolezal is recommended for probationary employment as a Paraeducator at Pleasant View Elementary School effective the start of the 2023-24 school year.

PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION
PERSONNEL APPROVAL
July 17, 2023
(Updated)

Holly Meinke is recommended for probationary employment as a Paraeducator at Pleasant View Elementary School effective the start of the 2023-24 school year.

Kristin Neumann is recommended for probationary employment as a General/Special Education Paraeducator at Forest Grove Elementary School effective the start of the 2023-24 school year.

Kelly Wood is recommended for probationary employment as a Paraeducator at Hopewell Elementary School effective the start of the 2023-24 school year.

TEACHER LEADERSHIP:

Add Chelsea St. Claire, Mentoring

Drop Debora Claussen, Mentoring

EXTRA-CURRICULAR:

ADD:

Preston	Blair	JH Boys Assistant Basketball Coach
Preston	Blair	JH Assistant Football Coach
Preston	Blair	JH Assistant Track Coach
Eric	Crawford	Assistant Girls Tennis Coach
Jamey	Fah	.5 Assistant Boys Wrestling Coach
Jamey	Fah	JH Assistant Football Coach
Justin	Fah	Assistant Boys Wrestling Coach
Christopher	Foster	Band Assistant
Christopher	Foster	Drum Line
Stephen	Hillman	Head Varsity Boys Basketball Coach
Kaz	Johnson	Assistant Girls Track Coach
Sean	Kingery	Head Girls Golf Coach
Adam	Kueny	Assistant Boys Soccer Coach
Mitchell	Lawson	Assistant Varsity Baseball Coach

PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION
PERSONNEL APPROVAL
July 17, 2023
(Updated)

Alyssa	LeMay	Assistant Cheerleading
Tina	Matheson	Assistant Girls Soccer Coach
Michael	Nedelcoff	Head Boys Golf Coach
John	Patton	Assistant Girls Swimming Coach
Lisa	Pence	Costumer
Lisa	Pence	JH Assistant Director of Theatre
Ryan	Pillow	Head Sophomore Boys Basketball Coach
Andrew	Piotter	Assistant Boys Soccer Coach
April	Rauch	Assistant Varsity Volleyball Coach
Brigham	Shamrell	Technical Co-Director of Theatre
Madison	Strusz	Dance Team Assistant Advisor
Matthew	Thoene	Assistant Varsity Boys Wrestling Coach
Justin	Thompson	JH Asst Wrestling Coach
Jessica	VanDyke	Assistant Girls Soccer Coach
Rishi	Wagle	Lighting & Sound Designer
Wayne	Ward	Head Boys Soccer Coach
Kenny	Wheeler	Head Girls Track Coach
Stacey	Zapolski	Head Boys Swimming Coach
Stacey	Zapolski	JH Assistant Swimming Coach

DROP:

PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION
PERSONNEL APPROVAL
July 17, 2023

CERTIFIED:

Anthony Frakes, Social Studies Teacher at Pleasant Valley High School, has submitted notice of his resignation effective the end of the 2022-2023 school year.

Sarah Greim is recommended for employment as a Special Education Teacher at Forest Grove Elementary effective the 2023-24 school year.

Julie Spelhaug, Math Teacher at Pleasant Valley High School, has submitted notice of her retirement at the end of the 2023-2024 school year after 32 years' service to the district.

CERTIFIED: (information only)

CLASSIFIED:

William Hicock, Part-Time Custodian at Bridgeview Elementary, has submitted notice of his resignation effective June 30, 2023.

Maria Iftikhar, Paraeducator at Hopewell Elementary School, has submitted notice of her resignation effective the end of the 2022-23 school year.

Anne Johnson, Accompanist at Pleasant Valley High School, has submitted notice of her resignation effective the end of the 2022-23 school year.

Emily Mauro, Special Education Paraeducator at Pleasant Valley High School, has submitted notice of her resignation effective the end of the 2022-23 school year.

CLASSIFIED: (information only)

Tamara Corbin is recommended for probationary employment as a Paraeducator at Pleasant View Elementary School effective the start of the 2023-24 school year.

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

Zoe Dolezal is recommended for probationary employment as a Paraeducator at Pleasant View Elementary School effective the start of the 2023-24 school year.

PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION
PERSONNEL APPROVAL
July 17, 2023

Holly Meinke is recommended for probationary employment as a Paraeducator at Pleasant View Elementary School effective the start of the 2023-24 school year.

Kristin Neumann is recommended for probationary employment as a General/Special Education Paraeducator at Forest Grove Elementary School effective the start of the 2023-24 school year.

TEACHER LEADERSHIP:

Add Chelsea St. Claire, Mentoring

Drop Debora Claussen, Mentoring

EXTRA-CURRICULAR:

ADD:

Preston	Blair	JH Boys Assistant Basketball Coach
Preston	Blair	JH Assistant Football Coach
Preston	Blair	JH Assistant Track Coach
Eric	Crawford	Assistant Girls Tennis Coach
Jamey	Fah	.5 Assistant Boys Wrestling Coach
Jamey	Fah	JH Assistant Football Coach
Justin	Fah	Assistant Boys Wrestling Coach
Christopher	Foster	Band Assistant
Christopher	Foster	Drum Line
Stephen	Hillman	Head Varsity Boys Basketball Coach
Kaz	Johnson	Assistant Girls Track Coach
Sean	Kingery	Head Girls Golf Coach
Adam	Kueny	Assistant Boys Soccer Coach
Mitchell	Lawson	Assistant Varsity Baseball Coach
Alyssa	LeMay	Assistant Cheerleading
Tina	Matheson	Assistant Girls Soccer Coach
Michael	Nedelcoff	Head Boys Golf Coach

PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION
PERSONNEL APPROVAL
July 17, 2023

John	Patton	Assistant Girls Swimming Coach
Lisa	Pence	Costumer
Lisa	Pence	JH Assistant Director of Theatre
Ryan	Pillow	Head Sophomore Boys Basketball Coach
Andrew	Piotter	Assistant Boys Soccer Coach
April	Rauch	Assistant Varsity Volleyball Coach
Brigham	Shamrell	Technical Co-Directer of Theatre
Madison	Strusz	Dance Team Assistant Advisor
Matthew	Thoene	Assistant Varsity Boys Wrestling Coach
Justin	Thompson	JH Asst Wrestling Coach
Jessica	VanDyke	Assistant Girls Soccer Coach
Rishi	Wagle	Lighting & Sound Designer
Wayne	Ward	Head Boys Soccer Coach
Kenny	Wheeler	Head Girls Track Coach
Stacey	Zapolski	Head Boys Swimming Coach
Stacey	Zapolski	JH Assistant Swimming Coach

DROP:

CONTRACT FOR STRENGTH AND CONDITIONING SERVICES

The Pleasant Valley Community School District, hereinafter “District” and Rock Valley Physical Therapy, hereinafter “Rock Valley” agrees as follows:

- 1. Provision of Strength and Conditioning Services.** Rock Valley agrees to provide two employees of Rock Valley to act as “strength and conditioning specialists” for the District. The Rock Valley employees designated to provide the services of strength and conditioning specialists for the purposes of this agreement shall be individuals who are acceptable to the District. These individuals shall be present at and perform the duties set forth by the District’s Strength and Conditioning Director. These duties include:
 - Assist and maintain an all sport lifting and conditioning programs for the length of the 2023-2024 school year. This includes both in-season and out of season programs.
 - Improve general fitness of students using proven techniques to improve strength, speed, and agility.
 - Communicate the importance of setting physical and educational goals to the athletes.
 - Communicate with coaches to ensure athletes are physically prepared for the season.
 - Communicate the importance of proper nutrition including the dangers of artificial methods of muscle development. (i.e. supplements and PED)
 - Must possess strong interpersonal skills with a proven record of building rapport with culturally diverse students and their families to assure that each student reaches their full potential
 - Be an active presence at events to evaluate techniques and observe progress.
 - Aid in the development of a competitive mentality for all athletic programs.
 - Stay current with the latest developments in strength and conditioning.
 - Maintain and organize weight room appearance and equipment.

In addition we also have the following physical requirements and special qualifications:

- Be able to stand and move for at least three hours at a time
- Be able to lift and carry at least 50 lbs.
- USAW and/or CSCS certification or pursuing certification
- Good communication skills with Director, students, parents, coaches, and community.
- Knowledge of strength and conditioning for athletes for specific sports as well as overall fitness.
- Experience supervising several athletes at one time in a weight room setting.

The exact hours of the strength and conditioning positions will be worked out by the District’s Strength and Conditioning Director. In general the specialists should be available on assigned school days from 7:00am-9:00am (2 coaches present during this

[Type here]

time frame) and 11:30 am-12:30 pm (one coach present during this time frame) Monday through Friday.

- 2. Rock Valley employee providing strength and conditioning services.**
 - a. Rock Valley shall be the employer of the individuals providing strength and conditioning services pursuant to this contract and the District shall have no responsibility whatsoever to Rock Valley or to Rock Valley's employee for the payment of salary, taxes, social security, workers compensation, disability, unemployment, vacation, sick pay, or any other employees benefits of any kind. Rock Valley will maintain liability insurance and professional malpractice insurance for itself and its employees with limits of not less than one million dollars per occurrence and two million dollars aggregate, and upon District's request will provide verification of such insurance satisfactory to the District.
 - b. Rock Valley shall provide specific education and training for strength and conditioning specialists, PE strength instructors, athletic directors, coaches, and parents/guardians. The education will include coaching cues, common mechanical errors, management for large group strength and conditioning, and execution of various training techniques.
 - c. Rock Valley will review equipment and facilities at the high school for the purpose of making recommendations to enhance the efficient use of space and equipment.
- 3. Termination of contract.** District and Rock Valley may terminate this contract for any reason upon thirty (30) days written notice to the other.
- 4. District not to entice.** District agrees that during the term of this contract and for eighteen (18) months after this agreement's termination for any reason whatsoever, with or without cause, District shall not entice, contract with, employ, or solicit for employment, directly or indirectly or through another organization which may employ the Rock Valley employee providing services to District under this contract.
- 5. Liability.** Each party agrees to waive, indemnify and hold harmless the other party against any and all claims for compensation for damage or loss of any equipment or property, and for personal injury or death of its employees or agents occurring as a consequence of the performance of this agreement.

Each party shall be responsible for all losses, liabilities, costs, expenses, lawsuits, actions, claims and demands whatsoever, including without limitation all judgments and attorney fees and other expenses caused by or attributed to its personnel or property while in the performance of this agreement. In the event of joint liability of the parties, liability of each party shall be determined by comparative fault under Iowa law.

- 6. Payment.** For the period from August 21, 2023 through June 2, 2024, District agrees to pay Rock Valley, for the services above, at a rate of \$30.36/ hour per strength and conditioning specialist with an estimated total of \$29,601 (assuming 39 weeks). This amount shall be due in four equal installments, due October 2nd

[Type here]

2023, January 8th, 2024, April 8th, 2024, and June 3rd, 2024. Rock Valley will be responsible for submitting an invoice to the District for payment on the dates listed previously. Any payment otherwise due shall be prorated in the event of termination of this contract pursuant to paragraph 3, above. A review of this contract with possible extension of services into the 2024-2025 school year will take place after June 3rd 2024.

Rock Valley Physical Therapy

Pleasant Valley Community School District

By _____

By _____

Date: _____



Kroemer, D'Anne <kroemerdanne@pleasval.org>

Status Changed: Cooperative Sponsorship Application - Iowa High School Athletic Association (Iowa)

1 message

Iowa High School Athletic Association via Bound <hello@gobound.com>
To: D'Anne Kroemer <kroemerdanne@pleasval.org>

Wed, Jun 14, 2023 at 1:02 PM

2023-24 Boys Swim w/ North Scott



Iowa High School Athletic Association

Status Changed: Cooperative Sponsorship Application

The IHSAA has reviewed and APPROVED the application submitted by Pleasant Valley for a cooperative sponsorship agreement in .

Thank You.



Unsubscribe from Bound Messages



Kroemer, D'Anne <kroemerdanne@pleasval.org>

Status Changed: Cooperative Sponsorship Application - Iowa Girls High School Athletic Union (Iowa)

1 message

Iowa Girls High School Athletic Union via Bound <hello@gobound.com>

Mon, Jun 12, 2023 at 3:14 PM

To: D'Anne Kroemer <kroemerdanne@pleasval.org>

2023-24 Girls Swim w/ North Scott



Iowa Girls High School Athletic Union

Status Changed: Cooperative Sponsorship Application

The IGHSAU has reviewed and APPROVED the application submitted by Pleasant Valley for a cooperative sponsorship agreement in .

Thank You.



Unsubscribe from Bound Messages

PLEASANT VALLEY COMMUNITY SCHOOL DISTRICT

APPROVAL OF BILLS

JULY 17, 2023

Note: Blackhawk Bank & Trust warrants 157469 through 157674 to be issued for the following:

- A. General Fund: Motion by _____ second by _____ that General Fund warrants be issued in the total amount of \$764,003.35 in payment of invoices presented.
- B. Nutrition Fund: Motion by _____ second by _____ that Nutrition Fund warrants be issued in the total amount of \$11,835.71 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 \$2,713.96 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 \$38,382.26 in payment of invoices presented.
- E. PPEL Fund: Motion by _____ second by _____ that PPEL Fund warrants be issued in the total amount of \$1,105,766.73 in payment of invoices presented.
- F. Student Construction Fund: Motion by _____ second by _____ that Student Construction Fund warrants be issued in the total amount of \$141.89 in payment of invoices presented.
- G. Internal Service Fund: Motion by _____ second by _____ that Internal Service Fund warrants 6524 to 6529 be issued in the total amount of \$105,807.73 in payment of invoices presented.
- H. Trust Fund: Motion by _____ second by _____ that Trust Fund warrants be issued in the total amount of \$769.18 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	06/20/2023	MAINT SUPPLIES	68.51
	10 9015 2620 000 0000 683	06/30/2023	MAINT SUPPLIES	66.17
	10 9015 2620 000 0000 683	07/07/2023	MAINT SUPPLIES	14.41
				149.09
ADVANCED BUSINESS SYSTEMS				
	10 0109 2410 000 0000 611	05/10/2023	HS STAPLES	98.00
	10 9015 2640 000 0000 433	06/26/2023	JH COPIER MAINTENANCE	58.27
				156.27
AMAZON CAPITAL SERVICES				
	10 0029 1000 100 8029 612	06/28/2023	Microphone and stand	129.00
	10 0029 1000 100 8029 612	06/28/2023	Yamaha power speaker	449.99
	10 9080 1000 218 3303 612	06/28/2023	ESY MATERIALS	68.80
	10 9334 1000 100 8100 641	06/28/2023	BOOK	9.40
	10 0407 2222 000 0000 643	06/28/2023	Library books - see attached	157.87
	10 0109 2410 000 0000 611	06/28/2023	MASTER SCHEDULE SUPPLIES	31.18
	10 0029 1000 100 8029 612	06/28/2023	various supplies	13.99
	10 0407 2120 000 0000 618	06/28/2023	See attachment (last 4 items)	0.00
	10 0407 1000 100 0000 612	06/28/2023	See attachment	12.89
	10 9060 2213 100 3376 618	06/28/2023	PROF DEV SUPPLIES	2,169.06
	10 9060 2213 100 3376 618	06/28/2023	SHIPPING	58.69
	10 9032 2237 160 0000 653	06/03/2023	PORTABLE HARD DRIVE	(61.99)
	10 9020 2212 000 0000 611	06/28/2023	POSTAGE SEALING SOLUTION	16.95
	10 9060 2213 100 3376 618	06/28/2023	PROF DEV BOOKS	1,938.75
	10 9032 1000 160 0000 734	06/28/2023	CAMERA & TABLETS	1,019.00
	10 0109 2222 000 8604 611	06/28/2023	CHROMEBOX	269.00
	10 9060 2213 211 3376 618	06/28/2023	PROF DEV BOOKS	270.84
	10 0411 2410 000 0000 613	06/28/2023	The Book Whisperer by Donalyn Miller	204.82
				6,758.24
AMERICAN INDUSTRIAL DOOR				
	10 9015 2620 000 0000 683	06/20/2023	PASSAGE LEVER	202.69
				202.69
ARMSTRONG SYSTEMS & CONSULTING				
	10 9015 2620 000 0000 683	03/22/2023	CARD KEYS	473.40
				473.40
BATTERIES PLUS				
	10 9015 2620 000 0000 683	06/26/2023	BATTERIES	131.50
				131.50
BEAVER-DOCKERY, MELISSA				
	10 0109 1000 211 4598 580	06/22/2023	TAP MILEAGE APRIL-JUNE 2023	104.00
				104.00
BETTENDORF KIWANIS				
	10 9015 2620 000 0000 683	07/02/2023	QTRLY DUES	125.00
				125.00
BLICK ART MATERIALS				
	10 0411 1000 102 0000 612	06/21/2023	See attached	6.29
				6.29
BROWN, KAREN				
	10 0403 2410 000 0000 611	06/27/2023	PAINT	24.98

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
				24.98
CAMELOT THERAPEUTIC SCHOOLS LLC				
10 0080 1000 218 3303 569	06/15/2023	CW TUITION JUNE		460.06
				460.06
CAMP WYOMING				
10 9334 1000 113 8012 814	07/01/2023	HW CAMP DEPOSIT		350.00
10 9334 1000 113 8012 814	07/01/2023	BV CAMP DEPOSIT		350.00
10 9334 1000 113 8012 814	07/01/2023	PLV CAMP DEPOSIT		350.00
10 9334 1000 113 8012 814	07/01/2023	FG CAMP DEPOSIT		350.00
10 9334 1000 113 8012 814	07/01/2023	RH CAMP DEPOSIT		350.00
10 9334 1000 113 8012 814	07/01/2023	CO CAMP DEPOSIT		350.00
				2,100.00
CFA SOFTWARE INC				
10 9015 2584 000 0000 652	07/06/2023	SUPPORT SERV CFAWIN8 MAINT 1 YR 8-1-23		1,795.00
				1,795.00
CINTAS LOC 749				
10 9015 2620 000 0000 292	06/23/2023	UNIFORMS		50.63
10 9015 2620 000 0000 426	06/23/2023	TOWELS/MATS		42.72
10 9015 2620 000 0000 292	06/30/2023	UNIFORMS		50.63
10 9015 2620 000 0000 426	06/30/2023	TOWELS/MATS		42.72
10 9015 2620 000 0000 292	07/07/2023	UNIFORMS		50.63
10 9015 2620 000 0000 426	07/07/2023	TOWELS/MATS		42.72
				280.05
CITY OF LECLAIRE				
10 0403 2620 000 8000 411	06/22/2023	WATER AND SEWER		139.15
10 0405 2620 000 8000 411	06/22/2023	WATER AND SEWER		205.97
				345.12
CITY OF RIVERDALE				
10 9015 2620 000 8000 411	06/24/2023	SEWER		101.50
10 0109 2620 000 8000 411	06/24/2023	SEWER		383.10
10 0109 2620 000 8000 411	06/24/2023	SEWER		236.80
10 0109 2620 000 8000 411	06/24/2023	SEWER		299.50
				1,020.90
CLAUSSEN, DEBORA				
10 0109 1000 355 0000 580	05/31/2023	HY-VEE TRIPS FOR SUPPLIES 22-23		76.00
10 0109 1000 860 1860 612	06/13/2023	HOBBY LOBBY/TARGET/MICHAELS - SUPPLIES		90.04
				166.04
CLINTON COMMUNITY SCHOOLS				
10 0025 1000 100 0000 567	06/30/2023	OE ENROLLMENT 2ND SEM 22-23		3,653.65
10 0060 1000 100 3116 567	06/30/2023	OE ENROLLMENT 2ND SEM 22-23		176.41
				3,830.06
CNH CAPITAL				
10 9015 2630 000 0000 618	06/15/2023	HUB & SPINDLE		269.46
10 9015 2630 000 0000 618	06/23/2023	SPINDLE ASSEMBLY/HUB/HITCH/BLADE		1,371.00
				1,640.46
COMPUTER INFORMATION CONCEPTS				
10 9032 2235 160 0000 349	07/01/2023	23-24 PEOPLEWARE RENEWAL		68,094.00
				68,094.00
CONNECTION, INC				

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	10 9032 2237 160 0000 653	06/22/2023	Asus Chromebox 4 Celeron 5205U	283.46
				283.46
CRAWFORD COMPANY				
	10 9015 2620 000 0000 432	06/28/2023	2023 BACKFLOW TESTING - 19	2,125.00
				2,125.00
CRISIS PREVENTION INSTITUTE				
	10 9080 2213 217 3303 330	06/15/2023	NON V CRISIS INTERVENTION WRKSHPS	12,747.00
				12,747.00
CS TECHNOLOGIES INC				
	10 9015 2320 000 0000 532	07/01/2023	PHONE	976.64
				976.64
D&K PRODUCTS				
	10 9015 2630 000 0000 618	06/23/2023	GROUNDS SUPPLIES	931.25
				931.25
DAVENPORT COMMUNITY SCHOOL DIS				
	10 0025 1000 100 0000 567	06/21/2023	DAVENPORT OE 2ND SEM 22-23	35,733.50
	10 0060 1000 100 3116 567	06/21/2023	DAVENPORT OE TLC 2ND SEM 22-23	2,762.56
	10 0060 1000 100 3116 567	06/21/2023	OE OUT DAV CREATIVE ARTS 2ND SEM 22-23	7,146.70
				45,642.76
DAYMAN, DEBORAH				
	10 9012 2320 000 0000 611	05/23/2023	OFFICE RET SUPPLIES	32.56
				32.56
DECKER EQUIPMENT				
	10 9015 2620 000 0000 683	06/29/2023	MAINT SUPPLIES	141.69
				141.69
DHE COMPUTER SYSTEMS LLC				
	10 9032 1000 160 0000 734	06/27/2023	ThinkPad L14 Gen3	12,996.00
				12,996.00
DIMENSIONAL GRAPHICS				
	10 9012 2320 000 0000 611	07/10/2023	GRAY CUM RECORD FOLDERS	1,510.00
				1,510.00
DOORS INC				
	10 9015 2620 000 0000 432	06/30/2023	DOOR REPAIR BV	210.00
				210.00
DOUGLAS DBA NATIONAL SPORTS PRODUCTS				
	10 9015 2630 000 0000 618	06/21/2023	BACKBOARD	599.00
				599.00
DUCK CREEK TIRE & SERVICE				
	10 9015 2650 000 0000 434	07/07/2023	18 F TRUCK E 350 VAN TIRES	1,472.00
				1,472.00
ENTERPRISE RENT-A-CAR MIDWEST				
	10 9018 2720 100 0000 442	06/23/2023	SOFTBALL TRIP	139.86
	10 9018 2720 100 0000 442	05/19/2023	STATE GOLF	139.86
				279.72
FERGUSON ENTERPRISES INC				
	10 9015 2620 000 0000 683	06/20/2023	MAINT SUPPLIES	204.23
	10 9015 2620 000 0000 683	06/26/2023	MAINT SUPPLIES	19.27
	10 9015 2620 000 0000 683	06/27/2023	SENSOR KIT	154.10
	10 9015 2620 000 0000 683	06/27/2023	FLAME SENSOR	176.80
	10 9015 2620 000 0000 683	07/05/2023	MAINT SUPPLIES	31.41

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	10 9015 2620 000 0000 683	07/06/2023	MAINT SUPPLIES	93.19
				679.00
FOLLETT SCHOOL SOLUTIONS LLC				
	10 9032 1000 160 0000 358	07/03/2023	Destiny and TitlePeek renewal for 8 scho	9,528.00
				9,528.00
GRACENOTES LLC				
	10 0109 1000 100 8100 358	07/12/2023	Educator Subscriptions (1 Year)	105.00
	10 0109 1000 100 8100 358	07/12/2023	Student Subscriptions (1 Year)	148.80
				253.80
GRAINGER, INC., W.W.				
	10 9015 2620 000 0000 683	06/20/2023	MAINT SUPPLIES	32.10
	10 9015 2620 000 0000 683	06/22/2023	SOLENOID ASSEMBLY	444.76
	10 9015 2620 000 0000 687	06/23/2023	PAPER TOWELS	2,560.60
	10 9015 2620 000 0000 683	06/28/2023	MAINT SUPPLIES	292.20
	10 9015 2620 000 0000 683	06/30/2023	PULL HANDLES	43.52
				3,373.18
GRANT WOOD AEA				
	10 9334 1000 100 8100 358	06/23/2023	22-23 SEESAW LICENSING	3,502.33
				3,502.33
GREENWOOD CLEANING SYSTEMS INC				
	10 9015 2620 000 0000 683	06/30/2023	TENNANT HOSE	145.00
	10 9015 2620 000 0000 683	06/21/2023	MAINT SUPPLIES	230.82
	10 9015 2620 000 0000 683	06/30/2023	MAINT SUPPLIES	146.00
	10 9015 2620 000 0000 683	06/20/2023	MAINT SUPPLIES	250.55
				772.37
HAMMES, STEPHANIE				
	10 0109 1000 211 4598 580	05/31/2023	TAP MILEAGE 5-16-23 TO 5-31-23	69.00
				69.00
HAPPY JOE'S				
	10 0109 2213 000 0000 618	06/28/2023	IN SERV MTG	48.99
				48.99
HEAL YOUR MIND				
	10 0109 2140 420 1119 322	05/31/2023	SCHOOL BASED THERAPY MAY 23	500.00
	10 0109 2140 420 1119 322	06/26/2023	SCHOOL BASED THERAPY JUN 23	500.00
				1,000.00
HEINEMANN				
	10 9334 1000 100 8100 612	06/27/2023	Take-Home Bags Package (6-pack)	252.00
	10 9334 1000 100 8100 612	06/27/2023	LLI Student Portfolio Bags Intermediate	186.00
	10 9334 1000 100 8100 612	06/27/2023	LLI Red Literacy Notebooks (16-pack)	78.00
	10 9334 1000 100 8100 612	06/27/2023	Estimated Shipping	59.34
				575.34
HOME DEPOT CREDIT SERVICES				
	10 0109 1000 300 8105 612	05/22/2023	METAL STARTER STRIP FOR SHRED	9.96
	10 9015 2620 000 0000 683	06/07/2023	MAINT SUPPLIES	9.60
	10 9015 2620 000 0000 683	06/05/2023	MAINT SUPPLIES	153.50
	10 9015 2620 000 0000 683	05/23/2023	MAINT SUPPLIES	1.70
				174.76
HYVEE80533				
	10 0109 1000 355 0000 612	05/10/2023	HS FACS	77.80

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	10 0209 1000 355 0000 612	05/10/2023	HOME ECONOMICS	51.56
	10 0109 1000 355 0000 612	05/11/2023	HS FACS	54.51
	10 0209 1000 355 0000 612	05/11/2023	HOME ECONOMICS	21.66
	10 0109 1000 211 3301 612	05/15/2023	HS CURRICULAR	20.37
	10 0109 1000 211 3301 612	05/15/2023	HS CURRICULAR	(0.59)
	10 0109 1000 355 0000 612	05/15/2023	HS FACS	21.56
	10 9060 1000 100 8526 612	05/16/2023	PLV - VETERANS BREAKFAST - ROTARY CLUB	400.00
	10 0109 1000 355 0000 612	05/17/2023	HS FACS	90.12
	10 0109 1000 860 1860 612	05/17/2023	PRESCHOOL	6.88
	10 0109 1000 355 0000 612	05/18/2023	HS FACS	7.50
	10 0109 1000 211 3301 612	05/18/2023	HS CURRICULAR	10.99
	10 0209 1000 355 0000 612	05/18/2023	HOME ECONOMICS	54.69
	10 0109 1000 355 0000 612	05/19/2023	HS FACS	14.85
	10 0109 1000 355 0000 612	05/19/2023	HS FACS	9.90
	10 0209 1000 355 0000 612	05/22/2023	HOME ECONOMICS	80.92
	10 0407 1000 113 0000 612	05/22/2023	HW SCIENCE	68.50
	10 0109 1000 355 0000 612	05/23/2023	HS FACS	4.18
	10 0209 1000 355 0000 612	05/23/2023	JH FACS	9.27
	10 0418 1000 113 0000 612	05/23/2023	HW SCIENCE	17.98
	10 0109 1000 860 1860 612	05/24/2023	PRESCHOOL	4.40
	10 0109 1000 355 0000 612	05/24/2023	HS FACS	179.31
	10 0209 1000 355 0000 612	05/25/2023	HOME ECONOMICS	12.17
	10 0109 1000 355 0000 612	05/26/2023	HS FACS	27.93
	10 0109 1000 860 1860 612	05/26/2023	PRESCHOOL	2.78
	10 0209 1000 355 0000 612	05/25/2023	HOME ECONOMICS	74.57
	10 0109 1000 355 0000 612	05/30/2023	HS FACS	12.99
	10 0109 1000 860 1860 612	05/31/2023	PRESCHOOL	8.98
	10 0109 1000 211 3301 612	06/01/2023	HS CURRICULAR	21.79
	10 0209 1000 355 0000 612	06/01/2023	HOME ECONOMICS	14.96
	10 9060 1000 100 8526 612	06/05/2023	FG - 5TH GRADE SERVICE PROJECT - ROTARY	200.00
	10 9020 2213 000 0000 618	06/07/2023	IN SERVICE MTG	49.18
	10 9020 2213 000 0000 618	06/07/2023	IN SERVICE MTG	2.59
				1,634.30
IMAN CONSULTING LLC				
	10 9020 2213 000 0000 340	06/28/2023	Q & Q OUTCOME AUDIT	6,250.00
				6,250.00
INQUIREHIRE				
	10 9012 2572 000 0000 348	07/03/2023	EMP BACKGROUND CHECKS	300.90
				300.90
IOWA ASSOC SCHOOL BOARDS				
	10 9020 2212 000 0000 294	06/30/2023	BOARD/SUP CONSULT	550.00
				550.00
IOWA DEPARTMENT OF HUMAN SERVICES				
	10 9011 4634 218 4634	06/30/2023	JUNE MEDICAID	40,666.23
	10 9011 4634 215 4634	06/30/2023	JUNE MEDICAID	20,292.49
	10 9011 4634 212 4634	06/30/2023	JUNE MEDICAID	1,913.79
	10 9011 4634 235 4634	06/30/2023	JUNE MEDICAID	142.91

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
				63,015.42
IOWA TESTING PROGRAMS				
10 9020 2240 100 0000 325	06/20/2023	ISASP TESTING 22-23		16,250.25
				16,250.25
IOWA-AMERICAN WATER CO.				
10 9015 2620 000 8000 411	06/22/2023	WATER AND SEWER		89.85
10 0109 2620 000 8000 411	06/22/2023	WATER AND SEWER		285.42
10 0109 2620 000 8000 411	06/22/2023	WATER AND SEWER		3,157.56
10 0109 2620 000 8000 411	06/22/2023	WATER AND SEWER		255.63
10 0109 2620 000 8000 411	06/22/2023	WATER AND SEWER		2,408.67
10 0109 2620 000 8000 411	06/22/2023	WATER AND SEWER		327.63
10 0109 2620 000 8000 411	06/22/2023	WATER AND SEWER		397.32
10 0418 2620 000 8000 411	06/23/2023	WATER AND SEWER		324.20
10 0209 2620 000 8000 411	06/26/2023	WATER AND SEWER		275.49
10 0403 2620 000 8000 411	06/26/2023	WATER AND SEWER		302.80
10 0407 2620 000 8000 411	06/26/2023	WATER AND SEWER		236.67
10 0409 2620 000 8000 411	06/26/2023	WATER		471.66
10 0411 2620 000 8000 411	06/26/2023	WATER		374.97
10 0407 2620 000 8000 411	07/05/2023	WATER		110.86
10 0109 2620 000 8000 411	07/05/2023	WATER		123.56
10 0411 2620 000 8000 411	07/05/2023	WATER		61.86
10 0409 2620 000 8000 411	07/05/2023	WATER		173.26
10 0418 2620 000 8000 411	07/05/2023	WATER		117.51
				9,494.92
JOHNSTONE SUPPLY				
10 9015 2620 000 0000 683	06/20/2023	MAINT SUPPLIES		80.04
10 9015 2620 000 0000 683	06/21/2023	MAINT SUPPLIES		122.26
10 9015 2620 000 0000 683	06/22/2023	MAINT SUPPLIES		310.38
				512.68
JOSTEN'S				
10 0109 2493 000 0000 618	06/13/2023	DIPLOMAS		22.70
				22.70
K & K HARDWARE				
10 9015 2620 000 0000 683	05/18/2023	MAINT SUPPLIES		3.45
10 9015 2620 000 0000 683	06/19/2023	MAINT SUPPLIES		19.79
10 9015 2620 000 0000 683	06/20/2023	MAINT SUPPLIES		4.02
10 9015 2620 000 0000 683	06/21/2023	MAINT SUPPLIES		25.19
10 9015 2620 000 0000 683	06/22/2023	MAINT SUPPLIES		20.65
10 9015 2630 000 0000 618	06/23/2023	GROUNDS SUPPLIES		33.60
10 9015 2620 000 0000 683	06/23/2023	MAINT SUPPLIES		69.83
10 9015 2620 000 0000 683	06/24/2023	MAINT SUPPLIES		70.17
10 9015 2620 000 0000 683	06/27/2023	MAINT SUPPLIES		71.07
10 9015 2620 000 0000 683	06/27/2023	MAINT SUPPLIES		2.84
10 9015 2630 000 0000 618	06/27/2023	GROUNDS SUPPLIES		2,279.76
10 9015 2620 000 0000 683	06/28/2023	MAINT SUPPLIES		50.38
10 9015 2620 000 0000 683	06/30/2023	MAINT SUPPLIES		13.21
10 9015 2630 000 0000 618	07/06/2023	TRIMMER LINE		15.29

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	10 9015 2620 000 0000 683	07/07/2023	SPRING	1.97
	10 9015 2630 000 0000 618	06/26/2023	HITCHPIN/BUSHING/BALL VALVE	34.43
				2,715.65
KIRKWOOD COMMUNITY COLLEGE				
	10 0109 1000 100 8107 565	06/13/2023	ONLINE CLASSES - 4	700.00
				700.00
KUNAU IMPLEMENT COMPANY				
	10 9015 2630 000 0000 618	06/22/2023	SPINDLE HUB BOLT HITCH	1,371.00
				1,371.00
LAMBACH FIRE PROTECTION EQUIPMENT, WALT				
	10 9015 2620 000 0000 432	06/12/2023	ANNUAL FIRE INSPECTION / RECHARGE	131.14
	10 9015 2620 000 0000 432	06/13/2023	ANNUAL FIRE INSPECTION / RECHARGE	89.68
	10 9015 2620 000 0000 432	06/13/2023	ANNUAL FIRE INSPECTION / RECHARGE	83.52
	10 9015 2620 000 0000 432	06/13/2023	ANNUAL FIRE INSPECTION / RECHARGE	95.84
	10 9015 2620 000 0000 432	06/14/2023	ANNUAL FIRE INSPECTION / RECHARGE	83.52
	10 9015 2620 000 0000 432	06/14/2023	ANNUAL FIRE INSPECTION / RECHARGE	105.08
	10 9015 2620 000 0000 432	06/14/2023	ANNUAL FIRE INSPECTION / RECHARGE	182.08
	10 9015 2620 000 0000 432	06/14/2023	ANNUAL FIRE INSPECTION / RECHARGE	80.44
	10 9015 2620 000 0000 432	06/20/2023	ANNUAL FIRE INSPECTION / RECHARGE	43.48
	10 9015 2620 000 0000 432	06/20/2023	ANNUAL FIRE INSPECTION / RECHARGE	166.44
	10 9015 2620 000 0000 432	06/20/2023	ANNUAL FIRE INSPECTION / RECHARGE	168.49
	10 9015 2620 000 0000 432	06/20/2023	ANNUAL FIRE INSPECTION / RECHARGE	114.65
	10 9015 2620 000 0000 432	06/26/2023	ANNUAL FIRE INSPECTION / RECHARGE	255.10
	10 9015 2620 000 0000 432	06/26/2023	ANNUAL FIRE INSPECTION / RECHARGE	296.34
	10 9015 2620 000 0000 432	06/26/2023	ANNUAL FIRE INSPECTION / RECHARGE	279.50
	10 9015 2620 000 0000 432	06/26/2023	ANNUAL FIRE INSPECTION / RECHARGE	306.60
	10 9015 2620 000 0000 432	06/23/2023	ANNUAL FIRE INSPECTION / RECHARGE	261.01
	10 9015 2620 000 0000 432	06/26/2023	ANNUAL FIRE INSPECTION / RECHARGE	150.18
	10 9015 2620 000 0000 432	06/26/2023	ANNUAL FIRE INSPECTION / RECHARGE	502.17
				3,395.26
LINDQUIST FORD, INC.				
	10 9018 2740 100 0000 434	06/20/2023	08 F EXPED FULL DETAIL	199.00
				199.00
MARCO TECHNOLOGIES LLC				
	10 9032 2640 160 0000 433	06/21/2023	PRINTER MAINTENANCE 06-15-23 TO 07-15-23	2,012.92
				2,012.92
MIDAMERICAN ENERGY SERVICES LLC				
	10 0109 2620 000 8000 621	06/21/2023	GAS	4,753.58
	10 0209 2620 000 8000 621	06/21/2023	GAS	252.18
	10 0403 2620 000 8000 621	06/21/2023	GAS	325.07
	10 0409 2620 000 8000 621	06/21/2023	GAS	325.07
	10 0411 2620 000 8000 621	06/21/2023	GAS	1,575.85
	10 0405 2620 000 8000 621	06/21/2023	GAS	1,011.56
	10 0407 2620 000 8000 621	06/21/2023	GAS	850.69
				9,094.00
MIDAMERICAN ENERGY				
	10 0407 2620 000 8000 622	06/19/2023	ELECTRICITY	5,809.53
	10 0405 2620 000 8000 622	06/19/2023	ELECTRICITY	3,122.12

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	10 0403 2620 000 8000 622	06/19/2023	ELECTRICITY	3,822.47
	10 0411 2620 000 8000 622	06/19/2023	ELECTRICITY	3,215.68
	10 0109 2620 000 8000 622	06/19/2023	ELECTRICITY	14,610.51
	10 0409 2620 000 8000 622	06/19/2023	ELECTRICITY	30.97
	10 0409 2620 000 8000 622	06/19/2023	ELECTRICITY	5,306.25
	10 0109 2620 000 8000 622	06/19/2023	ELECTRICITY	226.85
	10 0209 2620 000 8000 622	06/19/2023	ELECTRICITY	7,743.90
	10 0109 2620 000 8000 622	06/28/2023	ELECTRICITY	666.69
				44,554.97
MISSISSIPPI BEND AEA				
	10 0031 1000 100 1113 591	06/16/2023	MARCH DRIVERS ED	592.00
	10 0031 1000 100 1113 591	06/16/2023	JUNE DRIVERS ED	1,771.00
	10 9020 2212 000 0000 580	06/26/2023	LEADING FOR IMPACT WORKSHOP MEALS - 6 MO	360.00
				2,723.00
MOLO OIL COMPANY				
	10 9018 2720 100 0000 626	07/06/2023	8000 OF ETHANOL	22,584.55
	10 9018 2720 100 0000 627	07/06/2023	7500 GAL #2 DYED DIESEL	19,379.37
				41,963.92
PEACE BY PIECE MENTAL HEALTH SERVICES PLLC				
	10 0411 2140 420 1119 322	07/06/2023	SCHOOL BASED THERAPY JUNE	366.67
	10 0418 2140 420 1119 322	07/06/2023	SCHOOL BASED THERAPY JUNE	366.66
				733.33
PLEASANT VALLEY C.S.D				
	10 9012 2320 000 0000 611	06/30/2023	DESK ORGANIZER BINS	6.00
	10 0109 2410 000 0000 531	06/30/2023	POSTAGE	7.00
	10 9012 2320 000 0000 531	06/30/2023	POSTAGE	2.94
	10 9012 2320 000 0000 611	06/30/2023	VOTER CD FROM SCOTT COUNTY	10.00
				25.94
PLUMB SUPPLY COMPANY-DAV				
	10 9015 2620 000 0000 683	06/15/2023	MAINT SUPPLIES	199.16
				199.16
POOL TECH				
	10 9015 2620 000 0000 689	06/22/2023	POOL OPR PROBE & CABLE	695.92
				695.92
POWERSCHOOL GROUP LLC				
	10 9032 2586 160 0000 431	05/31/2023	APP TRACKING ONBD 9-16-23 TO 9-15-24	5,700.00
	10 9032 2586 160 0000 431	06/28/2023	SPRING JOB/APP TRACK 7-1-23 TO 6-30-24	8,679.36
				14,379.36
PREMIER PEST MANAGEMENT SERVICES				
	10 0403 2620 000 8000 425	07/05/2023	PEST CONTROL	47.25
	10 0411 2620 000 8000 425	07/05/2023	PEST CONTROL	52.50
	10 9015 2620 000 8000 425	07/05/2023	PEST CONTROL	36.75
				136.50
PROJECT LEAD THE WAY INC				
	10 9334 1000 100 8100 654	05/17/2023	PLTW BV 23-24	950.00
	10 9334 1000 100 8100 654	05/17/2023	PLTW RH 23-24	950.00
	10 9334 1000 100 8100 654	05/17/2023	PLTW CO 23-24	950.00
	10 9334 1000 100 8100 654	05/17/2023	PLTW HW 23-24	950.00

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	10 9334 1000 100 8100 654	05/17/2023	PLTW PLV 23-24	950.00
	10 0209 1000 100 8100 654	05/17/2023	PLTW JH 23-24	950.00
	10 0109 1000 100 8100 641	05/17/2023	PLTW ENG AND BIOMED 23-24	5,400.00
	10 9334 1000 100 8100 654	05/17/2023	PLTW FG 23-24	950.00
				12,050.00
PULS, CASSANDRA				
	10 9030 1000 100 0000 580	06/05/2023	MILEAGE 79 DAYS	189.60
				189.60
QC ANALYTICAL SERV				
	10 0405 2620 000 8000 411	07/08/2023	WATER TESTING	236.00
				236.00
QUAD CITY TIMES				
	10 9012 2560 000 0000 540	06/25/2023	PUBL OF 5-22 BD MINUTES AND BILLS	310.41
	10 9012 2560 000 0000 540	06/25/2023	PUBL OF 6-12 BD MINUTES AND BILLS	621.06
				931.47
QUADIENT FINANCE USA				
	10 9012 2320 000 0000 531	06/29/2023	AC POSTAGE REFILL	2,027.58
				2,027.58
QUILL CORPORATION				
	10 9012 2320 000 0000 611	06/20/2023	LTR OPENERS	13.25
	10 9012 2320 000 0000 611	06/28/2023	PAPER CLIPS/TAPE	56.48
	10 9012 2320 000 0000 611	06/28/2023	FILE FOLDERS	32.25
				101.98
RACHEL BARAKS LMHC				
	10 0407 2140 420 1119 322	06/30/2023	SCHOOL BASED THERAPY JUNE 2023	366.50
	10 0409 2140 420 1119 322	06/30/2023	SCHOOL BASED THERAPY JUNE 2023	366.50
				733.00
REPUBLIC COMPANIES				
	10 9015 2620 000 0000 683	06/22/2023	MAINT SUPPLIES	62.94
	10 9015 2620 000 0000 683	06/22/2023	MAINT SUPPLIES	27.42
	10 9015 2620 000 0000 683	07/05/2023	FUSES / SPLICING CONNECTOR	107.27
				197.63
REPUBLIC SERVICES #400				
	10 0109 2620 000 8000 421	06/30/2023	WASTE DISPOSAL	2,912.25
	10 0209 2620 000 8000 421	06/30/2023	WASTE DISPOSAL	261.16
	10 0403 2620 000 8000 421	06/30/2023	WASTE DISPOSAL	895.74
	10 0405 2620 000 8000 421	06/30/2023	WASTE DISPOSAL	948.77
	10 0407 2620 000 8000 421	06/30/2023	WASTE DISPOSAL	999.48
	10 0409 2620 000 8000 421	06/30/2023	WASTE DISPOSAL	877.11
	10 0411 2620 000 8000 421	06/30/2023	WASTE DISPOSAL	1,165.67
	10 0418 2620 000 8000 421	06/30/2023	WASTE DISPOSAL	763.71
	10 9015 2620 000 8000 421	06/30/2023	WASTE DISPOSAL	340.79
				9,164.68
RIVERSTONE GROUP				
	10 9015 2630 000 0000 618	06/20/2023	HS AGGREGATE	121.52
	10 9015 2630 000 0000 618	06/27/2023	HS AGGREGATE	361.66
	10 9015 2630 000 0000 618	06/30/2023	HS AGGREGATE	24.14
				507.32
ROCK VALLEY PHYSICAL THERAPY				

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	10 0109 1400 920 0000 320	06/01/2023	STRENGTH & CONDITIONING MARCH-APRIL-MAY	8,991.40
				8,991.40
RSCHOOLTODAY				
	10 9032 2584 160 0000 358	04/10/2023	RWORKORDER RENEWAL 23-24	1,900.00
				1,900.00
RUSSELL, SARA				
	10 0060 1000 100 4643 580	06/19/2023	MILEAGE 5-2-23 TO 6-19-23	813.00
	10 0060 1000 100 4643 580	05/10/2023	HOTEL STAY TEACHER OF YEAR 5-10-23	91.60
				904.60
S.J. SMITH				
	10 9015 2620 000 0000 689	06/01/2023	CO2	197.87
	10 9015 2620 000 0000 689	06/28/2023	CO2	197.87
	10 9015 2620 000 0000 442	06/30/2023	INDUS GAS	9.00
	10 9015 2620 000 0000 442	06/30/2023	CYL RENTAL	83.65
				488.39
SAI				
	10 9020 2213 000 0000 330	07/01/2023	2023 SAI CONFERENCE	4,600.00
	10 0411 2410 000 0000 294	07/01/2023	SAI AND NAESP	850.00
	10 0409 2410 000 0000 294	07/01/2023	SAI AND NAESP	850.00
	10 0209 2410 000 0000 294	07/01/2023	SAI AND NASSP	841.00
	10 9020 2212 000 0000 294	07/01/2023	SAI AND AASA	1,061.00
	10 9013 2321 000 0000 294	07/01/2023	SAI, AASA, EXECUTIVE LEADERS	1,121.00
	10 0209 2410 000 0000 294	07/01/2023	SAI AND NASSP	841.00
	10 9032 2231 160 0000 294	07/01/2023	SAI AND AASA	1,061.00
	10 0109 2410 000 0000 294	07/01/2023	SAI AND NASSP	841.00
	10 0109 2410 000 0000 294	07/01/2023	SAI AND NASSP	841.00
	10 9020 2212 000 0000 294	07/01/2023	SAI	591.00
	10 0418 2410 000 0000 294	07/01/2023	SAI AND NAESP	850.00
	10 0411 2410 000 0000 294	07/01/2023	SAI AND NAESP	850.00
	10 0409 2410 000 0000 294	07/01/2023	SAI AND NAESP	850.00
	10 0407 2410 000 0000 294	07/01/2023	SAI AND NAESP	850.00
	10 0209 2410 000 0000 294	07/01/2023	SAI AND NASSP	841.00
	10 0403 2410 000 0000 294	07/01/2023	SAI AND NAESP	850.00
	10 0405 2410 000 0000 294	07/01/2023	SAI AND NAESP	850.00
	10 0109 2410 000 0000 294	07/01/2023	SAI AND NASSP	841.00
	10 0109 2410 000 0000 294	07/01/2023	SAI AND NASSP	841.00
	10 0407 2410 000 0000 294	07/01/2023	SAI AND NAESP	850.00
	10 0109 2410 000 0000 294	07/01/2023	SAI	591.00
	10 9020 2212 000 0000 294	07/01/2023	SAI AND AASA	1,061.00
	10 0405 2410 000 0000 294	07/01/2023	SAI	295.50
	10 0418 2410 000 0000 294	07/01/2023	SAI	295.50
				24,214.00
SCOTT COMMUNITY COLLEGE				
	10 0109 1000 215 3302 565	06/27/2023	22-23 SPRING ACCESS ENROLLMENT	20,057.36
	10 0109 1000 100 8107 641	06/27/2023	TEXTBOOKS AND ETEXTBOOKS	0.00
	10 0109 1000 355 1136 323	06/27/2023	FCS SHARING AGREEMENT	0.00
	10 0109 1000 315 1136 323	06/27/2023	IND TECH SHARING AGREEMENT	15,988.50

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	10 0109 1000 325 1136 323	06/27/2023	BUSINESS SHARING AGREEMENT	1,683.00
	10 0109 1000 100 1136 323	06/27/2023	MISC SHARING AGREEMENT	75,909.17
	10 0109 1000 100 8107 641	06/27/2023	TEXTBOOK FEES	13,759.98
	10 0109 1000 100 8107 641	06/27/2023	DIGITAL FEES	1,140.00
	10 0109 1000 100 8107 565	06/27/2023	WELDING FEES	6,900.00
	10 0109 1000 100 8107 565	06/27/2023	TUITION	63,273.60
				198,711.61
SOPHER, MEGAN				
	10 9030 1000 100 0000 580	06/05/2023	JAN-JUNE MILEAGE	398.20
				398.20
STANDARD INSURANCE COMPANY RC				
	10 471 016 0000 000	07/01/2023	JULY INSURANCE	2,378.99
				2,378.99
STAPLES ADVANTAGE				
	10 0403 1000 100 0000 612	07/01/2023	2024 PAPER ORDER	369.90
	10 0405 1000 100 0000 612	07/01/2023	2024 PAPER ORDER	488.28
	10 0409 1000 100 0000 612	07/01/2023	2024 PAPER ORDER	516.19
	10 0407 1000 100 0000 612	07/01/2023	2024 PAPER ORDER	57.49
	10 0209 2530 000 0000 616	07/01/2023	2024 PAPER ORDER	1,380.84
	10 0109 2530 000 0000 616	07/01/2023	2024 PAPER ORDER	2,393.23
	10 9015 2620 000 0000 616	07/01/2023	2024 PAPER ORDER	1,411.82
				6,617.75
TEACHERS DEVELOPMENT GROUP				
	10 9020 2213 000 0000 330	06/29/2023	MATH CONFERENCE	8,025.00
				8,025.00
TRI-STATE AUTOMATIC SPRINKLER				
	10 9015 2620 000 0000 432	06/29/2023	RH SPRINKLER INSPECTIONS	166.00
	10 9015 2620 000 0000 432	06/29/2023	HW SPRINKLER INSPECTIONS	166.00
	10 9015 2620 000 0000 432	06/29/2023	MC SPRINKLER INSPECTIONS	166.00
	10 9015 2620 000 0000 432	06/29/2023	AC SPRINKLER INSPECTIONS	166.00
	10 9015 2620 000 0000 432	06/29/2023	PLV SPRINKLER INSPECTIONS	166.00
	10 9015 2620 000 0000 432	06/29/2023	HS SPRINKLER INSPECTIONS	166.00
	10 9015 2620 000 0000 432	06/29/2023	JH SPRINKLER INSPECTIONS	166.00
				1,162.00
UNITYPOINT HEALTH				
	10 9011 2579 000 0000 349	07/01/2023	3RD QTR PRECEDENCE SERVICES	1,975.00
				1,975.00
VIBRANT ARENA				
	10 9012 2620 000 0000 444	07/10/2023	DEPOSIT FOR 23-24 GRADUATION	5,400.00
				5,400.00
WATERFORD INSTITUTE				
	10 180 000 0000 000	06/22/2023	Waterford Reading Academy Single Student	114,400.00
	10 180 000 0000 000	06/22/2023	Classroom Advantage single annual licens	15,000.00
	10 180 000 0000 000	06/22/2023	Professional Services: Onsite Training O	6,546.00
	10 180 000 0000 000	06/22/2023	Discount	(93,000.00)
				42,946.00
WEST MUSIC				
	10 9030 1000 125 0000 612	04/17/2023	D'Addario Natural Light Rosin	22.95

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	10 9030 1000 125 0000 612	04/17/2023	D'Addario Natural Dark Rosin	22.95
	10 9030 1000 125 0000 612	04/17/2023	D'Addario Natural Light Rosin w/Rosin Gu	9.99
	10 9030 1000 125 0000 612	04/17/2023	Prelude J810 Violin String Set, 3/4	17.49
	10 9030 1000 125 0000 612	04/17/2023	Helicore H511 Cello A String, 4/4	23.49
	10 9030 1000 125 0000 739	05/30/2023	Howard Core A43 ¾ & 1/4 hybrid bass	0.00
	10 9030 1000 125 0000 739	05/30/2023	4/4 Cello Howard Core A33 Package: Hybri	1,726.00
	10 9030 1000 125 0000 739	05/30/2023	Howard Core A43 ¾ & 1/2 hybrid bass	0.00
	10 9030 1000 125 0000 612	05/30/2023	Nylon Cello Bag	0.00
	10 9030 1000 125 0000 612	05/15/2023	D'Addario Natural Dark Rosin w/Rosin Gua	39.96
	10 9030 1000 125 0000 612	05/15/2023	D'Addario Kaplan Non-Whistling Aluminum	28.47
	10 9030 1000 124 0000 739	06/13/2023	SNARE AND CARRIER	1,049.21
	10 9030 2640 124 0000 433	06/19/2023	TENOR REPAIR	90.97
	10 9030 2640 125 0000 433	04/18/2023	CELLO PLUG	13.75
	10 9030 2640 125 0000 433	04/18/2023	GLASSER BASS BOW REPAIR	106.07
	10 9030 2640 125 0000 433	05/17/2023	GERMAN BASS BOW REPAIR	69.69
	10 9030 1000 125 0000 612	06/13/2023	Cello 1/2 (PVJH)	136.25
	10 9030 2640 124 0000 433	06/20/2023	PICCOLO FLUTE REPAIR	72.50
	10 9030 2640 124 0000 433	06/28/2023	FRENCH HORN REPAIR	135.50
	10 9030 2640 124 0000 433	06/28/2023	TENOR SAX REPAIR	121.50
	10 9030 2640 124 0000 433	06/28/2023	FRENCH HORN REPAIR	125.50
				3,812.24
WILSON LANGUAGE TRAINING CORP				
	10 9334 1000 100 8100 612	02/14/2023	Foundations Teacher's Manual 1 (FG - Lock	250.00
	10 9334 1000 100 8100 612	02/14/2023	Large Sound Cards 1 (FG - Locke)(Student	35.00
	10 9334 1000 100 8100 612	02/14/2023	Foundations Standard Sound Cards 1 (FG -	30.00
	10 9334 1000 100 8100 612	02/14/2023	Estimated Shipping	25.20
	10 9334 1000 100 8100 612	06/26/2023	Foundations Teacher's Manual K	250.00
	10 9334 1000 100 8100 612	06/26/2023	Foundations Teacher's Manual 1	250.00
	10 9334 1000 100 8100 612	06/26/2023	Foundations Teacher's Manual 2	250.00
	10 9334 1000 100 8100 612	06/26/2023	Estimated Shipping	60.00
	10 9060 2213 100 3376 330	10/19/2022	Regional Virtual Foundations Level 1 Laun	(299.00)
				851.20
WILSON, CURT				
	10 0109 2660 920 0000 349	07/10/2023	SECURITY	131.25
				131.25
WINDSTREAM ENTERPRISE				
	10 9015 2320 000 0000 532	06/21/2023	PHONE	73.11
	10 9015 2320 000 0000 532	06/21/2023	PHONE	69.90
	10 9015 2320 000 0000 532	06/21/2023	PHONE	78.59
				221.60
WINDSTREAM				
	10 9015 2320 000 0000 532	06/27/2023	PHONE	288.88
				288.88
WOODBURN PRESS				
	10 0209 1000 100 8100 612	06/28/2023	Middle School Planner 2023-24	2,232.00
	10 0209 1000 100 8100 612	06/28/2023	Estimated Shipping	200.88
				2,432.88
XELLO				

Vendor Name

Account Number

Invoice Date

Description

Amount

10 0109 1000 100 8100 358
10 0209 1000 100 8100 358
10 0109 1000 100 8100 358
10 0109 1000 100 8100 358

07/03/2023
07/03/2023
07/03/2023
07/03/2023

Xello for High School
Xello for Junior High
Methodize - ACT & SAT
Student Tracker (NSC)

8,500.00
3,825.00
2,375.00
595.00
15,295.00

Fund Total:

764,003.35

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
COMPUTER INFORMATION CONCEPTS	61 9011 2236 000 0000 358	07/01/2023	23-24 PEOPLEWARE RENEWAL	11,445.00
				11,445.00
GAMBLE, CORINNE	61 9011 3110 000 0000 580	06/26/2023	SNAI CONFERENCE DES MOINES	172.00
				172.00
HAGEMANN, HEATHER OR JASON	61 483 000 0000 000	07/10/2023	LUNCH ACCT	15.65
				15.65
HYVEE80533	61 9011 3110 000 0000 631	06/01/2023	FOODS	24.96
				24.96
KINDBERG, HEATHER OR SCOTT	61 483 000 0000 000	06/27/2023	LUNCH ACCT	26.60
				26.60
KOLMAN, JACQUELYN OR ADAM	61 483 000 0000 000	07/05/2023	LUNCH ACCT	12.00
				12.00
TOP SHELF INC.	61 9011 2640 000 0000 433	06/09/2023	DISHWASHER REPAIR HS	139.50
				139.50
			Fund Total:	11,835.71

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
AMAZON CAPITAL SERVICES	13 0407 1000 950 7117 618	06/28/2023	ICCA/Goldfinch books - see attached	0.00
				0.00
BRIDGEVIEW ELEMENTARY	13 104 209 8604 920	06/09/2023	BV PETTY CASH 23-24	150.00
				150.00
CODY SCHOOL PETTY CASH	13 104 405 0000 920	06/07/2023	CO PETTY CASH 23-24	100.00
				100.00
FIRST ROBOTICS,				
	13 9011 1000 950 7129 618	10/26/2022	FLL Challenge Team Registration	250.00
	13 9011 1000 950 7129 618	10/26/2022	FLL Challenge Kit (HW, PLV, RH, PVJH)	95.00
	13 9011 1000 950 7129 618	10/26/2022	Shipping	27.00
	13 9011 1000 950 7129 618	10/26/2022	FLL Challenge Team Registration	250.00
	13 9011 1000 950 7129 618	10/26/2022	FLL Challenge Kit (HW, PLV, RH, PVJH)	95.00
	13 9011 1000 950 7129 618	10/26/2022	Shipping	27.00
	13 9011 1000 950 7129 618	10/26/2022	FLL Challenge Team Registration	250.00
	13 9011 1000 950 7129 618	10/26/2022	FLL Challenge Kit (HW, PLV, RH, PVJH)	0.00
	13 9011 1000 950 7129 618	10/26/2022	Shipping	12.00
	13 9011 1000 950 7129 618	10/26/2022	FLL Challenge Team Registration	250.00
	13 9011 1000 950 7129 618	10/26/2022	FLL Challenge Kit (HW, PLV, RH, PVJH)	0.00
	13 9011 1000 950 7129 618	10/26/2022	Shipping	12.00
	13 9011 1000 950 7129 618	10/26/2022	FLL Challenge Team Registration	250.00
	13 9011 1000 950 7129 618	10/26/2022	FLL Challenge Kit (HW, PLV, RH, PVJH)	95.00
	13 9011 1000 950 7129 618	10/26/2022	Shipping	27.00
	13 9011 1000 950 7129 618	10/26/2022	FLL Challenge Team Registration	250.00
	13 9011 1000 950 7129 618	10/26/2022	FLL Challenge Kit (HW, PLV, RH, PVJH)	0.00
	13 9011 1000 950 7129 618	10/26/2022	Shipping	12.00
	13 9011 1000 950 7129 618	10/26/2022	FLL Challenge Team Registration	250.00
	13 9011 1000 950 7129 618	10/26/2022	FLL Challenge Kit (HW, PLV, RH, PVJH)	95.00
	13 9011 1000 950 7129 618	10/26/2022	Shipping	27.00
				2,274.00
HYVEE80533				
	13 0209 1000 950 7101 618	05/12/2023	OFFICE SUPPLIES	72.96
				72.96
KIM, KIMBERLY				
	13 0407 1790 950 7112	07/11/2023	HW YEARBOOK 23-24	17.00
				17.00
PLEASANT VIEW ELEMENTARY SCHOOL				
	13 104 409 0000 920	06/15/2023	PLV PETTY CASH 23-24	100.00
				100.00
			Fund Total:	2,713.96

<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	06/15/2023	G BKB YOUTH T SHIRTS	306.95
	21 0109 1000 921 6815 618	07/05/2023	VB CAMP T SHIRTS	1,804.25
				2,111.20
ADVANCED BUSINESS SYSTEMS INC				
	21 0109 1000 950 7003 619	06/09/2023	HS COPIER 17 OF 45	50.00
				50.00
AMAZON CAPITAL SERVICES				
	21 0109 1000 921 6835 618	06/28/2023	PowerNet Baseball Softball Practice Net	137.18
	21 0109 1000 950 7803 618	06/28/2023	Music City Metals 02342 Plastic Control	14.49
	21 0109 1000 950 7803 618	06/28/2023	Grill Replacement Parts 17 inch Heat Pla	55.89
				207.56
APER, BRIANNA				
	21 0109 1749 921 6710	06/28/2023	BASKETBALL CAMP	70.00
				70.00
BAHNKS, BRYN				
	21 0109 1000 921 6810 320	06/28/2023	GBKB CAMP CLINICIAN JUNE 2023	120.00
				120.00
BEERENDS, MARK				
	21 0109 1000 920 6730 345	07/03/2023	BASEBALL OFFICIAL	150.00
	21 0109 1000 920 6730 345	07/03/2023	MILEAGE	30.00
				180.00
BEGEY, MARK				
	21 0109 1000 920 6730 345	06/27/2023	BASEBALL OFFICIAL	150.00
	21 0109 1000 920 6730 345	06/27/2023	MILEAGE	25.00
				175.00
BLUUM OF MINNESOTA LLC				
	21 0109 1000 921 6710 739	06/16/2023	75" Clevertouch IMPACT PLUS GEN2 Series	3,591.00
	21 0109 1000 921 6710 739	06/16/2023	Lift Gate Surcharge	150.00
	21 0109 1000 921 6710 739	06/16/2023	Shipping	347.25
				4,088.25
BOTTS, MIKE				
	21 0109 1000 920 6730 345	06/29/2023	BASEBALL OFFICIAL SCHEDULING	250.00
	21 0109 1000 920 6835 345	06/29/2023	SOFTBALL OFFICIAL SCHEDULING	125.00
				375.00
BSN SPORTS				
	21 0109 1000 921 6710 618	06/01/2023	WHITE-TEAM LEGEND LONG SLEEVE CREW	560.00
	21 0109 1000 921 6710 618	06/01/2023	Shipping	17.95
	21 0109 1000 921 6710 618	06/02/2023	ROYAL-AC LONG SLEEVE CREW TOP	441.00
	21 0109 1000 921 6710 618	06/02/2023	NAVY/WHT-AC DF HALF ZIP LONG SLEEVE TOP	511.00
	21 0109 1000 921 6710 618	06/02/2023	Shipping	23.50
				1,553.45
BURKE CLEANERS, INC				
	21 0109 1000 910 6224 618	06/27/2023	BAND UNIFORM CLEANING	411.51
	21 0109 1000 910 6224 618	06/27/2023	BAND UNIFORM CLEANING	1,369.30
				1,780.81
BUSTER, GREG				
	21 0109 1000 920 6835 345	07/03/2023	SOFTBALL OFFICIAL	125.00
	21 0109 1000 920 6835 345	07/03/2023	MILEAGE	25.00

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
				150.00
COMMERCIAL PRINTERS				
21 0109 1000 921 6730 618		05/10/2023	LINE UP CARDS	31.80
				31.80
COX, VERONICA				
21 0109 1000 921 6693 810		06/26/2023	PARADE ENTRY FEE	20.00
				20.00
CROWN TROPHY				
21 0109 1000 921 6725 618		06/02/2023	B SOCCER AWARDS	228.90
				228.90
DEVOTED IMAGERY				
21 0109 1000 921 6835 618		06/28/2023	POSTERS	60.00
				60.00
DOLPHIN, RYAN				
21 0109 1000 921 6710 320		07/06/2023	BBKB CAMP CLINICIAN JULY	200.00
				200.00
DUQUETTE, PETE				
21 0109 1000 920 6730 345		06/22/2023	BASEBALL OFFICIAL	120.00
				120.00
EDUCATIONAL THEATRE ASSOCIATION				
21 0109 1000 910 6110 618		04/27/2023	STUDENT MEMBERSHIPS	875.00
21 0109 1000 910 6110 618		04/27/2023	THESPIAN DUES	35.00
				910.00
EKSTROM, CHRIS				
21 0109 1000 920 6730 345		07/03/2023	BASEBALL OFFICIAL	150.00
				150.00
ELITE SPORTS				
21 0109 1000 921 6710 618		06/14/2023	T SHIRTS	646.00
21 0109 1000 921 6710 618		06/28/2023	T SHIRTS	1,271.00
				1,917.00
FAREWAY STORES, INC				
21 0109 1000 950 7803 619		06/26/2023	CONCESSION SUPPLIES	12.99
21 0109 1000 950 7803 619		06/19/2023	CONCESSION SUPPLIES	67.32
				80.31
GOETZ, JENNIFER				
21 0109 1000 921 6810 618		06/10/2023	BKB CAMP SNACKS	116.22
				116.22
GROENENBOOM, RYAN				
21 0109 1000 920 6730 345		06/22/2023	BASEBALL OFFICIAL	110.00
21 0109 1000 920 6730 345		06/30/2023	BASEBALL OFFICIAL	110.00
				220.00
HAMNER, EVERETT				
21 0109 1000 920 6730 345		06/26/2023	BASEBALL OFFICIAL	150.00
				150.00
HIDDEN HILLS GOLF COURSE				
21 0109 1000 920 6760 810		07/01/2023	BOYS - FALL 2023	500.00
21 0109 1000 920 6860 810		07/01/2023	GIRLS - SPRING 2024	500.00
				1,000.00
HIGHTECH SIGNS				
21 0109 1000 921 6840 618		06/14/2023	TRACK CAMP SHIRTS	2,438.40

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	21 0109 1000 921 6790 618	06/21/2023	WRESTLING CAMP SHIRTS	486.45
				2,924.85
HYVEE80533				
	21 0109 1000 950 7213 618	05/13/2023	PROM FLOWER ARRANGEMENTS	3,638.00
	21 0109 1000 950 7222 618	05/18/2023	HS NON CURRICULAR SUPPLIES	87.47
	21 0109 1000 950 7215 618	05/18/2023	SPARTAN ASSEMBLY	334.11
	21 0109 1000 950 7215 618	05/21/2023	SPARTAN ASSEMBLY BANQUET	261.96
	21 0109 1000 950 7222 618	05/22/2023	HS NON CURRICULAR SUPPLIES	40.39
	21 0109 1000 910 6221 618	05/24/2023	ORCHESTRA ACTIVITY	79.77
	21 0109 1000 950 7803 619	06/01/2023	CONCESSION SUPPLIES	20.05
	21 0109 1000 950 7803 618	06/04/2023	PROPANE	49.98
	21 0109 1000 950 7803 619	06/07/2023	CONCESSION SUPPLIES	30.49
	21 0109 1000 950 7803 619	06/08/2023	CONCESSION SUPPLIES	62.32
				4,604.54
ICDA				
	21 0109 1000 910 6210 810	07/05/2023	ALL STATE JAZZ CHOIR REGISTRATION	1,100.00
	21 0109 1000 910 6210 580	07/05/2023	ALL STATE JAZZ CHOIR HOUSING/MEALS	110.00
				1,210.00
IHSMA				
	21 0109 1000 910 6221 810	07/11/2023	23-24 IHSMA ANNUAL DUES	25.00
				25.00
KERKHOFF, ADRIANNE				
	21 0109 1000 921 6810 320	06/28/2023	GBKB CAMP CLINICIAN JUNE 2023	150.00
				150.00
KNEBEL, CARSON				
	21 0109 1000 920 6730 345	06/22/2023	BASEBALL OFFICIAL	110.00
	21 0109 1000 920 6730 345	06/22/2023	BASEBALL OFFICIAL	120.00
	21 0109 1000 920 6730 345	06/30/2023	BASEBALL OFFICIAL	110.00
				340.00
LOGO PRO LLC				
	21 0109 1000 950 7215 618	07/07/2023	T-SHIRTS	848.00
				848.00
LOWE'S HOME CENTERS, INC.				
	21 0109 1000 910 6110 618	06/07/2023	DRAMA CLUB SUPPLIES	174.72
				174.72
MATYASSE, RAY				
	21 0109 1000 920 6730 345	06/21/2023	BASEBALL OFFICIAL	150.00
	21 0109 1000 920 6730 345	06/21/2023	MILEAGE	15.00
				165.00
MONTICELLO SPORTS				
	21 0109 1000 920 6720 618	07/05/2023	Wilson GST Footballs	1,560.00
	21 0109 1000 920 6720 618	07/05/2023	Wristbands - 1 Pocket NAVY - Champro	210.00
	21 0109 1000 920 6720 618	07/05/2023	Spartan Head Decals - NAVY - ProTuff	360.00
	21 0109 1000 920 6720 618	07/05/2023	Tapered helmet stripe - NAVY with gray o	280.00
	21 0109 1000 920 6720 618	07/05/2023	Set of helmet numbers 1-99 - 1" clear wi	80.00
	21 0109 1000 920 6720 618	07/05/2023	Adams NAVY belts	70.00
	21 0109 1000 920 6720 618	07/05/2023	NAVY Practice Jerseys (8 M & 7 XL) Russe	225.00
	21 0109 1000 920 6720 618	07/05/2023	WHITE practice Jerseys (10M & 5 XL) Russ	225.00

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	21 0109 1000 920 6720 618	07/05/2023	RED Helmet Cap Cover - Adams	60.00
	21 0109 1000 920 6720 618	07/05/2023	Set Flat Agility Markers	15.00
	21 0109 1000 922 6720 612	07/05/2023	Mouthguards (HS) NAVY	90.00
	21 0109 1000 922 6720 612	07/05/2023	Mouthguards (JH) BLACK	135.00
	21 0109 1000 922 6720 612	07/05/2023	Ultra Light Knee Pads - Champro FKPUL -	112.50
	21 0109 1000 922 6720 612	07/05/2023	Ultra Light Knee Pads - Champro FKPUL-A	120.00
				3,542.50
MORAN, HEIDI				
	21 0109 1749 910 6110	06/28/2023	THEATER CAMP	125.00
				125.00
MYATT, ANNA				
	21 0109 1000 910 6110 618	06/27/2023	COSTUME COORDINATOR SUMMER THEATRE 2023	500.00
				500.00
NELSON, KIM				
	21 0109 1749 921 6815	06/28/2023	VOLLEYBALL CAMP	50.00
				50.00
PANTHER VOLLEYBALL CAMPS				
	21 0109 1000 921 6815 618	05/25/2023	VOLLEYBALL	2,170.00
				2,170.00
PAVEY, ROGER				
	21 0109 1000 910 6110 618	06/25/2023	SCENIC DESIGN/BUILDER SUMMER THEATER CAM	500.00
				500.00
PEPSI COLA BOTTLING				
	21 0109 1000 950 7803 619	06/23/2023	CONCESSION BEVERAGES	225.20
	21 0109 1000 950 7803 619	06/30/2023	CONCESSION BEVERAGES	270.60
	21 0109 1000 950 7803 619	07/11/2023	CONCESSION BEVERAGES	170.80
				666.60
PERFORMANCE FOODSERVICE TPC				
	21 0109 1000 950 7803 619	06/25/2023	CONCESSION SUPPLIES	258.81
	21 0109 1000 950 7803 619	06/27/2023	CONCESSION SUPPLIES	131.24
				390.05
SCHILTZ, MEGAN				
	21 0109 1000 921 6810 320	06/28/2023	GBK B CAMP CLINICIAN JUNE 2023	360.00
				360.00
SCHROEDER BASEBALL				
	21 0109 1000 921 6730 618	05/08/2023	SENIOR AWARDS	759.00
				759.00
SCHUETTE, CHUCK				
	21 0109 1000 920 6835 345	06/26/2023	SOFTBALL OFFICIAL	125.00
				125.00
SCTP AMERICAN TEAM NATIONAL CHAMPIONSHIP				
	21 0109 1000 950 7245 810	06/30/2023	SCTP NATIONALS FEES	1,680.00
				1,680.00
SEWARD, TIM				
	21 0109 1000 920 6730 345	06/21/2023	BASEBALL OFFICIAL	150.00
	21 0109 1000 920 6730 345	06/26/2023	BASEBALL OFFICIAL	150.00
	21 0109 1000 920 6730 345	06/26/2023	MILEAGE	6.50
				306.50
TELSROW, ROD				

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
	21 0109 1000 920 6835 345	07/03/2023	SOFTBALL OFFICIAL	125.00
				125.00
TOWNSEND, JACOB				
	21 0109 1000 921 6710 320	07/06/2023	BBKB CAMP CLINICIAN JULY	170.00
				170.00
UMLAND, DON				
	21 0109 1000 920 6730 345	06/27/2023	BASEBALL OFFICIAL	150.00
				150.00
VANDERVINNE, STEVE				
	21 0109 1000 920 6835 345	06/26/2023	SOFTBALL OFFICIAL	125.00
	21 0109 1000 920 6835 345	06/26/2023	MILEAGE	10.00
				135.00
VONDERHAAR, RACHEL				
	21 0109 1000 921 6810 320	06/28/2023	GBKB CAMP CLINICIAN JUNE 2023	120.00
				120.00
			Fund Total:	38,382.26

<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	06/09/2023	HS COPIER 17 OF 45	259.00
	36 0013 2320 000 0000 739	06/19/2023	AC LEASE 11 OF 36	392.00
	36 0011 2320 000 0000 739	06/27/2023	FG LEASE 22 OF 49	455.00
				1,106.00
BUILDERS SALES & SERVICE COMPANY				
	36 0098 4700 000 9118 450	06/22/2023	Furnish and install seventy two (72) 24"	7,490.00
				7,490.00
CARPETLAND USA				
	36 0091 4700 000 9118 450	07/13/2023	BV ROOMS	11,127.15
				11,127.15
GRAINGER, INC., W.W.				
	36 0011 4700 000 0000 617	06/23/2023	DRINKING FOUNTAINS	4,532.52
	36 0011 4700 000 0000 617	06/28/2023	TOOL KIT/BATTERY PACKS/SLING/BATTERY	1,161.07
	36 0011 4700 000 0000 617	07/06/2023	1/3 1/9 HP MOTOR	604.64
				6,298.23
GREATAMERICA FINANCIAL SVCS				
	36 0011 2320 000 0000 739	06/26/2023	HW COPIER LEASE 51 OF 60	874.00
	36 0011 2320 000 0000 739	06/26/2023	JH LEASE 53 OF 60	962.00
	36 0092 2410 000 0000 739	07/03/2023	BV/CO LEASE 54 OF 60	461.50
	36 0091 2410 000 0000 739	07/03/2023	BV/CO LEASE 54 OF 60	461.50
	36 0095 2410 000 0000 739	07/04/2023	PV COPIER LEASE 54 OF 60	793.00
				3,552.00
JIM GIESE COMM'L ROOFING				
	36 0099 4700 000 9122 450	07/06/2023	HS & JH ROOF REPLACEMENT	497,323.34
				497,323.34
MCCLUNG PAINTING @ WALL COVERING				
	36 0092 4700 000 9118 450	06/30/2023	CO PAINT	8,163.67
				8,163.67
MIDWEST FIELD TURF				
	36 0099 4700 000 9118 450	07/07/2023	HS TURF REPLACEMENT	430,443.10
				430,443.10
MIDWEST TENNIS & TRACK CO				
	36 0099 4700 000 9118 450	07/07/2023	HS TURF REPLACEMENT	88,555.20
				88,555.20
NORTHWEST MECHANICAL, INC.				
	36 0011 4700 000 0000 450	06/29/2023	HS BOILER WORK	302.00
				302.00
PETERSEN PLUMBING AND HEATING				
	36 0011 4700 000 0000 450	06/30/2023	REPAIR H2O LINE TO HOSE BIB ON FB FIELD	845.60
				845.60
RAGAN MECHANICAL				
	36 0099 4700 000 9941 450	07/03/2023	HS WEST CHILLER	7,600.00
				7,600.00
SAMPSON FENCE LTD				
	36 0098 4600 000 9803 452	07/12/2023	JH SB FIELD STOR	42,680.00
				42,680.00
STEVE'S MIRROR & GLASS CO.				
	36 0011 4700 000 0000 450	06/27/2023	LAM GLASS	280.44
				280.44

Vendor Name

Account Number

Invoice Date

Description

Amount

Fund Total:

1,105,766.73

<u>Vendor Name</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
<u>Account Number</u> AMAZON CAPITAL SERVICES 64 172 000 0000 000	06/28/2023	AIRPLANE SUPPLIES	141.89
			141.89
		Fund Total:	141.89

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
ADVANTAGE ADMINISTRATORS				
71 0011 2575 000 8211 347		06/26/2023	MEDICAL CLAIMS	28,295.42
71 0011 2575 000 8211 347		06/30/2023	MEDICAL CLAIMS	21,217.12
71 0011 2575 000 8211 347		07/10/2023	MEDICAL CLAIMS	28,722.54
				78,235.08
DELTA DENTAL				
71 0011 2575 000 8202 347		06/27/2023	DENTAL CLAIMS	12,326.51
71 0011 2575 000 8202 347		07/05/2023	DENTAL CLAIMS	6,271.96
71 0011 2575 000 8202 347		07/11/2023	DENTAL CLAIMS	8,974.18
				27,572.65
			Fund Total:	105,807.73

<u>Vendor Name</u>	<u>Account Number</u>	<u>Invoice Date</u>	<u>Description</u>	<u>Amount</u>
AMAZON CAPITAL SERVICES				
	91 0011 1000 100 8915 892	06/28/2023	ROBOTICS	159.68
				159.68
BROWN, KATEEYA				
	91 0091 3300 000 8907 892	06/20/2023	SYMPATHY ARRANGMENT FOR EW	45.00
				45.00
CODY PTA				
	91 0092 3300 000 8102 892	06/30/2023	JUNE PTA DUES	19.94
				19.94
HYVEE80533				
	91 0093 3300 000 8906 892	05/18/2023	GREETING AND GOING AWAY	41.10
	91 770 411 8907 000	05/22/2023	OFFICE SUPPLIES	60.96
	91 0091 3300 000 8906 892	05/25/2023	SENIOR WALK	95.62
	91 0099 3300 000 8907 892	05/30/2023	BLUE FOIL/TISSUE	11.95
	91 0099 3300 000 8907 892	05/31/2023	BALLOONS	15.00
	91 499 161 8907 000	06/02/2023	SUNSHINE FOOD SERVICE	47.98
	91 0099 3300 000 8907 892	06/05/2023	HAZELWOOD SYMPATHY	85.00
				357.61
JOHNSON DISTRIBUTING INC				
	91 0099 3300 000 8907 619	05/30/2023	HS WATER	21.00
	91 0099 3300 000 8907 619	06/27/2023	HS WATER	7.00
				28.00
KIM, KIMBERLY				
	91 0094 1790 000 8102	07/11/2023	PTA DUES 23-24	12.00
				12.00
PLEASANT VALLEY HIGH SCHOOL PTA				
	91 0099 3300 000 8102 892	06/30/2023	JUNE PTA DUES	12.00
				12.00
SCHADT, BARBARA				
	91 0094 3300 000 8907 892	05/30/2023	GREETING CARDS	9.98
				9.98
SEXTON, JANE				
	91 0094 3300 000 8907 892	05/31/2023	RUNKLE FLOWERS	94.97
	91 0094 3300 000 8907 892	05/17/2023	RUNKLE RETIREMENT	30.00
				124.97
			Fund Total:	769.18

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?

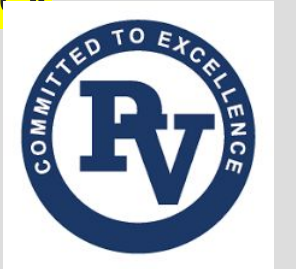
STAKEHOLDER INPUT

- 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

Table of Contents

Student Outcomes Audit Report Introduction	2
Audit Overview	2
Audit Processes	4
Part 1- Qualitative Findings	6
Unclear Value of Diversity, Equity and Inclusion	6
Consistency	8
Transparency	9
Representation	11
Part 2- Quantitative Findings	12
Graduation Rates	13
Special Education, 504 and At-Risk	16
Talent and Gifted	22
Quantitative Findings, Interpretation of Unique Attributes and Recommendations	26
References	28
Appendices	29



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.

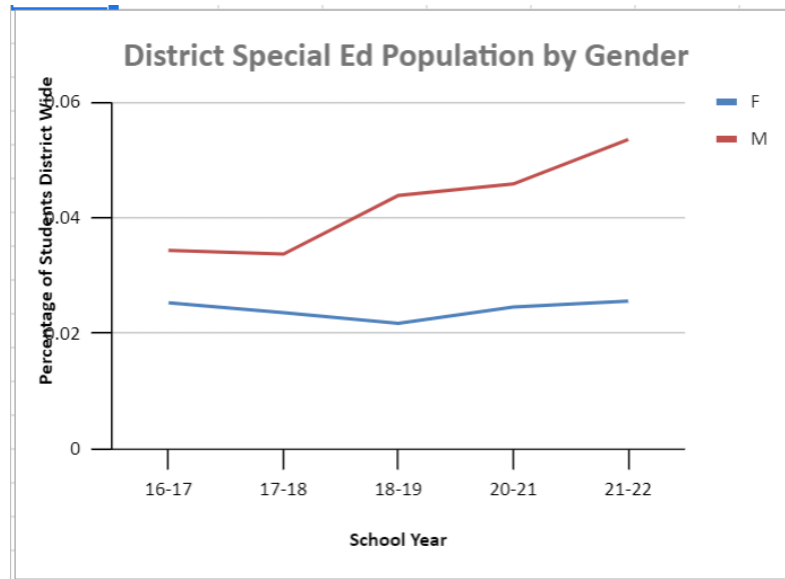
Gender is designated in two categories: male and female. No additional gender identity data was available. Racial and ethnic groups are denoted in the CASA Desk reporting: Hispanic/Latino, American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, 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	Total SpEd	SpEd							
		Total SpEd F	F			Total SpEd M	M		
			Elem	JH	HS		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.

References

Gifted and talented education in Iowa. (n.d.).

<https://educateiowa.gov/sites/default/files/documents/IowaCodeandRule-Gifted-Talented.pdf>

<https://www.legis.iowa.gov/legislation/BillBook?ga=89&ba=HF802>

Ogunyemi, D., Clare, C., Astudillo, Y. M., Marseille, M., Manu, E., & Kim, S. (2020).

Microaggressions in the learning environment: A systematic review. *Journal of Diversity in Higher Education*, 13(2), 97–119. <https://doi.org/10.1037/dhe0000107>

Peters, S. J. & Gentry, M. (2012). Group specific norms and teacher rating scales: Implications for underrepresentation. *Journal of Advanced Academics*. 23, 125-144.

Peterson, J. S. (2013). School Counselors'™ Experiences with Children from Low-income Families and Other Gifted Children in a Summer Program. *Professional School Counseling*, 194-204.

WestEd Justice and Prevention Research Center. Restorative Justice in U.S. Schools: A Research Review defines restorative justice. <https://files.eric.ed.gov/fulltext/ED595733.pdf>

US News. (23 February 2023)

<https://www.usnews.com/education/k12/pennsylvania/districts/pleasant-valley-sd-106729>

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

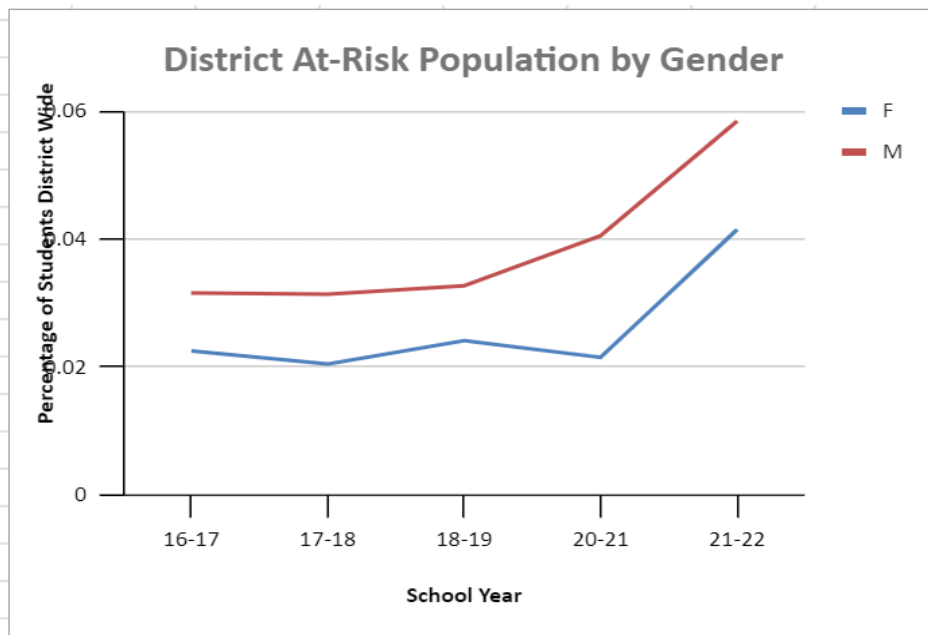
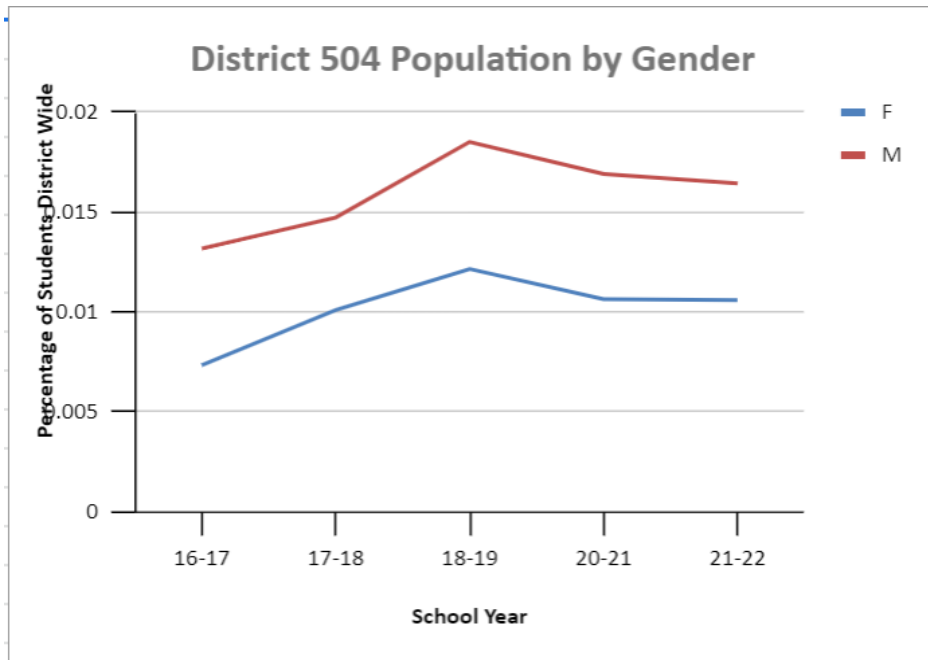
Theme	Quotes Associated with Theme
<p>Unclear Value of DEI</p>	<ul style="list-style-type: none"> • Students- “When things happen they say they care, but then they look to us for solutions” • Parents- There seems to be “fear of discussion”, “not willing to have hard conversations”, the District needs 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





LOCKER ROOM ADDITION: 8,176 SF



CLASSROOM ADDITION: 27,740 SF

CAFETERIA ADDITION: 5,521 SF

MAIN LEVEL FLOOR PLAN
SCALE: 1/16" = 1'-0"

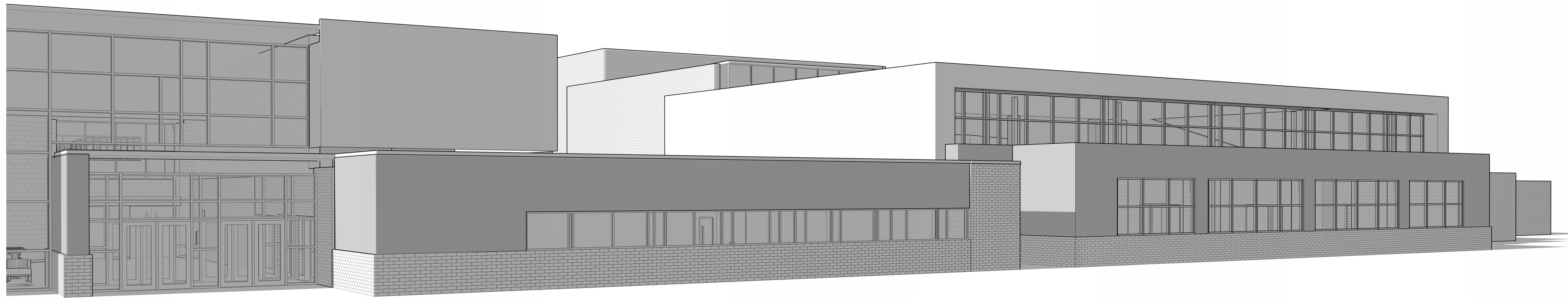
frk architects + engineers

PLEASANT VALLEY HIGH SCHOOL
PLEASANT VALLEY SCHOOL DISTRICT
BETTENDORF, IOWA

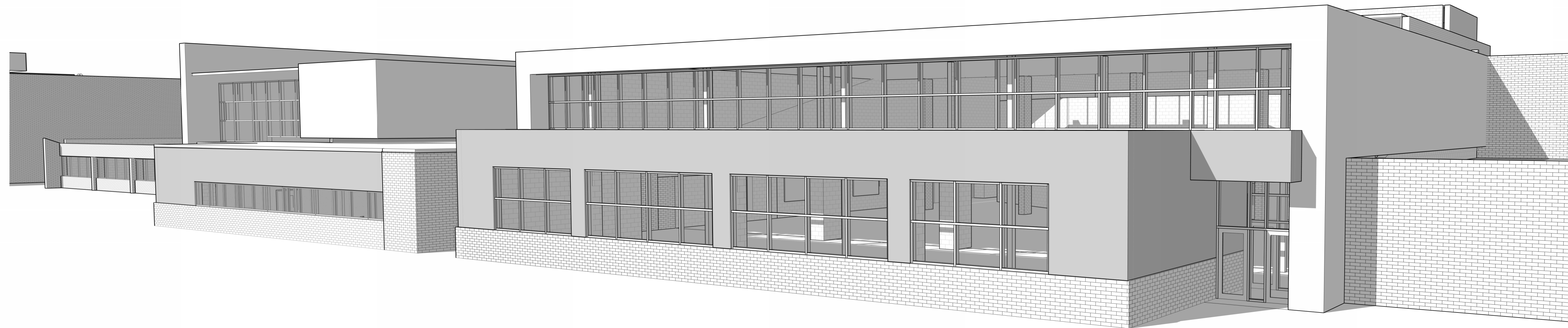


CLASSROOM ADDITION: 24,695 SF

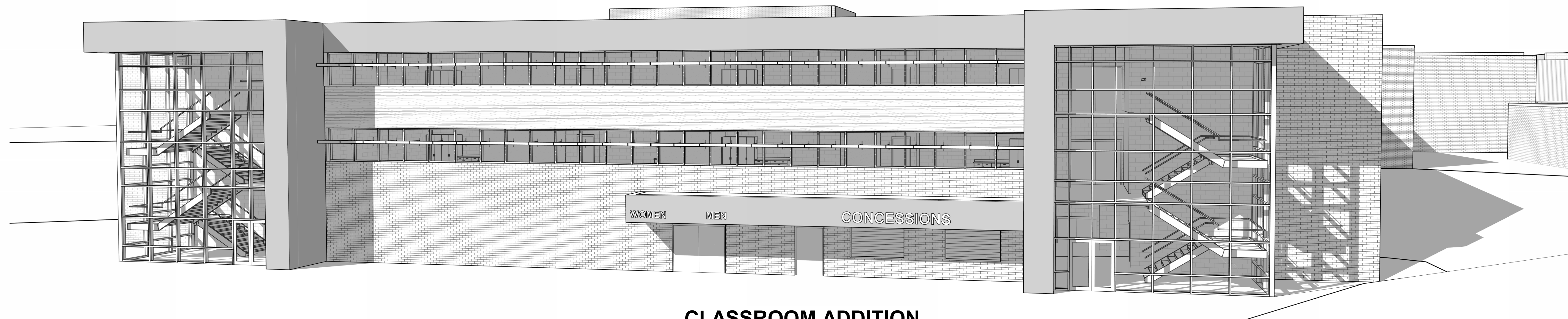
SECOND LEVEL FLOOR PLAN
 SCALE: 1/16" = 1'-0"



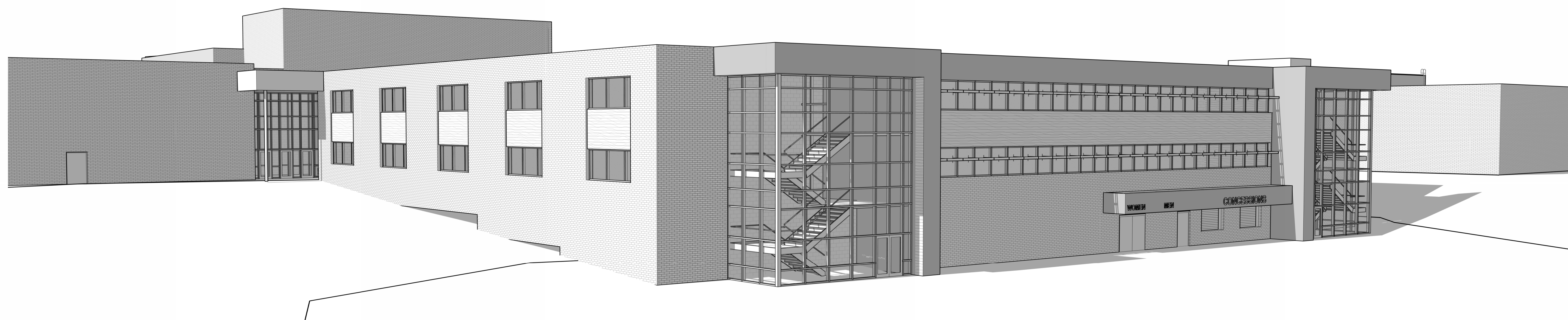
CAFETERIA ADDITION



CAFETERIA ADDITION



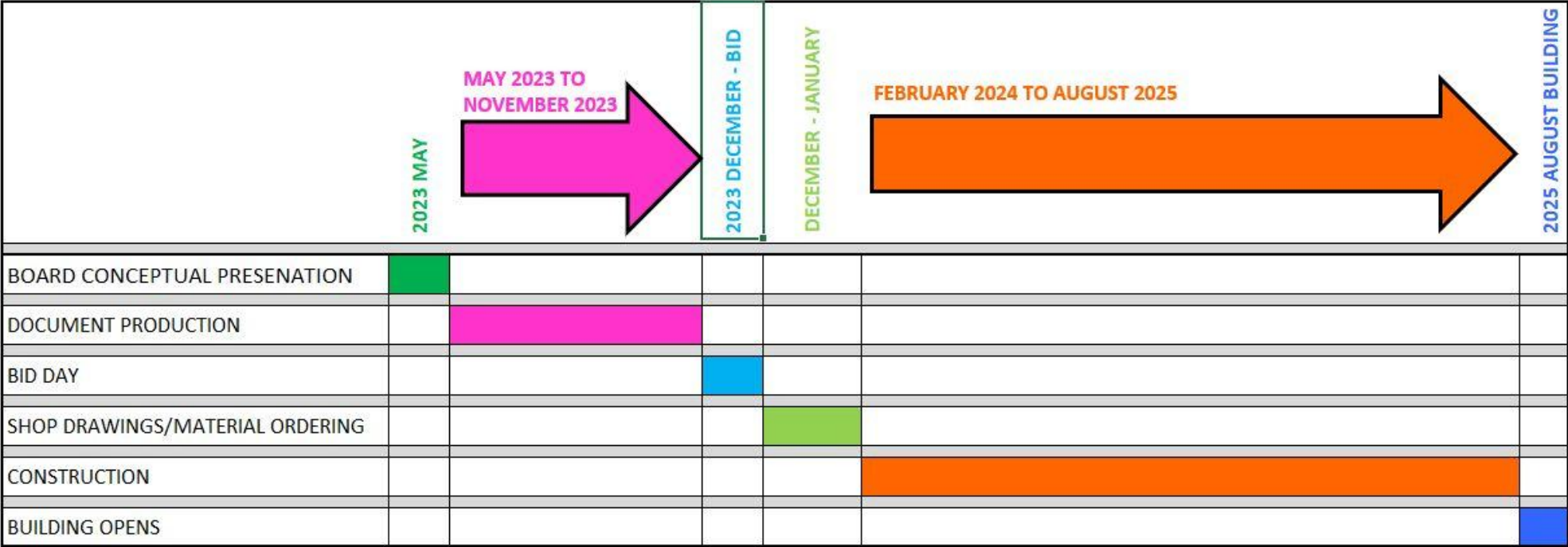
CLASSROOM ADDITION



CLASSROOM ADDITION

Proposed Project Timeline

- Schematic Design starting in May, 2023
- Bid the project in December, 2023
- Construction Start Winter of 2024
- Project complete Fall 2025





2023 Legislative Platform



2023 Legislative Beliefs

PUBLIC EDUCATION

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

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

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

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

EDUCATIONAL EQUITY

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

GOVERNANCE

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

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

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

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

SCHOOL CHOICE

Iowa law provides sufficient choice through public charter schools, open enrollment, home school assistance, postsecondary enrollment options and nonpublic school alternatives. Additional investments in tax credits for nonpublic tuition or other options are not necessary to provide educational choice.

SCHOOL BOARD MEMBERS

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

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

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

ELECTIONS

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

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

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

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

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

IOWA ASSOCIATION OF SCHOOL BOARDS

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

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

SCHOOL DISTRICT ORGANIZATION

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

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

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

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

- The best interest of students is the most important factor considered.
- The reorganization or dissolution is voluntary—initiated and voted upon by the citizens of the school districts involved.
- The state offers sufficient incentives to make the reorganization or sharing financially attractive to the school districts involved.

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

PUBLIC RECORDS AND OPEN MEETINGS

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

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

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

SCHOOL FUNDING

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

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

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

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

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

Efficiency: A diverse system of school finance helps schools control costs. To ensure well-managed and efficient schools, the school funding system must encourage cooperative ventures and the

pooling of resources and services. The school funding system must address increased costs due to inflation and other economic factors.

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

SCHOOL INFRASTRUCTURE

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

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

EDUCATION'S ROLE IN ECONOMIC DEVELOPMENT

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

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

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

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

EDUCATIONAL STANDARDS AND ACCOUNTABILITY

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

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

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

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

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

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

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

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

EDUCATION TECHNOLOGY

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

Administration of the ICN should continue to prioritize educational access above other users. The state has a role in ensuring equitable access to technology and should provide sufficient resources to

purchase technology, support school technology plans and include professional development for educators on how to use technology to improve instruction and student outcomes.

EARLY CHILDHOOD

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

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

STUDENTS

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

SCHOOL SAFETY

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

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

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

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

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

TEACHER QUALITY

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

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

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

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

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

EDUCATOR PREPARATION AND LICENSURE

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

PERSONNEL EVALUATION

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

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

EMPLOYEE RELATIONS AND COLLECTIVE BARGAINING

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

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

The results of collective bargaining should be to:

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

BENEFITS

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

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

Substitute employees should not be eligible for unemployment compensation.

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

DEPARTMENT OF EDUCATION

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

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

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

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

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

AREA EDUCATION AGENCIES

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

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

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

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

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

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

COMMUNITY COLLEGES

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

FEDERAL GOVERNMENT

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

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



2023 Legislative Resolutions

STUDENT ACHIEVEMENT AND ACCOUNTABILITY

1. STUDENT ACHIEVEMENT

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

- Provide technical assistance for school districts to fully implement the Iowa Content Standards which define what students should know and be able to do in math, science, literacy, social studies, and 21st century skills.
- Ensure research-based professional development that provides educators with training, support and time to work together.
- Support intensive, high-quality tutoring to improve student literacy and math proficiency.
- Continue evidenced-based literacy materials to help improve student achievement.
- Expand programming for career and technical education and apprenticeships.
- Ensure assessments are aligned to high expectations, improve and align instruction, and quality professional development.
- Support curriculum decisions that are made by locally elected school boards.
- Allow a consideration process that engages stakeholders, the Department of Education, and the state board of education in new graduation requirements.
- Provide full access to technology and online learning through Infrastructure investments, including:
 - Provide incentives to expand service with a priority on those areas with access to the slowest speeds.
 - Guarantee minimum download and upload speeds as a condition to receive grant funding or other financial incentives.

2. PRESCHOOL

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

- Ensure all school districts have the capacity to serve all 4- and 5-year-olds.
- Allow districts to provide services such as full-day programming, transportation and wraparound care.
- Additional support and resources to provide the necessary behavioral and educational services to 2-5 year olds.

3. EARLY LITERACY

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

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

4. ENGLISH LEARNERS

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

5. SCHOOL SAFETY

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

- Expand resources and evidence-based training for staff and adults working with students to address behavioral issues.
- Provide early identification, intervention, and school violence prevention programs.
- Enhance flexibility for schools to work with parents, the community, law enforcement and emergency personnel to institute safety measures in and around schools.
- Provide evidence-based school safety training for students and staff.

- Allow maximum flexibility and equitable distribution of resources to meet student, staff and building safety needs.

6. DROPOUT/AT RISK

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

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

7. MENTAL HEALTH

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

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

8. SPECIAL EDUCATION

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

- Ensure predictable and timely state funding that is reflective of the actual cost and needs of these students, including educational programming and healthcare.

- Support federal funding that covers 40% of the cost of educating students receiving special education services through the Individuals with Disabilities Education Act (IDEA).
- Modernize and fully fund IDEA by emphasizing improved outcomes for students with disabilities.

9. SHARING AND REORGANIZATION

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

- Continue sufficient incentives and assistance to encourage sharing or reorganization between school districts, including the establishment of regional schools.
- Expand maximum supplementary weighting and increase the number of positions eligible for operational sharing incentives.

10. AREA EDUCATION AGENCIES

Area education agencies (AEAs) provide essential services to PK-12 students. We support state policies that provide full and equitable funding across all area education agencies to provide essential services in a cost-effective manner to students and school districts including, but not limited to:

- Special education;
- Technology;
- Professional development;
- Curriculum assessment;
- Student assessment data analysis;
- Teacher training on social-emotional learning and mental health services for students in schools; and
- Online remote learning platform for students.

EDUCATOR QUALITY

11. TEACHER RECRUITMENT AND LICENSURE

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

- Ensure high-quality teacher preparation programs, including alternative licensure programs for individuals with non-traditional or international education backgrounds.
- Provide research-based pedagogy training in addition to content knowledge in a curricular area.
- Encourage initiatives and programs that diversify Iowa's teaching profession to better match our student demographic makeup.
- Expand programs such as Teach Iowa Scholar, Teacher Intern Program, and others as approved by the Board of Educational Examiners.
- Create programs for student teaching grants and stipends and expand teacher apprenticeship programs to make education careers a more attractive and affordable option.
- Use the management fund to offer recruitment incentives to attract high-quality teachers.
- Create reciprocity agreements with other states that have high-quality teacher preparation programs to increase diversity among certified teachers and administrators.

12. TEACHER PROFESSIONAL DEVELOPMENT AND RETENTION

Developing effective teachers and keeping them in every Iowa school district is crucial to student success and can be supported through state policies that:

- Provide teacher leadership and quality professional development programs.
- Provide beginning teacher mentoring programs.
- Use the management fund to offer retention incentives to maintain a high-quality teacher workforce.
- Allow flexibility and resources to pay school staff market competitive wages.
- Provide resources to school districts for ongoing cultural competency training.

FISCAL RESPONSIBILITY AND STEWARDSHIP

13. SUPPLEMENTAL STATE AID

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

- Sufficiently supports the ability of local districts to meet parent and community expectations and provide a world-class education for all students.

- Provide the resources to recruit and retain a high-quality teacher and staff workforce.
- Incorporate inflation and cost-of-living increases to minimize the negative impact on a district's general fund from these increased costs.

14. SCHOOL FUNDING POLICY

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

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

15. PROPERTY TAXES

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

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

16. TAX BASE

A stable and growing tax base is essential to ensure sufficient funding to school districts to support a world class education for all students. We support state policies to:

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

We oppose a constitutional amendment or statewide voter referendum that would limit taxes, spending or local control impacting education.

17. BOND ISSUES

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

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

18. UNFUNDED MANDATES

Mandates on school districts that are imposed without funding put pressure on the school's general fund budget and can negatively impact efforts to provide a high-quality education for all students. We oppose any mandate that does not provide adequate and direct funding for successful implementation.

GOVERNANCE

19. LOCAL ACCOUNTABILITY AND DECISION-MAKING

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

Local accountability and decision making include:

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

20. PUBLIC SCHOOL INNOVATION

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

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

21. PRIVATE SCHOOL CHOICE

Private schools are not required to accept all students regardless of race, religion, gender, gender identity, sexual orientation, socio-economic status, and disability. Private schools are not held to the same standard as public schools with respect to accountability and transparency. Parents should have the choice to enroll their children in private schools, but not with taxpayer money.

We oppose state policies that:

- Establish vouchers, educational savings accounts or any other program that uses taxpayer dollars to fund private schools.
- Provide direct payment of taxpayer funds to private schools or to home school education.
- Increase tax credits or deductions directed toward private schools or home school education.

22. HOME SCHOOL EDUCATION

Parents and guardians have school choice in many forms, including through home school education.

We support state policies that:

- Continue Home School Assistance Programs (HSAP) provided by public schools to help home-schooled students achieve success.
- Require registration of all home-schooled students within their district of residence to facilitate assistance through the HSAP.

Tentative 2024 Priorities:

Priority #1: PK-12 School Funding

The Pleasant Valley Community School District supports protecting K-12 funding from future cuts and maintaining PK-12 public school funding as a top priority allowing districts to plan responsibly and budget for the future. For example:

- Supplemental State Aid - Determine a rate that supports the ability of local districts to meet parent and community expectations, provides a world class education to all students, and incorporates inflation or cost-of-living increases to minimize the impact on a district's general fund.
- Special Education - Explore state funding that is reflective of the actual costs and needs of students, including educational programming and healthcare
- Dropout/At Risk - Allow for an equalization across the state for all districts to generate prevention funds up to the allotted 5%.

Priority #2: Educational Opportunities

The Pleasant Valley Community School District supports various educational opportunities outside of public school but not at the loss of public school funding at the state or local level or having different expectations for accountability and transparency.

Priority #3: Educator/Staff Shortage and Quality Instruction

The Pleasant Valley Community School District supports maximum flexibility to hire and retain staff that will provide high quality instruction and support, including strategies that will broaden the reach of attracting new teachers to Iowa.

Priority #4: Mental Health

The Pleasant Valley Community School District supports funding and incentives to maintain or increase comprehensive school based mental health programs that include in-school access for all students along with comprehensive community mental health systems which offer preventative and treatment services.

FEATURED WORKSHOPS

WEDNESDAY, NOV. 15, 2023

- **It's All About Trust: Developing & Balancing School Board-Superintendent Team Trust**, *Bill de la Cruz, Belonging & Inclusion Thought Leader*
- **FUEL for Leadership**, *Ray Lauk, Leadership Development Expert*
- **Ready, Set, Govern! Onboarding Workshop**
- **School Finance 101, 201 & 301**
- **Board Secretary Workshop**
- **Basics for Board Secretaries**

KEY DATES

- **Aug. 7:** Registration & lodging opens
- **Sept. 18:** SCHED digital program launches
- **Nov. 15:** Delegate Assembly
- **Nov. 15–17:** Convention & Trade Show

THREE EXCITING KEYNOTERS

THURSDAY, NOV. 16, 2023



Ravi Hutheesing

Education & Cultural Futurist



Chuck Underwood

Generational Expert & Founder of the Generational Imperative, Inc.



Bill de la Cruz

Belonging & Inclusion Thought Leader

SAVE THE DATE

78TH IASB

ANNUAL CONVENTION and Trade Show

Current and newly-elected board members—explore critical components of leadership, build key communication skills and forge networks with school board members from across Iowa!

Nov. 15–17, 2023



Iowa Events Center, Des Moines