

COUNSEL'S CORNER

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IASBO General Counsel

SBO Authorization Program - Legal and Practical Tips -

A whole new world will soon become a reality for any individuals deemed to be a "School Business Official" ("SBO") in Iowa schools. Many questions have arisen regarding the July 1, 2012 implementation of the SBO Authorization Program and what, if anything, business officials, school boards, and/or administrators should be doing to embrace and/or successfully implement the SBO Authorization Program. This article, written after consultation with the Iowa Department of Education, seeks to answer some of those questions and also provide some guidance and helpful tips to business officials, as well as their administrators and boards as they embark upon this "new world".

1. Q. Is a school district's board of directors legally required to approve an individual as an SBO for their respective school district?

A. The rules governing the SBO Authorization Program do not legally require a school board to formally approve or appoint the District's designated SBO(s) either initially or on an annual basis. However, if a designated SBO also serves as the Board Secretary, he/she must continue to be appointed annually by the Board as required by Iowa law.

2. Q. Who then designates a person as an SBO and how is that done?

A. For SBOs hired before July 1, 2012, the Superintendent must complete and submit to the Board of Educational Examiners ("BoEE") a form so as to designate an employee as a school district SBO. Accordingly, it will be up to each district superintendent (hopefully in consultation with the district's business office) to determine who or which individuals should be designated as SBOs for their respective districts. Once a person receives a school business authorization, under the rules that person may then perform, supervise, and be responsible for the overall financial operation of the school district.

For SBOs hired after July 1, 2012, presumably a different BoEE form/process will need to be completed and followed by prospective SBOs and their respective districts. The rules only state that "Effective July 1, 2012 a person who is interested in a school business official authorization shall apply for authorization . . . and submit records of credit to the BoEE for evaluation in terms of required hours and courses." The BoEE has yet to develop this form/process, but IASBO will forward this information on to members as soon as it is available. Once completed, the rules state that the BoEE application form shall be available at www.boee.iowa.gov.

3. Q. Even though it is not legally required, are there other reasons a school district may want to have the board of directors approve or at least review its SBO designation?
- A. The Department of Education has specifically indicated that while it is not *legally necessary* and it does *not intend to compel* school board approval of designated SBOs, it still believes it is likely a good idea for school boards to approve it, particularly due to the SBO's fiduciary role with their boards. If school boards do become involved, the school board review and/or approval would not be necessary annually, just whenever an initial designation is made for either a current or new SBO.

Additionally, from a practical standpoint, if you take the issue to the school board to get approval this would provide an ideal opportunity for the superintendent and SBO to educate the board about the about the new SBO Authorization Program, the intent behind the law and the standards and criteria now in effect, as applicable, to the SBO position.

It is recommended that even if you don't take the SBO designation to the Board for formal approval, the administration would be wise to inform the school board, if they have not already, about the SBO Authorization Program, its new standards and criteria and what this Program means to the District in both the short term and long term.

4. Q. What other issues may be relevant to SBOs and their school districts related to the new SBO Authorization Program and its implementation?
- A. i. SBOs should note that under the rules for the new SBO Authorization Program the criteria of professional practice and rules of the Board of Educational Examiners (i.e. Code of Professional Conduct and Ethics and the Rights and Responsibilities described in Iowa Administrative Code chapters 25 and 26) are now applicable to those holding SBO authorizations. It is, therefore, strongly recommended that all SBOs review the BOEE rules and criteria on professional practice because a violation of those rules and criteria could lead to the suspension or revocation of an SBO Authorization (similar to the suspension or revocation of a teacher license for failure to meet those professional practice rules and responsibilities).
- ii. Schools should review and consider updating for next year the job descriptions for all employees in the district's business office and not just those designated as SBOs. Due to the standards and criteria and authorizations for SBOs, many schools may likely need to shift some responsibilities around from and to the various business office employees. For those smaller districts with only one business office employee, the job description for that individual should still be reviewed to ensure it encompasses those standards and criteria outlined in the rules. The new SBO standards and criteria basically create a roadmap for an SBO job description. Not all standards and criteria may apply, but most will.
- iii. As legal counsel for school districts we will likely be advising, if asked, that school districts should create new employment contract forms for SBOs which incorporate by reference the new standards and criteria now required of SBOs. Not every standard and criteria will apply to all SBOs, so that is why a careful review of job descriptions is critical.
- iv. It is also likely now that standards and criteria must be met and maintained by SBOs that superintendents and/or school boards may be wise to have more formal evaluations conducted of SBOs to analyze their performance in connection with those applicable standards and criteria. Again, it will be critical for SBOs to ensure that their own job

description(s) accurately reflect(s) what they do and that an SBO only be evaluated against those standards and criteria that directly apply to their jobs. For example, Standard 3, Criteria (g) states that the SBO “as the official district custodian of records” must file and preserve all required documents and reports. Not all SBOs are the official custodian of district records, so those SBOs who are not the official custodian, should not be evaluated on this specific standard/criteria.

For those current SBOs who have not reviewed and/or become familiar with: 1) the rules governing the new SBO Authorization Program, 2) the Program’s standards and criteria and 3) the Program application form for superintendent signature and submittal to the BoEE, and 4) the BoEE Professional and Ethical rules and standards now governing SBOs, the time to act is now. July 1st will be here in just a couple of short months.

If there are questions about the SBO Authorization Program, they may be directed to the BoEE, the Department of Education or school district legal counsel.

The purpose of this column is to identify issues. It does not purport to be exhaustive or to render legal advice. You should consult with qualified counsel or other professionals in developing responses to specific situations.

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Iowa ASBO Dates to Remember

- July 17, 2012 – Bootcamp for beginning School Business Officials (how to survive the first 90 days)
- July 19, 2012 - IASBO Leadership Conference for IASBO Board, committees, regional directors, past presidents
- September 27, 2012 – IASBO conference on “Building Construction From the Ground Up” – focus on finance, contracts, bidding, long term record requirements etc.
- October 12-15, 2012 ASBO International Annual Meeting and Exhibits, Phoenix, Arizona
- October 24, 2012 – Bootcamp 2 for new Board Secretaries and School Business Officers at the West Des Moines Sheraton
- October 24-26, 2012 - IASBO Fall Conference at the West Des Moines Sheraton
 - IASBO 50th Anniversary Celebration Activities
 - October 24 – New Bd. Sect. Workshop
 - Casino and costume event at West Des Moines Sheraton – 7-10 p.m.
 - October 25 – IASBO Conference – full day
 - Banquet, program, entertainment, dance at Iowa Event Center – 7-11 p.m.
 - October 26 – Conference sessions – Academy and IASBO – full day
- March 27-28, 2013 IASBO - Annual Meeting & Trade Show, Scheman Center in Ames, Iowa
- May 15-17, 2013 - Iowa School Business Management Academy, Scheman Center in Ames
- October 25-28, 2013 - ASBO International Annual Meeting and Exhibits, Boston, Mass.
- September 19-22, 2014 - ASBO International Annual Meeting and Exhibits, Orlando, Florida
- Oct 30- Nov 2, 2015 - ASBO International Annual Meeting and Exhibits, Dallas, Texas

Iowa School Business Official Standards and Criteria

The Iowa School Business Official Standards appear in Iowa Administrative Code section 281 – 81.7(1). Iowa Administrative Code section 281-81.7 was developed to support Iowa Code section 256.7(30). These criteria were developed by the Iowa Department of Education with input from stakeholders and adopted by the State Board of Education on X/XX/1X. The standards listed below define broad areas of functionality evident within the position of School Business Official. The criteria under each standard define knowledge, skills, and processes that are necessary within the responsibilities of the position of School Business Official. These standards and criteria promote the value of the school business official's fiduciary responsibility to the taxpayer as well as promoting effective governmental transparency and accountability.

Standard 1

Demonstrates an understanding of Uniform Financial Accounting, Governmental GAAP accounting, and statutory concepts.

Criteria

The school business manager:

- a. Is responsible for understanding and adhering to the Uniform Financial Accounting manual and the current, accepted Chart of Accounts.
 1. Codes all salaries and benefits to the appropriate function, program, and project (if applicable) of service on a monthly basis.
 2. Ensures revenues, expenditures, and expenses are appropriately coded to the correct account on a monthly basis.
 3. Ensures balance sheet items are properly coded as directed.
- b. Understands and ensures implementation of state and federal law related to employment, personnel, and payroll.
- c. Has an understanding of all projects and grants for which the district receives funding.
- d. Understands the certified budgeting process and the content and purpose of each section of the Aid and Levy Worksheet.
- e. Understands the concept of spending authority.

Standard 2

Implements effective internal controls and accounting processes.

Criteria

The school business manager:

- a. Provides data on a monthly basis in sufficient detail as to be informative and useful for decision makers and stakeholders in providing educational and co- and extra-curricular programs.
- b. Ensures delivery, on a monthly basis, of a statement of receipts, disbursements, and amount on hand for every fund.
- c. Ensures reconciliation of bank statements on a monthly basis.
- d. Consistently follows the procedure by which products and services may be purchased (state bidding requirements, purchase orders, and purchasing processes).
- e. Ensures an annual line item budget is completed in a timely way.
- f. Maintains an itemized statement no more than five years old of the appraised value of all buildings and other capital assets and a list of historical costs.
- g. Invests moneys not needed as authorized under Iowa Code and district policy.

- h. Uses only depositories approved by the board.
- i. Makes payments only to the person entitled to the payment and only for verified bills.
- j. Understands and implements the various mechanisms by which to borrow money as well as the appropriate account coding and repayment processes.
- k. Is able to produce budget forecasts and analyses of spending.

Standard 3

Understands and complies with federal, state, and local reporting requirements.

Criteria

- a. Produces periodic board reports, reflecting a financial statement in relation to spending authority and published budget control lines.
- b. Ensures that an accurate and separate account of each fund is maintained.
- c. Ensures the filing of all quarterly and annual payroll taxes and reports in a timely fashion, including, but not limited to IRS forms 941, 1099, W2, W3, and OMB Circular A-87.
- d. Files with the Department of Education, the Department of Management, and the State Auditor, all required reports in a timely fashion.
- e. Understands the local collective bargaining agreement as well as nonemployee contracts.

Standard 4

Demonstrates compliance with applicable federal, state, and local laws.

Criteria

The school business official:

- a. Understands the district's board policies and procedures and effectively implements applicable policies and procedures.
- b. Implements effective records management processes and procedures.
- c. Has a working knowledge of laws applicable to school districts and area education agencies.
- d. Understands and implements employment laws.
- e. Understands and implements bidding and construction laws.
- f. Understands and implements pension processes including, but not limited to, retirement plans, IPERS, and 403B investments.
- g. Ensures board president and secretary signatures are on all checks and the board president's signature is on all contracts.
- h. Ensures billing for all tuition items is complete on the current prescribed timeline.
- i. Manages scheduling and preparation for the local audit, including any Request For Proposal for audit services as applicable.

Standard 5

Demonstrates competence in technology appropriate to the school business official position.

Criteria

The school business official:

- a. Effectively manages an integrated accounting system for fund accounting by the district and is able to assess technology needs for fiscal management issues.
- b. Maintains all funds in one integrated accounting system.

- c. Displays a working knowledge of other software programs if required to be used by the school business official.
- d. Is able to use word, database, and spreadsheet documents effectively to meet the needs of the district.
- e. Displays competence with the secured Department of Education web site for reporting purposes and has attended applicable training sessions on usage.
- f. Is able to upload the Chart of Accounts and understands the relationship of the Chart of Accounts to the other reports including, but not limited to, the special education supplement, the annual report on use of sales tax revenue, and the annual transportation report. This includes testing accounts used for accuracy in a manner that allows for identification of issues prior to the actual submission deadline.

Standard 6

Demonstrates appropriate personal skills.

Criteria

The school business official:

- a. Is an effective communicator with all stakeholders including, but not limited to, colleagues, policy-makers, community members, and parents.
- b. Works effectively with employees and stakeholders.
- c. Ensures the timely flow of information.
- d. Maintains confidentiality with personal, restricted and embargoed information.
- e. Is able to analyze, evaluate, and problem solve.
- f. Timely and accurately performs the duties of a school business official.
- g. Maintains an environment of mutual respect, rapport, and fairness.
- h. Participates in and contributes to a school culture that focuses on improved student learning.

Standard 7

Engages in professional growth.

Criteria

The school business official:

- a. Stays current with accounting technologies and the Department of Education's financial reporting system.
- b. Demonstrates habits and skills of continuous inquiry and learning.
- c. Works collaboratively to improve professional practice.
- d. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- e. Engages with administration on an annual review of the effectiveness of district accounting and reporting processes and on an individual performance evaluation consistent with district policy.
- f. If the school business official has not earned full SBO authorization, participates in the School Business Official Mentoring Program.

Standard 8

Fulfills professional responsibilities established by the school district.

Criteria

The school business official demonstrates professional and ethical conduct as follows:

- a. Adheres to board policies, district procedures, and contractual obligations and ensures that applicable district policies are not in conflict with state law.
- b. Demonstrates professional and ethical conduct as defined by state law and district policy.
- c. Contributes to efforts to achieve district goals.
- d. Is able to contribute to cost/benefit analyses.
- e. Participates in the Board of Educational Examiners Ethics Program.
- f. Follows the Code of Professional Conduct and Ethics and the Rights and Responsibilities described in Iowa Administrative Code chapters 282-IAC 25 and 26.

Standard 9

If the school business official is also the board secretary and/or treasurer, the individual will:

Criteria:

- a. Take the oath of office within 10 days following appointment.
- b. File a bond and ensure the level of coverage is adequate.
- c. Hold office until a successor has been appointed and qualified.
- d. Publish minutes, bills, and salaries on a timely basis.
- e. Ensure the Department of Education, county auditor, and treasurer are informed timely of the names and addresses for board officers as well as any changes therein.
- f. File and preserve copies of all required reports and all papers transmitted pertaining to the business of the school corporation, including all certificates, reports, and proofs related to compulsory education.
- g. Maintains separate books for minutes and elections, and ensures the records are complete.
- h. Deliver all claims to the board for audit and allowance.

RESOLUTION NAMING DEPOSITORIES

Resolved, that the Adel DeSoto Minburn Community School District approve the following financial institutions to be depositories of the Adel DeSoto Minburn Community School funds in conformance with all applicable provisions of Iowa Code Chapters 452 and 453 (1983) as amended by 1984 Iowa Acts, S.F. 2220. The school district treasurer is hereby authorized to deposit the Adel DeSoto Minburn Community School District's funds in amounts not to exceed the maximum approved for each respective financial institution as set out below:

| Depository Name | Location of Home Office | Maximum Balance |
|-----------------|-------------------------|-----------------|
| Wells Fargo | Adel, Iowa | \$12,000,000 |
| Wells Fargo | Des Moines, Iowa | \$ 5,000,000 |
| ISJIT | Des Moines, Iowa | \$ 1,000,000 |

CERTIFICATION. I hereby certify that the foregoing is a true and correct copy of a resolution of the Adel DeSoto Minburn Community School District adopted at a meeting of said public body, duly called and held on _____.

2012-2013
Student Teaching Agreement

THIS AGREEMENT, made and entered into by and between *Grand View University* (Institution) and **Adel DeSoto Minburn Community School District** (School District) in accordance with the Code of Iowa, establishes the terms and conditions under which Student Teachers from *Grand View University* will perform duties with Cooperating Teachers in the School District.

1.0 Scope of the Agreement:

- 1.1 This agreement establishes procedures for the placement, assignment, termination, change of assignment, supervision, evaluation, status and authority of Students, and compensation for Teachers.

2.0 Placement:

- 2.1 The placement of Students shall be accomplished on a cooperative basis involving both the Institution and the School District.
- 2.2 Placement shall be initiated by the appropriate Institution personnel by communication with the appropriately designated School District personnel.
- 2.3 The Institution shall present to School District a list of Students showing the grade level, subjects preferred and other relevant information before assignments are made.
- 2.4 The Institution may refuse the services of any Teacher, but such refusal shall not be based on age, race, religion, creed, color, sex, national origin, disability, veteran status, or sexual orientation.
- 2.5 The School District may refuse the services of any Teacher, but such refusal shall not be based on age, race, religion, creed, color, sex, national origin, disability, veteran status, or sexual orientation.

3.0 Assignment:

- 3.1 Only one Student shall be assigned to a Teacher, unless other arrangements are mutually agreed upon by the Institution and School District.
- 3.2 The Student shall be on duty each regularly scheduled school day for the length of time that is required of the Teacher. The Student shall follow the schedule of the School District, not the Institution's schedule.
- 3.3 An assignment consists of, but is not limited to: recess duty, conference periods, homeroom, activity periods, preparation periods, all other duties performed during the regular school day, correcting papers, preparing lesson plans, and special projects.
- 3.4 The Student's assignment shall be completed during one semester unless an extension is necessary due to a reason beyond the control of the parties.
- 3.5 The Student shall report directly to the Principal's office the first day of the assignment.
- 3.6 Students will be invited to participate in all pre-service and in-service workshops conducted during the time of their assignment.

4.0 Duration, Termination, and Change of Assignment:

4.1 This Agreement: begins August 1, 2012 and terminates on July 31, 2013.

4.2 The Institution or the School District, may terminate or change assignments of any Student at any time for any reason. Each party shall notify the other party of its action as soon as practicable.

5.0 Supervision and Evaluation of Student Teachers:

5.1 The Institution shall designate an appropriate person who will serve as supervisor of the Student, in cooperation with the Teacher.

5.2 The appropriate person of the School District shall schedule a Student orientation meeting before beginning the assignment.

5.3 The Student shall comply with all policies, rules and regulations of the School District and the Code of Ethics of the profession.

5.4 Each Teacher shall keep an accurate record of the Student's attendance.

5.5 The Student shall notify the Teacher of planned absences, at least two weeks prior to the absence, or a minimum of 24 hours advance notice, where practicable, in the event of an emergency.

5.6 The School District shall notify the Institution if a Student is absent without notification to the Teacher.

5.7 The appropriate personnel of the Institution, the Teacher, the Student and others from the Institution or School District who are knowledgeable about the performance of the Student may be involved in the evaluation process. The final evaluation for the Student shall be the responsibility of the Institution.

6.0 Status and Authority of Student Teachers:

6.1 Students shall have status and authority in accordance with Section 272.27 of the Code of Iowa (1997), as amended.

7.0 Compensation for Cooperating Teachers:

7.1 The Institution agrees to directly compensate Teachers. The Institution shall pay the cooperating teacher for each student who completes 16 weeks, \$ 288; 8 weeks, \$144; 7 weeks, \$126; 6 weeks, \$108; 5 weeks, \$90; 4 weeks, \$72. If a Student completes one-third or less of the assignment, the Teacher shall be entitled to one-half of this amount. If a Student completes more than one-third, but less than the entire assignment, the Teacher shall be entitled to the full amount.

7.2 The Institution shall pay Teachers at the completion of the assignments, and upon completion and submittal of all required information to the Institution.

7.3 The School District agrees to provide to the Institution each Teacher's name, address, and social security number.

8.0 Miscellaneous:

- 8.1 This Agreement shall be interpreted in accordance with the laws of the State of Iowa and any action relating to this Agreement shall only be commenced in the Iowa District Court in Polk County, or in the United States District Court for the Southern District of Iowa.
- 8.2 Neither party may assign this Agreement without the express written consent of the other party.
- 8.3 Failure by either party at any time to require strict performance of any provision of this Agreement shall not constitute a waiver of that provision nor in any way limit enforcement of the provision.
- 8.4 This Agreement may be amended in writing by mutual consent of both parties.
- 8.5 Each Party represents and warrants to the other that:
 - (a) It has the right, power, and authority to enter into and perform its obligations under this Agreement.
 - (b) It has taken all requisite action (corporate, statutory, or otherwise) to approve execution, delivery, and performance of this Agreement, and this Agreement constitutes a legal, valid, and binding obligation upon itself in accordance with its terms.
- 8.6 All the terms, provisions, and conditions of this Agreement shall be binding upon and insure to the benefit of the parties hereto and their respective successors, assigns, and legal representatives.
- 8.7 The paragraph headings or captions are for identification purposes only and do not limit or construe the contents of the paragraphs.
- 8.8 Severability: If any section, provision or part of this Agreement shall be found to be invalid or unconstitutional, such finding shall not affect the validity of the Agreement as a whole or any section, provision or part thereof not found to be invalid or unconstitutional.
- 8.9 Entire Agreement: This Agreement represents the entire agreement between the School District and the Institution. Any subsequent change or modification to the terms of this Agreement shall be in the form of a duly executed supplement to this Agreement.
- 8.10 Any notice required under this Agreement shall be given to each party at the address listed below.

SCHOOL DISTRICT

INSTITUTION

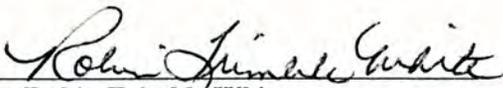
Adel DeSoto Minburn Comm. School District
Greg Dufoe, Superintendent
801 Nile Kinnick Drive S.
Adel, IA 50003

Grand View University
Attn: Dr. Robin Trimble White
1200 Grandview Avenue
Des Moines, IA 50316

This Agreement will be executed on the 1st day of August, 2012

APPROVED

Superintendent or Designated Signer



Dr. Robin Trimble White
Education Department Chair and
Director of Teacher Education

Date: _____

Date: 6/8/12

ADEL DESOTO MINBURN COMMUNITY SCHOOLS
FACILITY USAGE GUIDE 2012-13

The following guidelines will apply for groups wishing to use the facilities of the ADM Community School District.

CLASSIFICATIONS

Facilities Classifications

Classifications will be used when groups wish to use the district facilities. The classifications will be as follows: A, B, C, and D. Class A will have the highest priority for use when developing the school calendar. After the school calendar, priority is on first come, first serve basis.

The Activities Director or personnel designated to keep the master calendar will determine the classification of each group requesting use of a facility as outlined below. Should there be any questionable organizations or uses, the Superintendent will complete determination.

Status, purpose and activity determine the classification of the group or organization. The classification criteria listed below in priority order should be followed for the use of all facilities. Dependent upon use, adjustments may be made as to the class a group or organization comes under.

Facility Availability

Facilities are generally available for non-school use after 4:00 PM Monday through Friday. No non-church youth activities allowed after 6:00 PM on Wednesdays. Facilities generally are not available for non-school use during winter vacation, spring break, and summer cleaning periods. Any time school is dismissed early due to weather conditions, no facility usage will be permitted and any activities scheduled will be canceled immediately.

FACILITY CLASSES

Examples of primary users are given in each class.

CLASS A

SCHOOL ACTIVITIES AND SCHOOL RELATED ORGANIZATIONS*

Regular classroom activities
School activities for students (Athletic events, Fine Arts events, etc.)
School related groups and organizations (PTO, Fine Arts, Athletic Boosters, etc.)
District sponsored activities for staff (Training, Professional Development, etc.)
Community Education Activities (Adult Education, Intramural, etc.)

*School-sponsored events or activities are defined as individual programs or activities, which the District or a District-related organization directly and completely coordinates, funds, plans, and operates. All profits from fundraising events in this classification are returned to the school or school-related organization.

CLASS B

PUBLIC AGENCIES AND DISTRICT CO-SPONSORED ACTIVITIES**

Adel, DeSoto, Minburn government units or committees
Requests for National, State and Local elections.

**Co-sponsored events or activities are defined as individual programs or activities in which the District or District-related organization, through a joint arrangement with another agency, organization or individual receives mutual benefits from the event and assists in one or more of the following ways: funding, planning and/or operating.

YOUTH/NON-PROFIT ORGANIZATIONS

Meetings and practice sessions for District residents belonging to non-profit, chartered youth groups or organizations sponsoring youth activities during their regular season or year. Any activity that generates a profit will be considered on an individual basis. Such groups may include the following:

Boys and Girls Scouts

Camp Fire

4-H

ADM Soccer Club

ADM Wrestling Club

ADM Youth Church Activities

Local ADM youth tournament teams not affiliated with local youth sports clubs. (AAU, USSSA, ASA, club league, etc.)

NON-PROFIT CIVIC, SERVICE AND SOCIAL GROUPS OFFERING EDUCATIONAL, RECREATIONAL, AND COMMUNITY BUILDING ACTIVITIES

Community organization meetings of civic or service nature

Adult groups whose members reside in the District for regularly scheduled meetings or recreation (e.g. basketball groups, volleyball groups, community singing groups.)

Community groups sponsoring money-making activities with all proceeds directly benefiting the schools.

Local non-profit organizations conducting profit-making activities for charitable purposes.

CLASS C

FOR PROFIT CAMPS BY DISTRICT EMPLOYEES

Camps conducted for profit by school district employees with proceeds going to employee.

NON-PROFIT/PRIVATE INTEREST GROUPS

Adult religious services

Businesses conducting not-for-profit events for which there is no charge to participants (e.g. businesses conducting training for their own employees)

Nonprofit in-District groups using the facilities for private purposes

Private parties (e.g. wedding receptions, family or company picnics, birthday parties, graduation parties)

CLASS D

OUT OF DISTRICT PRIVATE INTEREST GROUPS OR FOR-PROFIT ACTIVITIES

Out of district youth or adult groups with less than a majority of ADM residents as participants.

Activity, sport camps, clinics, etc. which are done by non-school district employees

Meetings that are commercial in nature including soliciting, transacting financial business, enlisting potential customers for later sales contact, etc.

Businesses, private interest groups, individuals conducting activities for which a fee or admission is charged or items are sold.

Businesses holding non-gate fee events for which the participant directly or indirectly is charged a fee (e.g. rehearsals, ceremonies, performances).

NOTE: The Superintendent and/or Board may, by discretion, approve other uses and set fees accordingly.

NOTE: Upon approval by the Activities Department, service hours may take the place of usage fees.

FEE STRUCTURE

Determining Fees

The Activities Department will determine the appropriate classification for the use of District facilities. The fee will be based on the classification. Necessary additional fees may include such things as cleaning fee, failure to cancel charges, replacement or repair for damage or theft, and other pertinent administrative costs.

Key Deposit

Buildings are usually open during the evenings throughout the school year. However, a key may need to be checked out if the use of the facility is at a time when staff is not on duty. If a key needs to be checked out, a \$50 key deposit will be held until the key is returned.

Damage Deposit (Excluding Auditorium)

In case of damage caused by a group, the district may charge a fee when it deems to be appropriate. A deposit will be required after the first incident of damage. The group will make the deposit before the next scheduled use. The Activities Director and/or Superintendent will determine the amount of the deposit or additional fees.

Damage Deposit (Auditorium)

A \$500 cash/check damage deposit will be required of all groups wishing to use the auditorium. A walk through will be conducted by the activities director or building principal prior to and immediately following use of the auditorium. Following the final walk through the damage deposit will be refunded minus any damages caused to the facility.

Waived Fees

On occasion, a fee may be waived or reduced, dependent upon use and organization. This would be done with approval of the Superintendent through the Activities Director.

Agreement Length

All yearly facility usage agreements will run from July 1st through June 30th.

2012-13 Rental Fees

| FACILITY | CLASS A AND B | CLASS C | CLASS D |
|------------------------|----------------------|---------------------------|------------------------|
| Auditorium | NC | \$20 hr w/ a \$100.00 max | \$40 hr w/ a \$300 max |
| Board Room | NC | \$20 hr w/ a \$50.00 max | \$20 hr w/ a \$150 max |
| Meeting Rooms | NC | \$20 hr w/ a \$50.00 max | \$20 hr w/ a \$150 max |
| District Commons | NC | \$20 hr w/ a \$50.00 max | \$20 hr w/ a \$150 max |
| District Media Centers | NC | \$20 hr w/ a \$50.00 max | \$20 hr w/ a \$150 max |
| Fields/Day | NC | \$20 hr w/ a \$50.00 max | \$30 hr w/ a \$200 max |
| Fields/Night | NC | \$40 hr w/ a \$100.00 max | \$60 hr w/ a \$400 max |
| All District Gyms | NC | \$20 hr w/ a \$50.00 max | \$30 hr w/ a \$150 max |
| *Kitchen | NC | \$20 hr w/ a \$50.00 max | \$30 hr w/ a \$200 max |

FEES ARE PER DAY

*Must have a district kitchen employee present

Additional Charges if Needed:

| | |
|----------------------|-------------------------------|
| Custodian | \$25 hr. |
| Auditorium Tech | \$40 hr. |
| Kitchen Supervision | \$20 hr. |
| Security Check* | \$20 |
| Unlock/Lock Fee | \$25 for unlock; \$25 to lock |
| Activity Supervision | \$20 hr. |

*When security check is required following an activity or if school employee is called back to secure a building

NC = No Charge

Note: All charges are per occurrence.

* When a group requests to reserve a facility, the duration of time allowed in that facility will be based on amount of requests and availability for that particular facility.

FACILITIES REGULATIONS

The following conditions must be followed when a group uses facilities of ADM Community School:

- A) The use in no way interferes with the student educational and/or activity program of the ADM Community School District.
- B) The use is consistent with state law.
- C) The group or organization is responsible for and will exercise care in the use of the facilities.
- D) The activity is supervised by an adequate number of adult sponsors.
- E) Use of or possession of alcoholic beverages and/or controlled substances within school or on school grounds is prohibited.
- F) Smoking/tobacco use is prohibited in school building and on school grounds.
- G) When appropriate, a key is checked out from the Activities Office to an adult sponsor, who shall not lend it to any other person. A \$50 key deposit will be made until the key is returned. Said sponsor shall open and close the facility, being the first person to arrive and the last person to leave, assuring that all lights and equipment are turned off.
- H) The District reserves the right to charge a fee for any damage or excessive cleaning that needs to be done after a group has used a facility. A facility usage agreement must be completed before any group may use a facility.
- I) The activity is confined to the area designated, and no school equipment or supplies are used except as approved in advance.

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT

ADM Community School District, in partnership with our communities, is committed to engaging all students in a challenging and supportive learning environment that ensures individual student success as measured by a comprehensive system of assessments.

DISTRICT GOALS ESTABLISHED AUGUST 2012

Short-Range Goals

1. Increase the percent of students proficient or above on the ITBS/ITED reading comprehension subtest. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2012 to the percent proficient or above in 2013. Goal is 86.0%.
2. Increase the percent of students proficient or above on the ITBS/ITED math total subtest. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2012 to the percent proficient or above in 2013. Goal is 88.0%.
3. Increase the percent of students proficient or above on the ITBS/ITED science test. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2012 to the percent proficient or above in 2013. Goal is 92.0%
4. Maintain participation in the DMACC Career Center in Perry.
5. 100% of teaching staff will be members of a Professional Learning Community focused on student learning utilizing SMART goals.
6. Implement a curriculum revision cycle PK-12 that leads to increased student achievement and full implementation of the Iowa Core.
7. Increase the graduation rate to 97%.
8. Implement writing units of study in 2012-13.
9. Increase frequency of technology used in instruction based on a pre and post survey.
10. Increase STEM opportunities by implementing Biomedical PLTW in 2013-14.
11. Conduct facility review to create long-range facility plan.
12. Plan for Department of Education Accreditation Site Review with no major non-compliance issues.

Long-Range Goals

1. Recruit and retain the best employees possible.
2. Provide quality staff development that is research and data driven, results oriented, and collaborative.
3. 90% of K-5 students will read on or above grade level as indicated by district reading benchmark assessments.
4. Ensure every student has a safe learning environment. Use 2014 Iowa Youth Survey results in school staff/student support domain to measure.
5. Ensure the financial stability of the district.
6. Increase opportunities for students in school and in the communities.

STUDENT LEARNER OUTCOMES

Adel DeSoto Minburn students will acquire the KNOWLEDGE BASE needed to use effectively the following strategies and skills necessary for success in adult life.

Adel DeSoto Minburn students will be EFFECTIVE COMMUNICATORS who:

1. Organize and communicate ideas and information clearly and correctly.
2. Interpret and respond to auditory, written and visual communications.
3. Demonstrate appropriate use of resources and technology.
4. Make quality presentations.

Adel DeSoto Minburn students will be COMPLEX THINKERS who:

1. Consider factors as objectively and completely as possible.
2. Apply knowledge, concepts and processes effectively and thoroughly.
3. Define a problem, generate options and develop a plan of action.
4. Use higher order thinking skills.
5. Produce quality products of complex thinking.

Adel DeSoto Minburn students will be COLLABORATIVE WORKERS who:

1. Share their own opinions.
2. Work to understand others' opinions.
3. Respect others' right to their opinions.
4. Help to build a working relationship within the group.
5. Contribute to the completion of the group process and/or outcomes.
6. Evaluate the effectiveness of the group process.

Adel DeSoto Minburn students will be SELF-DIRECTED LEARNERS who:

1. Schedule and use time wisely.
2. Gather information and use resources on their own.
3. Demonstrate initiative and perseverance in their learning.
4. Self assess for quality.

Adel DeSoto Minburn students will be RESPONSIBLE CITIZENS who:

1. Accept responsibility for their actions.
2. Display knowledge of the workings of democracy.
3. Recognize the need to obey rules and laws.
4. Recognize the connections between current events and history.
5. Demonstrate a willingness to help others.
6. Recognize how personal decisions affect their lives and society.
7. Recognize and respect the value and equality of individuals.



Call for 2013 Legislative Action Priorities

What Your Board Needs to Do

Spend the May, June, or July (or first week of August) board meetings analyzing, discussing and voting on your top legislative priorities for next year. This should give all school boards at least two meetings to identify their priorities for the 2013 General Session by doing one or more of the following:

- Pick no more than five priorities or agree to move forward with the priorities from the 2012 platform, and/or;
- Suggest amendments to existing resolutions or recommend new resolutions;
- Identify resolutions that should be removed from the platform if they are no longer relevant or critical;
- Return up to five of your top legislative priorities or general approval to IASB by **August 10th** via the Internet at <http://www.ia-sb.org/iasbform.aspx?ekfrm=12982>, or fax the completed form back to Marte Brightman at (515) 247-7057.

The Resolutions and Priorities Process

- The IASB Legislative Resolutions Committee (LRC), at its August meeting, will review the submitted resolutions, prioritize them and make recommendations to the IASB Board of Directors.
- The IASB Board of Directors, at its September meeting, will vote to approve or modify the LRC recommendations and forward the report to the Delegate Assembly.
- The IASB Delegate Assembly will meet in Des Moines on November 14th. The Delegate Assembly is the official body that establishes the IASB Legislative Priorities, Resolutions and Beliefs.

What is the Legislative Resolutions Committee?

The building of, and the strength of, the IASB legislative platform is based on member input. The Legislative Resolutions Committee is a 19 member committee comprised of K-12 board members, an AEA representative and an Iowa Community College Board of Trustees member. The IASB President-elect presides over the LRC. Members of the IASB Board of Directors appoint an LRC committee member from their director district. The IASB president makes five at-large appointments. The AEAs and Iowa Association of Community College Trustees each appoint one member. The LRC is a cross-section of school boards from across Iowa, big and small, urban and rural.

Thank you for adding your voices to the IASB legislative grassroots process!

Remember: IASB needs your top five resolutions by August 10th.

Return form sent to board secretaries is available on the IASB web site <http://www.ia-sb.org/LegislativeAdvocacy.aspx?id=7342>.



2012 IASB Legislative Action Priorities and Resolutions

| STUDENT ACHIEVEMENT AND STUDENT EQUITY: The Iowa Association of School Boards: | Legislative Action 2012 Session: |
|---|--|
| <p>① Supports preserving the integrity of the statewide penny sales tax for school infrastructure, including the tax equity provisions of buying down the highest additional levy rates to the state average.</p> | <p>This section will be updated after the close of the 2012 legislative session. Please check our Web site at www.iasb.org for updates to this document.</p> |
| <p>2. Supports full state funding to implement the Iowa Professional Development Model.</p> | |
| <p>③ Supports continued progress in the development of rigorous content standards and benchmarks consistent with the Iowa Core focused on improving student achievement, including the following state actions:</p> <ul style="list-style-type: none"> • Provide and fund technical assistance to help school districts fully implement the Iowa Core. • Develop or obtain high-quality summative and formative assessments, aligned to the skills students should know and be able to do to succeed in the 21st century • Include and fund all the components of successful standards systems: assessments aligned to high expectations, improved and aligned instruction and quality professional development. 2012 IASB Priority | |
| <p>4. Supports adequate and on-time funding for English-language learner (ELL) students until the students reach proficiency.</p> | |
| <p>5. Supports a funding mechanism for school districts' transportation costs that does not directly or indirectly impact funding for the educational program.</p> | |
| <p>6. Supports funding to ensure all 4 year-olds have access to a high quality public school preschool program and allow them to be included in the enrollment count if those programs can demonstrate meeting the collaboration and quality standards requirements of the statewide voluntary preschool program. 2012 IASB Priority</p> | |
| <p>7. Supports continuation of sufficient incentives and assistance to encourage sharing, reorganization or regional high schools to expand academic learning opportunities for students and to improve student achievement. IASB supports expansion of sharing incentives to include special education, curriculum and other critical administrative positions. The incentives must be available to school districts regardless of the location of the sharing partner(s).</p> | |
| <p>8. Supports legislation that increases the at-risk student weighting and includes drop-out prevention in the foundation formula.</p> | |
| <p>9. Supports revising the foundation formula to equalize per pupil funding regardless of the school district.</p> | |
| <p>10. IASB supports Iowa law giving local school boards authority to establish charter schools. Charter schools should not be established by any entity other than public school boards and, after approval of a charter school by a local school district, charter school plans and waivers must be approved by the State Board of Education and subject to all state accountability and reporting standards.</p> | |



2012 IASB Legislative Action Priorities and Resolutions

| FINANCE: The Iowa Association of School Boards: | Legislative Action 2012 Session: |
|--|---|
| 11. Supports setting allowable growth at a rate that encourages continuous school improvement and reflects actual cost increases experienced by school districts and AEAs. Our priority is to increase and maintain the state cost per pupil and the spending authority associated with it to build a strong base for future education resources with full state funding of the state's share of the cost per pupil. 2012 IASB Priority | |
| 12. Supports a school foundation formula that adequately, and in a timely manner, funds changes in demographics, including declining and increasing enrollment challenges. | |
| 13. Supports flexibility in the use of modified allowable growth for dropout prevention including the funding of administrative costs and employee costs for those who have the responsibility for serving at-risk students. | |
| 14. Supports greater flexibility in the use of the management levy for those services required by law including inspections and publication costs and legal and auditing services, including internal auditing services and staff. | |
| 15. Supports greater flexibility in allowing school districts to charge fees for non-curricular related costs. | |

| LOCAL CONTROL: The Iowa Association of School Boards: | Legislative Action 2012 Session: |
|--|---|
| 16. Supports legislation that provides greater flexibility for school districts to meet changing needs, become more efficient, protect natural resources and save public funds. 2012 IASB Priority | |
| 17. Supports incentives for school districts to offer extended days and/or innovative calendars. School districts receiving these incentives should evaluate such initiatives to determine the impact on student learning. | |
| 18. Supports the repeal of the legislated school start date and restoration of local school district authority to determine when it is in the best interest of students to start school. | |
| 19. Supports the use of physical plant and equipment levy (PPEL) funds for the maintenance and repair of equipment or infrastructure that can be purchased or financed with PPEL funds. | |



2012 IASB Legislative Action Priorities and Resolutions

| TAXES: The Iowa Association of School Boards: | Legislative Action 2012 Session: |
|--|-------------------------------------|
| 20. Supports legislation allowing school bond issues to be passed by a simple majority vote and to permit the local school board to levy a combination of property taxes and income surtaxes to pay the indebtedness. | |
| 21. Supports sufficient state revenues to adequately fund public education as Iowa's number one priority. IASB opposes erosion of the existing tax base. IASB supports a full accounting every two years by state government of the costs of all exemptions, credits or deductions for the income tax, sales tax or property tax. | |
| 22. Supports tax increment financing (TIF) limitation, reform and regulation. Reforms should increase accountability and transparency for local government entities utilizing TIF. School districts should have the ability to implement TIF for certain types of facility expenditures and must be an equal partner with cities or counties when implementing new TIFs. In addition, we oppose residential TIFs unless the impacted school district(s) approve. | |
| 23. Opposes a constitutional amendment or statewide voter referendum that would limit taxes, spending or local control impacting education. | |
| 24. Supports efforts to minimize property tax disparities that occur between school districts because of the additional levy rate in the school foundation formula. | |
| 25. Opposes property tax restructuring unless it holds school districts harmless. | |

| PERSONNEL: The Iowa Association of School Boards: | Legislative Action 2012 Session: |
|--|-------------------------------------|
| 26. Supports giving school districts and AEAs the option to reduce staff to respond to reductions in funding or to comply with an arbitrator's award. School districts and AEAs should not be required to use the teacher contract termination procedures in Iowa Code section 279.13 for such staff reductions. | |
| 27. Supports providing school districts with incentives and the flexibility to pay market competitive wages for shortage area positions, especially in the areas required to meet graduation and Iowa Core mandates. | |
| 28. Opposes changes to labor and employment laws unless they: <ul style="list-style-type: none"> ▪ Include adequate resources provided by the state without a shift from other education resources or significant burden on property taxpayers. ▪ Balance the rights of the employees with the rights of management with scales tipped in favor of student achievement and student safety. | |
| 29. Support a requirement that arbitrators first consider local conditions and ability to pay. After the arbitrator determines the school district or AEA has the ability to pay, the arbitrator should then consider comparability. | |
| 30. Supports a change in state law that allows school districts to enroll their employees in the state's health, dental and life/long-term disability insurance pools. 2012 IASB Priority | |



2012 IASB Legislative Action Priorities and Resolutions

| UNFUNDED MANDATES: The Iowa Association of School Boards: | Legislative Action 2012 Session: |
|--|-------------------------------------|
| 31. Supports predictable and timely state funding to serve students receiving special education services at a level that reflects the actual cost, including educational programming and health care costs. | |
| 32. Supports the federal commitment to fund 40 percent of the cost of educating students receiving special education services, and requests that the federal government fulfill that commitment by increasing funding a minimum of 8 percent per year until the 40 percent figure is achieved. | |
| 33. Opposes and seeks to repeal unfunded mandates | |

PROPOSED 2013 IASB LEGISLATIVE ACTION PRIORITIES

Please use this form to list your board's Top Five Legislative Priorities in Rank Order. Although there are a total of 33 resolutions, please select only up to 5 resolutions that are most important to your district. If your legislative priorities are identical to the 2012 resolutions, please indicate the 2012 resolution number. Resolution numbers can be found in the 2012 IASB Legislative Resolutions pages included with this mailing or by visiting our website at <http://www.ia-sb.org/Publications.aspx?id=5008>. Indicate "new" if it's a new resolution. Also, please let us know if there are resolutions that should be removed from the platform. Use additional sheets as necessary. Please register your response via this link <http://www.ia-sb.org/iasbform.aspx?ekfrm=12982>, on the IASB website or return this form by fax or mail to IASB by **August 10 2012**. Fax to Marte Brightman (515) 247-7057 or mail 6000 Grand Ave., Des Moines, IA 50312.

The Board of Directors of _____ School District on _____, 2012, adopted the following Legislative Action Priorities and Resolutions on a vote of _____ to _____.
Submitted by: Name _____ Title _____

Continue Priorities from the 2012 Platform: _____
(2012 resolutions #'s 3, 6, 11, 16, & 30)

2012 Priorities: (use 2012 resolution number, no more than 5)

New Resolutions or amendments to existing:

Resolutions that should be removed: _____
(use 2012 resolution number)



Iowa Association of School Boards

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IASB 2013 Call for IASB Legislative Action Priorities

School District, AEA or Community College:

Adel DeSoto Minburn Community School District *(required field)

Name of person completing survey:

Nancy Gee * (required field)

E-mail address:

ngee@adel.k12.ia.us * (required field)

Instructions: If your district wishes to continue emphasis on the priorities as stated from the 2012 IASB legislative platform (see list below to review), select the "Continue with 2012 Priorities" button. Otherwise proceed to the full list and submit up to five of your district's top legislative priorities for the 2013 Legislative Session in priority order. There is also an option next to each resolution for your district to indicate the resolution should be removed from the platform.

Forms were e-mailed and mailed to districts in early May. If you have already submitted the list of priorities by fax or mail, you need not complete this survey.

Continue with Priorities from the 2012 Platform

#3 - Common Core Standards

#6 - High Quality Preschool

#11 - Allowable Growth

#16 - Flexibility

#30 - Insurance Pool

Note: If you chose "Continue" you can scroll to the bottom of the page for more options or to click the submit button.

Please rank your top five priorities with 1 being the most important. If you make a mistake and didn't intend to prioritize a resolution click the drop down menu for that resolution and change back to the dash (-).

STUDENT ACHIEVEMENT AND STUDENT EQUITY: The Iowa Association of School Boards:

| | |
|--|------------------------|
| 1 Supports preserving the integrity of the statewide penny sales tax for school infrastructure, including the tax equity provisions of buying down the highest additional levy rates to the state average. | 2 <input type="text"/> |
| 2 Supports full state funding to implement the Iowa Professional Development Model. | - <input type="text"/> |
| 3 Supports continued progress in the development of rigorous content standards and benchmarks, consistent with the Iowa Core focused on improving student achievement, including the following state actions: <ul style="list-style-type: none"> Provide and fund technical assistance to help districts fully implement the Iowa Core. Develop or obtain high-quality summative and formative assessments, aligned to the skills students should know and be able to do to succeed in the 21st century. Support research-based professional development that provides educators with the training, support and time to work together so that they can successfully teach a rigorous curriculum to all students. Include and fund all the components of successful standards systems: assessments aligned to high expectations, improved and aligned instruction and quality professional development. 2012 IASB Priority | 1 <input type="text"/> |
| 4 Supports adequate and on-time funding for English-language learner (ELL) students until the students reach proficiency. | - <input type="text"/> |
| 5 Supports a funding mechanism for school districts' transportation costs that does not directly or indirectly impact funding for the educational program. | - <input type="text"/> |
| 6 Supports funding to ensure all 4- year- olds have access to a high quality public school preschool program, and allow them to be included in the enrollment count if those programs can demonstrate meeting the collaboration and quality standards requirements of the statewide voluntary preschool program. 2012 IASB Priority | - <input type="text"/> |
| 7 Supports continuation of sufficient incentives and assistance to encourage sharing, reorganization or regional high schools to expand academic learning opportunities for students and to improve student achievement. IASB supports expansion of sharing incentives to include special education, curriculum and other critical administrative positions. The incentives must be available to districts regardless of the location of sharing partners. | - <input type="text"/> |
| 8 Supports legislation that increases the at-risk student weighting and includes drop-out prevention in the foundation formula. | - <input type="text"/> |
| 9 Supports revising the foundation formula to equalize per-pupil funding regardless of the school district. | - <input type="text"/> |
| 10 Supports Iowa law giving local school boards authority to establish charter schools. Charter schools should not be established by any entity other than public school boards and, after approval of a charter school by a local school district, charter school plans and waivers must be approved by the State Board of Education and subject to all state accountability and reporting standards. | - <input type="text"/> |

FINANCE: The Iowa Association of School Boards:

| | |
|--|------------------------|
| 11 Supports setting allowable growth at a rate that encourages continuous school improvement and reflects actual cost increases experienced by school districts and AEAs. Our priority is to increase and maintain the state cost per pupil and the spending authority associated with it to build a strong base | 3 <input type="text"/> |
|--|------------------------|

| | |
|---|---|
| for future education resources with full state funding of the state's share of the cost per pupil. 2012 IASB priority | |
| 12 Supports a school foundation formula that adequately and in a timely manner, funds changes in demographics, including declining and increasing enrollment challenges. | - |
| 13 Supports flexibility in the use of modified allowable growth for dropout prevention including the funding of administrative costs and employee costs for those who have the responsibility for serving at-risk students. | - |
| 14 Supports greater flexibility in the use of the management levy for those services required by law including inspections and publication costs and legal and auditing services, including internal auditing services and staff. | - |
| 15 Supports greater flexibility in allowing school districts to charge fees for non-curricular related costs. | - |

LOCAL CONTROL: The Iowa Association of School Boards:

| | |
|---|---|
| 16 Supports legislation that provides greater flexibility for school districts to meet changing needs, become more efficient, protect natural resources and save public funds. | - |
| 17 Supports incentives for school districts to offer extended days and/or innovative calendars. School districts receiving these incentives should evaluate such initiatives to determine the impact on student learning. | - |
| 18 Supports the repeal of the legislated school start date and restoration of local school district authority to determine when it is in the best interest of students to start school. | - |
| 19 Supports the use of physical plant and equipment levy (PPEL) funds for the maintenance and repair of equipment or infrastructure that can be purchased or financed with PPEL funds. | - |

TAXES: The Iowa Association of School Boards:

| | |
|---|---|
| 20 Supports legislation allowing school bond issues to be passed by a simple majority vote and to permit the local school board to levy a combination of property taxes and income surtaxes to pay the indebtedness. | - |
| 21 Supports sufficient state revenues to adequately fund public education as Iowa's number one priority. IASB opposes erosion of the existing tax base. IASB supports a full accounting every two years by state government of the costs of all exemptions, credits or deductions for the income tax, sales tax or property tax. | - |
| 22 Supports tax increment financing (TIF) limitation, reform and regulation. Reforms should increase accountability and transparency for local government entities utilizing TIF. School districts should have the ability to implement TIF for certain types of facility expenditures and must be an equal partner with cities or counties when implementing new TIFs. In addition, we oppose residential TIFs unless the impacted school district(s) approve. | - |
| 23 Opposes a constitutional amendment or statewide voter referendum that would limit taxes, spending or local control impacting education. | - |
| 24 Supports efforts to minimize property tax disparities that occur between school districts because of the additional levy rate in the school foundation formula. | - |
| 25 Opposes property tax restructuring unless it holds school districts harmless. | - |

PERSONNEL: The Iowa Association of School Boards:

| | |
|---|---|
| 26 Supports giving school districts and AEAs the option to reduce staff to respond to reductions in funding or to comply with an arbitrator's award. School districts and AEAs should not be required to use the teacher contract termination procedures in <i>Iowa Code</i> section 279.13 for such staff reductions. | - |
| 27 Supports providing school districts with incentives and the flexibility to pay market competitive wages for shortage area positions, especially in the areas required to meet graduation and Iowa Core mandates. | - |
| 28 Opposes changes to labor and employment laws unless they: <ul style="list-style-type: none"> • Include adequate resources provided by the state without a shift from other education resources or significant burden on property taxpayers. • Balance the rights of the employees with the rights of management with scales tipped in favor of student achievement and student safety. | - |
| 29 Supports a requirement that arbitrators first consider local conditions and ability to pay. After the arbitrator determines the school district or AEA has the ability to pay, the arbitrator should then consider comparability. | - |
| 30 Supports a change in the state law that allows schools districts to enroll their employees in the state's health, dental and life/long-term disability insurance pool. | - |

UNFUNDED MANDATES: The Iowa Association of School Boards:

| | |
|---|---|
| 31 Supports predictable and timely state funding to serve students receiving special education services at a level that reflects the actual cost, including educational programming and health care costs. | - |
| 32 Supports the federal commitment to fund 40 percent of the cost of educating students receiving special education services, and requests that the federal government fulfill that commitment by increasing funding a minimum of 8 percent per year until the 40 percent figure is achieved. | - |
| 33 Opposes and seeks to repeal unfunded mandates. | - |

AREA EDUCATION AGENCIES: The Iowa Association of School Boards

| | |
|--|--|
| Acknowledges the AEAs legislative platform, including: | |
|--|--|

| | |
|---|----------------------|
| <ul style="list-style-type: none"> • Supports additional resources to AEAs and school districts for curriculum development, student assessment analysis, in-service training, professional development and technology assistance; • Supports legislation allowing students in accredited nonpublic schools to be counted for special education services, allowing them full access to services; • Supports fully funding the AEA budget as provided by the school growth factor. • Supports creation of a separate funding mechanism for the operation and maintenance of AEA facilities; • Supports an increase in funding for early childhood efforts. | <input type="text"/> |
|---|----------------------|

COMMUNITY COLLEGES: The Iowa Association of School Boards

| | |
|--|----------------------|
| <p>Acknowledges the community college legislative platform, including:</p> <ul style="list-style-type: none"> • Supports funding State General Aid (SGA) at \$192 million using a base funding level excluding the recent cuts and including the percent of growth utilized in the Department of Education agreed upon formula; • A long-term commitment of state and local assistance for Skilled Worker Training through the Workforce Training and Economic Development Funds, and other funding streams available to maintain and build capacity for skilled worker training; • A long term state commitment and appropriation to Iowa Adult Literacy Programs, including the Pathways for Academic, Career and Employment (PACE) to support Iowa's low skilled, low-income adults, including dislocated workers without a high school diploma/GED; • The 15 Community College Boards' local governance flexibility to access local tax support in its discretion to meet the needs of workforce training and their local communities. | <input type="text"/> |
|--|----------------------|

URBAN EDUCATION NETWORK: The Iowa Association of School Boards

| | |
|--|----------------------|
| <p>Educational Transformation</p> <p>The UEN supports transformation of our educational system based on student learning needs, including meaningful and aligned assessment that can inform instruction. State policies must be grounded in research demonstrating improved student outcomes; include adequate and equitable resources, and an expectation for professional development. Strong bi-partisan legislative support must focus on long-term improvement with incentives for innovation. UEN members welcome a statewide commitment to transforming our educational system in overcoming barriers to change. We respectfully request transformational focus on:</p> <ul style="list-style-type: none"> • Urgency • Meaningful Assessment • Literacy • Innovation • New Concepts of Delivery • Evaluation of Instructional Staff • Administrative Leadership • Improving recruiting and hiring practices • World Class Models <p>Adequate and Equitable Funding</p> <p>Successful transformation of the Iowa educational system is not possible without adequate and equitable funding. The UEN supports:</p> <ul style="list-style-type: none"> • Equity reforms • Adequacy reforms • Process reforms <p>This is a composite listing of the UEN 2012 Platform. To read this platform in its entirety please visit: http://www.ia-sb.org/Publications.aspx?id=5008#URBAN_EDUCATION_NETWORK.</p> | <input type="text"/> |
|--|----------------------|

NEW RESOLUTIONS, AMENDMENTS OR GENERAL COMMENTS: Please use the following text boxes to type any 'new' resolutions or amendments for consideration. Label each 'new' resolution with alpha letters 'New A', 'New B', 'New C', etc. Label each amendment, "Amend resolution #1", etc. (**Please Note:** Please try to be as succinct as possible as each text box allows a maximum amount of 2000 characters.)

Submit



Iowa Association of School Boards

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IASB 2013 Call for Legislative Resolution Priorities

Thank you for submitting your school district's legislative priorities for the next legislative session. Your district's input is crucial to this process.

Shortly, you should receive an e-mail verifying your district's legislative priorities choices. Please save or print this page for your records. Please contact Marte Brightman, mbrightman@ia-sb.org or (800) 795-4272 x248 if you have any questions.

IASB 2013 Advocacy Survey

Please take a few moments to input your districts advocacy activities, before during and even after the 2012 Legislative Session. Your input helps our government relations team develop tools and activities to help you be your school district's best voice for education issues in the state.

Camp Invention was a great success. During the week of June 25th, 73 students participated in a science-focused camp. The students ranged in age from first grade to sixth grade and came from ADM and surrounding school districts. The camp was directed by Amanda Parker and Co-directed by Megan Fuller. Four ADM teachers, Lori Boston, Terry Tiffany, Courtney Stephenson, and Sarah Knute each taught one of the four modules. Eight high school students, Austin Hudson, Emily Hoffman, Madi Gavin, Megan Chapman, Mason Malone, Lexi Button, Kiera Bell (From Texas), Brya Walton (From Clear Lake) acted as counselors and lead transition activities, guided students in the halls, and assisted the teachers and students during the modules.

The Camp Invention program teaches children academic content such as light, sound, and magnetism. It also helps children think creatively and critically about solving problems. The children had a great time brainstorming ideas, exploring concepts and constructing inventions throughout the four different modules.

In the **I Can Invent: Balloon Burst** module participants dismantled broken machines from home using real tools and created multi-step inventions that they named and prepared to market. Participants used science, creative problem solving and hands-on applications to further their inventiveness and critical thinking skills. Working in teams, younger participants focused on balloon breaking machines that broke a water balloon on a target, while older participants created a multi-step Rube Goldberg-type water balloon-breaking machine.

The **Action and Adventure Games** module scored a homerun by combining physical activity and creativity. Children practiced teamwork, cooperation, coordination, and creative problem solving processes during fun, energetic, games.

During the **Magnetropolis** module students were recruited to find the magnificent island by navigating hand crafted upcycled ships to the last known location of the island while exploring science skills such as buoyancy, orienteering, and magnetism. Student rebuilt the island to scale using engineering design and mathematics. The students worked in teams to solve daily challenges such as creating a light tower exactly 100ft high to scale to safely guide ships back to the island of Magnetropolis.

In the **Inventeureka** module students took a fantasy adventure on the Ci6000 Modulator Time Machine to explore serendipitous moments that make the process of inventing fantastic. Participants built their own inventions and practiced both innovative and adaptive innovation. They were challenged to elaborate, refine, analyze, and evaluate their ideas to improve their inventions and explore the connections between science, technology, engineering, and innovation.

Several students and parents had nothing but positive comments to say about the camp. We hope to continue on with Camp Invention next summer with an all-new, exciting curriculum.