

Shenandoah Community School District Board of Directors
Shenandoah Administrative Board Room
February 10, 2020 – 5:00 p.m.

Board Agenda

1. Call to Order
2. Roll Call and Determination of Quorum
3. Mission Statement: Read by Director Hiser
 - a. *The Shenandoah Community School District, in partnership with families and the community, will provide each student an educational environment that maximizes his or her potential to become responsible, successful citizens and lifelong learners in an ever-changing world.*
4. Welcome to Audience
5. Public Forum
6. Administrative Reports
 - a. High School Math and Science Credits Presentation: Mr. Shaffer & Mrs. Grindle
 - b. Middle School Mascot Statue: Mr. Munsinger & Mrs. Perry
7. Consent Agenda
 - a. Minutes
 - b. Treasurer's Report
 - i. Account Balances
 - ii. Unspent Authorized Budget Report
 - iii. Accounts Payable
 - c. Personnel Requests

Contracts:

Alexandra Cox	HS Associate Level II/III	\$12.34/hr probationary
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After-School Camp – Spring 2020:
Instructor (\$25/hr): Madison Johnson

Resignations:

Derek Howard	MS Football Coach	
	Head HS Basketball Coach	effective after 19-20 season
	MS Softball Coach	effective after 2020 season
Jason Shaffer	HS Principal	effective end of school year
Jon Denton	Asst. HS Football Coach	
Nicholas Stuart	MS/HS Social Studies, Asst. HS Football Coach	

Modifications:

Tabitha Love	Level I to Level II/III Associate	\$13.34/hr
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Transfers:

Alisa Andrew	8 th Grade Math to MS Flex Ed	
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 - d. Fundraising Requests
*on attached sheet
 - e. Out of State Travel Request
 - i. HS Robotics to Lees Summit High School in Lees Summit, MO for Robotic Regional Observation on February 28, 2020

- f. Grant Request
 - i. Sarah Martin – Grant for Agricultural Literacy to be used for Aeroponics for Horticulture
 - ii. Sarah Martin – STEM Scale-Up Grant to be used for CASE PST Class
- 8. Action Items
 - a. Reject Bids
 - i. Bid Package 1: General Construction; Building Crafts, Inc. \$853,000
 - ii. Bid Package 2: Site Work; Cornerstone Commercial Contractors, Inc. \$259,755
 - b. Authorize the Rebidding of
 - i. Bid Package 1: General Construction, and Bid Package 2: Site Work combined
 - ii. Bid Package 5: Electrical
 - c. Set Public Hearing Date for February 24th at 5:00 PM for Asbestos Abatement, Renovation Phase 2, and Bid Packages for General Construction & Site Work, and Electrical.
 - d. Approve Increasing Science and Math Credit Requirements at the High School from 6 to 7 and the Addition of Recommended Courses
 - e. Approve request for additional 1.0 FTE for elementary teaching staff for the 2020-2021 school year.
 - f. Approve 2020-2021 PK Student – Parent Handbook
 - g. Accept SEA and SSA+ Letters of Intent to Bargain
 - h. Acknowledge Receipt of SEA Opening Proposal
 - i. Acknowledge Receipt of SSA+ Opening Proposal
 - j. Approve Retirement Incentive Plan
 - k. Approve MS Student Council’s Mascot Statue and Memorial Plaque Request
- 9. Informational Items
 - Special Meeting – February 24, 2020 at 5:00 p.m.
 - Next Regular Meeting – March 9, 2020 at 5:00 p.m.
- 10. Adjournment

**Shenandoah Community School District
Minutes of the Regular Meeting of the Board of Directors – January 13, 2020
Administration Board Room**

Call to Order:

Board President Jean Fichter called the meeting to order at 5:00 pm.

Roll Call:

Roll Call was answered by Directors Darrin Bouray, Jean Fichter, Jeff Hiser, Kathy Langley and Adam Van Der Vliet. Also present were Superintendent Dr. Kerri Nelson, School Business Official Sherri Ruzek and Board Secretary Lisa Holmes.

Mission Statement:

The SCSD Mission Statement was read by Director Bouray.

Welcome to Audience:

President Fichter welcomed everyone to the meeting.

Open Forum:

None

Administrative Reports:

Athletic Classification Resolution: AD Aaron Burdorf shared with the board a concept that is being discussed around the state regarding reclassification of state athletic competitions to figure in more than just enrollment size when assigning schools to a class.

Write to Learn: Master Teachers Maria Blake, Nicole Grindle and Teresa Hughes gave a presentation to the board about an online software that is used to help students with their writing. This software uses the same scoring engine that is used for the Iowa Assessments.

Consent Agenda:

Approve the consent agenda to include previous minutes, the financial accounts and the payment of bills. Personnel Requests: Contracts: Gaylen Terry, PT Custodian - \$14.95/hr; Molly Roberts, MS Girl's Track Coach - \$2,610; Robert Addy, Director of Maintenance and Operations - \$83,000; Trent Blackman, Van Driver - \$14.37/hr. After School Camp: Instructors @ \$25/hr – Jennifer Chapa, Madison Beeck, Tahrae Bonnes and Tiffany Stanton; Office Assistants @ \$13.70/hr – Shari Pitman and Tamara Lauman. Resignations: Holly Olson, HS Associate and .5 Freshman Sponsor; Ryan Ruzek, 9th Grade Baseball Coach. Fundraising Requests as noted. Out of State Travel Requests as noted. Grant Request: Tiffany Spiegel, Shared Vision Preschool Grant. Motion by Director Langley, second by Director Bouray. The motion carried on a 4-0 vote with Director Van Der Vliet abstaining.

Action Items:

Appoint Member to Page County Conference Board:

Director Van Der Vliet moved to appoint Jean Fichter to the board, second by Director Langley. Motion carried unanimously.

Set Public Hearing Date for HS Renovation Work:

Director Van Der Vliet moved to set the public hearing for the HS Renovation Work with Carl A. Nelson and Company for February 10, 2020 at 5:00 p.m. Director Langley seconded the motion. Motion carried unanimously.

Approve School Classification Equity Resolution:

Motion by Director Van Der Vliet, second by Director Bouray to adopt the following resolution: Be it resolved that the Shenandoah Community School District Board of Directors call for a commitment from the IGSAU and IAHSAA Board of Control and Executive Directors to convene a committee to seriously evaluate the competitive needs of students and schools in order to experience success and the inequities inherent in a system based solely on enrollment size without consideration of family and community capacity for support and make a recommendation to a joint board of both associations to resolve this issue in the 2019-2020 school year. Motion carried unanimously.

Approve ISFIS Write to Learn Participant Agreement:

Motion to approve by Director Van Der Vliet, second by Director Langley. Motion carried unanimously.

Approve Request to the School Budget Review Committee for Modified Supplemental Amount and Supplemental Aid for the 2020-2021 Dropout Prevention Program in the amount of \$269,426 for expenditures necessary to implement the 2020-2021 at-risk and dropout prevention program plans:

Motion by Director Langley, second by Director Van Der Vliet. Motion carried unanimously.

Approve Service Description for Drop Out Prevention Program:

Motion to approve by Director Van Der Vliet, second by Director Bouray. Motion carried unanimously.

Informational Items:

Next Regular Meeting – February 10, 2020 at 5:00 pm.

Adjournment:

Motion by Director Van Der Vliet, second by Director Langley to adjourn the meeting at 5:57 pm. Motion carried unanimously.

Board Secretary

Board President

Shenandoah Community School District
Minutes of the Special Meeting of the Board of Directors – January 22, 2020
Administration Board Room

Call to Order:

Board President Jean Fichter called the meeting to order at 5:00 pm.

Roll Call:

Roll Call was answered by Directors Darrin Bouray, Jean Fichter, Jeff Hiser, Kathy Langley (via phone) and Adam Van Der Vliet. Also present were Superintendent Dr. Kerri Nelson and Board Secretary Lisa Holmes.

Action Items:

Appoint Asbestos Professional Service Proposal:

Director Van Der Vliet moved to approve the AIA C103 agreement with ATC Group Services for Professional Asbestos Services, second by Director Bouray. Motion carried unanimously.

Informational Items:

Next Regular Meeting – February 10, 2020 at 5:00 pm.

Adjournment:

Motion by Director Bouray, second by Director Van Der Vliet to adjourn the meeting at 5:03 pm. Motion carried unanimously.

Board Secretary

Board President

SHENANDOAH ACCOUNT BALANCES						
ACCOUNT	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
General Fund (10)						
Beg Balance Checking (Century)	\$385,028.81	\$16,713.86	\$39,613.60	-\$80,237.34	-\$55,663.63	\$155,126.81
Beg Balance Savings (Century)	\$3,452,321.16	\$2,961,633.25	\$2,408,233.08	\$2,698,633.71	\$3,725,067.80	\$3,429,655.01
Revenues	\$139,866.08	\$275,659.53	\$1,276,172.26	\$2,058,639.45	934,962.32	\$1,002,951.38
Expenditures	-\$1,048,809.69	-\$889,845.59	-\$1,011,518.98	-\$1,008,710.60	-1,020,147.22	-\$995,383.21
End Balance Checking (Century)	\$16,713.86	\$39,613.60	-\$80,237.34	-\$55,663.63	155,126.81	\$193,014.31
End Balance Savings (Century)	\$2,961,633.25	\$2,408,233.08	\$2,698,633.71	\$3,725,067.80	3,429,655.01	\$3,400,407.08
Total General Fund	\$2,978,347.11	\$2,447,846.68	\$2,618,396.37	\$3,669,404.17	\$3,584,781.82	\$3,593,421.39
Management Fund (22)						
Beg Balance Checking (Century)	\$2,502.74	\$3,419.07	\$14,855.73	-\$5,228.72	\$2,546.82	\$1,653.92
Beg Balance Savings (Century)	\$609,822.39	\$609,822.39	\$429,197.11	\$534,590.64	\$836,845.94	\$878,646.21
Revenues Checking	\$10,547.31	\$19,401.88	\$125,964.02	\$317,260.20	\$50,113.09	\$30,544.33
Expenditures Checking	-\$69,088.58	-\$188,590.50	-\$35,426.22	-\$7,229.36	-\$9,205.72	-\$5,228.72
End Balance Checking (Century)	\$3,419.07	\$14,855.73	-\$5,228.72	\$2,546.82	\$1,653.92	\$6,447.87
End Balance Savings (Century)	\$609,822.39	\$429,197.11	\$534,590.64	\$836,845.94	\$878,646.21	\$899,167.87
Total Management Fund	\$613,241.46	\$444,052.84	\$529,361.92	\$839,392.76	\$880,300.13	\$905,615.74
SAVE Fund (33)						
Beg Balance Checking (Century)	\$942,159.72	\$729,151.08	\$428,569.70	\$380,520.12	\$232,191.76	\$155,378.37
Beg Balance Savings (Century)	\$1,243,509.22	\$1,298,438.57	\$1,355,420.46	\$1,412,143.30	\$1,468,897.44	\$7,146,624.18
Revenues Checking	\$90,672.33	\$92,461.51	\$92,111.16	\$91,897.01	5,712,594.47	\$191,965.16
Expenditures Checking	-\$248,751.62	-\$336,061.00	-\$83,437.90	-\$357,343.56	-111,681.12	-\$574,207.88
End Balance Checking (Century)	\$729,151.08	\$428,569.70	\$380,520.12	\$232,191.76	155,378.37	\$38,800.20
End Balance Savings (Century)	\$1,298,438.57	\$1,355,420.46	\$1,412,143.30	\$1,468,897.44	7,146,624.18	\$6,880,959.63
Total SAVE Fund	\$2,027,589.65	\$1,783,990.16	\$1,792,663.42	\$1,701,089.20	\$7,302,002.55	\$6,919,759.83
PPEL Fund (36)						
Beg Balance Checking (Century)	\$48,444.60	\$18,529.74	\$5,665.69	\$25.42	\$10,299.55	\$5,448.40
Beg Balance Savings (Century)	\$41,099.68	\$43,575.97	\$175,742.28	\$219,116.00	\$161,685.40	\$173,016.42
Revenues Checking	\$2,502.88	\$152,176.67	\$53,373.77	\$137,589.20	\$21,337.03	\$318,241.37
Expenditures Checking	-\$29,941.45	-\$20,203.29	-\$15,640.32	-\$10,873.34	-\$14,857.16	-\$71,435.10
Expenditures Accts Pay						
End Balance Checking (Century)	\$18,529.74	\$5,665.69	\$25.42	\$10,299.55	\$5,448.40	\$4,027.46
End Balance Savings (Century)	\$43,575.97	\$175,742.28	\$219,116.00	\$161,685.40	\$173,016.42	\$421,243.63
Total PPEL Fund	\$62,105.71	\$181,407.97	\$219,141.42	\$171,984.95	\$178,464.82	\$425,271.09
Debt Service Fund (40)						
Beg Balance Checking (Century)	\$0.00	\$0.00	\$0.00			
Beg Balance Savings (Century)	\$135,436.35	\$144,150.18	\$0.00	\$3.70	\$3.70	\$3.70
Beg Balance Fiscal Agent (Century)	\$470,235.14	\$129,926.38	\$164,747.49	\$199,588.67	\$234,475.60	\$269,323.42
Revenues Checking	\$43,860.07	\$34,821.11	\$34,844.88	\$34,886.93	\$34,847.82	\$107,834.89
Expenditures Checking	-\$375,455.00	-\$144,150.18	\$0.00		\$0.00	-\$41,292.00
Transfer						
End Balance Checking (Century)	\$0.00	\$0.00	\$0.00			
End Balance Savings (Century)	\$144,150.18	\$0.00	\$3.70	\$3.70	\$3.70	\$3.70
End Balance Fiscal Agent (Century)	\$129,926.38	\$164,747.49	\$199,588.67	\$234,475.60	\$269,323.42	\$335,866.31
Total Debt Service Fund	\$274,076.56	\$164,747.49	\$199,592.37	\$234,479.30	\$269,327.12	\$335,870.01
Total Checking Acct 1	\$767,813.75	\$488,704.72	\$295,079.48	\$189,374.50	\$317,607.50	\$242,289.84
Total Savings Acct 1	\$5,057,620.36	\$4,368,592.93	\$4,864,487.35	\$6,192,500.28	\$11,627,945.52	\$11,601,781.91

SHENANDOAH ACCOUNT BALANCES						
ACCOUNT	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
General Fund (10)						
Beg Balance Checking (Century)	\$193,014.31					
Beg Balance Savings (Century)	\$3,400,407.08					
Revenues	\$986,711.76					
Expenditures	-\$1,011,435.69					
End Balance Checking (Century)	\$212,288.65					
End Balance Savings (Century)	\$3,355,903.38					
Total General Fund	\$3,568,192.03	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Management Fund (22)						
Beg Balance Checking (Century)	\$6,447.87					
Beg Balance Savings (Century)	\$899,167.87					
Revenues Checking	\$24,773.71					
Expenditures Checking	-\$66,791.72					
End Balance Checking (Century)	\$9,677.32					
End Balance Savings (Century)	\$853,920.41					
Total Management Fund	\$863,597.73	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
SAVE Fund (33)						
Beg Balance Checking (Century)	\$38,800.20					
Beg Balance Savings (Century)	\$6,880,959.63					
Revenues Checking	\$99,605.92					
Expenditures Checking	-\$152,851.95					
End Balance Checking (Century)	\$3,449.11					
End Balance Savings (Century)	\$6,863,064.69					
Total SAVE Fund	\$6,866,513.80					
PPEL Fund (36)						
Beg Balance Checking (Century)	\$4,027.46					
Beg Balance Savings (Century)	\$421,243.63					
Revenues Checking	\$10,548.64					
Expenditures Checking	-\$8,707.47					
Expenditures Accts Pay						
End Balance Checking (Century)	\$5,331.65					
End Balance Savings (Century)	\$421,780.61					
Total PPEL Fund	\$427,112.26	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Debt Service Fund (40)						
Beg Balance Checking (Century)						
Beg Balance Savings (Century)	\$3.70					
Beg Balance Fiscal Agent (Centu)	\$335,866.31					
Revenues Checking	\$107,915.97					
Expenditures Checking	-\$500.00					
Transfer						
End Balance Checking (Century)						
End Balance Savings (Century)	\$3.70					
End Balance Fiscal Agent (Centu)	\$443,282.28					
Total Debt Service Fund	\$443,285.98					
Total Checking Acct 1	\$230,746.73					
Total Savings Acct 1	\$11,494,672.79					

SHENANDOAH ACCOUNT BALANCES						
Total Savings Acct 15	\$129,926.38	\$164,747.49	\$199,588.67	\$234,475.60	\$269,323.42	\$335,866.31
Grand Total Acct 1	\$5,955,360.49	\$5,022,045.14	\$5,359,155.50	\$6,616,350.38	\$12,214,876.44	\$12,179,938.06
Reconciliation						
Bank Statement Checking (Centur	\$1,014,458.38	\$612,125.55	\$542,759.82	\$347,379.27	\$571,893.60	\$242,890.30
Bank Statement Savings (Century)	\$5,057,620.36	\$4,368,592.93	\$4,864,487.35	\$6,192,500.28	\$11,627,945.52	\$11,601,781.91
Bank Statement Fiscal Agent (Cen	\$129,926.38	\$164,747.49	\$199,588.67	\$234,475.60	\$269,323.42	\$335,866.31
Less Outstanding Checks	-\$247,848.26	-\$123,420.83	-\$247,680.34	-\$158,004.77	-\$254,286.10	-\$600.46
Oustanding Deposits/GJE	\$1,203.63					
Total Reconciliation	\$5,955,360.49	\$5,022,045.14	\$5,359,155.50	\$6,616,350.38	\$12,214,876.44	\$12,179,938.06
Amount Reconciliation Off	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ACCOUNT	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Activity Fund (21)						
Beg Balance Checking	\$14,068.48	\$11,577.34	\$2,894.10	-\$2,419.05	\$11,181.97	\$5,778.65
Beg Balance Savings	\$73,453.53	\$83,267.07	\$89,279.98	\$128,712.66	\$108,427.30	\$123,249.33
Revenues Savings	\$9,869.20	\$4,547.70	\$49,453.64	24854.3	\$28,290.39	\$18,897.84
Expenditures Checking	-\$2,546.80	-\$8,481.83	-\$15,334.11	-\$31,538.64	-\$18,871.68	-\$20,012.39
Expenditures Savings						
End Balance Checking	\$11,577.34	\$2,894.10	-\$2,419.05	\$11,181.97	\$5,778.65	\$10,766.87
End Balance Savings	\$83,267.07	\$89,279.98	\$128,712.66	\$108,427.30	\$123,249.33	\$117,146.56
Total Activity Fund	\$94,844.41	\$92,174.08	\$126,293.61	\$119,609.27	\$129,027.98	\$127,913.43
Scholarships (81)						
Beg Balance Checking	\$248.00	\$0.00	-\$1,250.00	-\$75.00	-\$75.00	\$0.00
Beg Balance Savings	\$390,215.31	\$389,061.78	\$388,259.63	\$387,365.73	\$387,365.73	\$387,435.90
Revenues Savings	\$198.47	\$197.85	\$185.10	\$171.00	145.17	\$131.62
Expenditures Checking	-\$1,600.00	-\$2,250.00	\$0.00	-75	0	
Expenditures Savings						
End Balance Checking		-\$1,250.00	\$0.00	-\$75.00	\$0.00	
End Balance Savings	\$389,061.78	\$388,259.63	\$387,194.73	\$387,365.73	\$387,435.90	\$387,567.52
Total Scholarships	\$389,061.78	\$387,009.63	\$387,194.73	\$387,290.73	\$387,435.90	\$387,567.52
Agency Fund (91)						
Beg Bal Checking	\$595.66	\$595.66	\$595.66	\$590.78	\$437.58	\$181.05
Beg Bal Savings	\$1,391.22	\$1,391.22	\$1,391.22	\$1,437.32	\$1,437.32	\$1,437.32
Revenues Savings			\$46.10	\$0.00		
Expenditures Checking			-\$4.88	-\$153.20	-\$256.53	-\$426.81
Expenditures Savings						
End Balance Checking	\$595.66	\$595.66	\$590.78	\$437.58	\$181.05	\$54.24
End Balance Savings	\$1,391.22	\$1,391.22	\$1,437.32	\$1,437.32	\$1,437.32	\$1,137.32
Total Agency Fund	\$1,986.88	\$1,986.88	\$2,028.10	\$1,874.90	\$1,618.37	\$1,191.56
Total Checking Acct 2	\$12,173.00	\$2,239.76	-\$1,828.27	\$11,544.55	\$5,959.70	\$10,821.11
Total Savings Acct 2	\$473,720.07	\$478,930.83	\$517,344.71	\$497,230.35	\$512,122.55	\$505,851.40
Grand Total Acct 2	\$485,893.07	\$481,170.59	\$515,516.44	\$508,774.90	\$518,082.25	\$516,672.51

SHENANDOAH ACCOUNT BALANCES						
Total Savings Acct 15	\$443,282.28					
Grand Total Acct 1	\$12,168,701.80	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Reconciliation						
Bank Statement Checking	\$373,229.28					
Bank Statement Savings	\$11,494,672.79					
Bank Statement Fiscal Agent	\$443,282.28					
Less Outstanding Checks	-\$142,482.55					
Oustanding Deposits/GJE						
Total Reconciliation	\$12,168,701.80					
Amount Reconciliation Off	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ACCOUNT	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
Activity Fund (21)						
Beg Balance Checking	\$10,766.87					
Beg Balance Savings	\$117,146.56					
Revenues Savings	\$27,428.89					
Expenditures Checking	-\$19,286.02					
Expenditures Savings						
End Balance Checking	\$6,481.94					
End Balance Savings	\$129,574.36					
Total Activity Fund	\$136,056.30					
Scholarships (81)						
Beg Balance Checking	\$0.00					
Beg Balance Savings	\$387,567.52					
Revenues Savings	\$131.31					
Expenditures Checking						
Expenditures Savings						
End Balance Checking						
End Balance Savings	\$387,698.83					
Total Scholarships	\$387,698.83					
Agency Fund (91)						
Beg Bal Checking	\$54.24					
Beg Bal Savings	\$1,137.32					
Revenues Savings	\$0.00					
Expenditures Checking	-\$63.76					
Expenditures Savings						
End Balance Checking	\$290.48					
End Balance Savings	\$837.32					
Total Agency Fund	\$1,127.80					
Total Checking Acct 2	\$6,772.42					
Total Savings Acct 2	\$518,110.51					
Grand Total Acct 2	\$524,882.93					

**SHENANDOAH COMMUNITY SCHOOL DISTRICT
EXPENDITURES TO CERTIFIED BUDGET COMPARISON
JULY 1, 2019 - JUNE 30, 2020**

JANUARY									
	FUNCTION	GENERAL	MGMNT	TRUST	PPEL	EMG LEVY/ DISASTER RELIEF	PERL	ACTIVITY	
	INSTRUCTION	1XXX	\$3,308,363.08	\$190,367.08	\$3,925.00			\$115,442.83	
	SUPPORT SERVICES	2XXX	\$2,052,731.75	\$196,422.46		\$273,836.59			
	NON-INSTRUCTIONAL	3XXX							
OTHER	FACILITIES ACQ & CONST	4XXX				\$68,335.56			
	DEBT	5XXX							
	AEA FLOW THROUGH	6100	\$273,728.00						
	TRANSFERS								
		6900	\$653.22						
	TOTAL		\$5,634,822.83	\$386,789.54	\$3,925.00	\$342,172.15	\$0.00	\$0.00	\$115,442.83
	PUBLISHED BUDGET		\$13,668,222.00	\$432,000.00	\$0.00	\$845,000.00	\$0.00	\$0.00	\$250,000.00
	% USED		41.23%	89.53%	0.00%	40.49%	0.00%	0.00%	46.18%
	FUNCTION	CAPITAL PROJECTS	DEBT SERVICE	NUTRITION	OTHER ENTERPRISE	TOTAL USED	PUB BUDGET	% OF BUDGET	
	INSTRUCTION	1XXX			\$905.18	\$3,619,003.17	\$9,570,000.00	37.82%	
	SUPPORT SERVICES	2XXX	\$225,636.01			\$2,748,626.81	\$4,999,100.00	54.98%	
	NON-INSTRUCTION	3XXX		\$325,829.38		\$325,829.38	\$750,000.00	43.44%	
	FACILITIES ACQ & CONST	4XXX	\$788,175.45			\$856,511.01	\$2,565,000.00	33.39%	
	DEBT	5XXX	\$74,127.00	\$41,792.00		\$115,919.00	\$430,000.00	26.96%	
	AEA FLOW THROUGH	6100				\$273,728.00	\$507,222.00	53.97%	
	TRANSFER	62xx	\$388,469.12	\$144,150.18		\$532,619.30			
	TOTAL		\$1,476,407.58	\$185,942.18	\$325,829.38	\$905.18	\$8,472,236.67	\$18,821,322.00	45.01%
	PUBLISHED BUDGET		\$2,865,000.00	\$430,000.00	\$751,100.00	\$0.00			
	% USED		51.53%	0.00%	43.38%	0.00%		45.01%	

**SHENANDOAH COMMUNITY SCHOOL
CALCULATION OF MISCELLANEOUS INCOME
2019-2020**

	STATE AID/ SRCIPVR (CNI) Source Codes	TLC/FOUR YEAR-OLD STATE AID/TSS/ INTERVENTION/PD/ TRANSPORTATION Source Code	SPED DEFICIT SUPPLEMENTAL STATE AID Source Code	AEA FLOWTHROUGH Source Code	PROPERTY TAX Source Codes	INSTRUCTIONAL SUPPORT THROUGH INCOME SURTAXES Source Codes	EXCISE TAXES UTILITY REPL. Source Codes	** MISCELLANEOUS REVENUE	TOTAL REVENUE (Includes Flowthrough)	FY '19 Actuals
	3801, 3803, 3111	3116, 3117, 3119 3204, 3216, 3376	3113	3214	1110-1119	1134	1170-1179			
JUL				\$39,104.00				\$17,320.76	\$56,424.76	\$53,106.44
AUG				\$39,104.00	\$78,576.06			\$18,242.94	\$135,923.00	\$80,425.92
SEP	\$523,628.00	\$144,855.00		\$39,104.00	\$518,824.88		\$233.13	\$49,527.25	\$1,276,172.26	\$1,352,737.62
OCT	\$523,628.00	\$144,855.00		\$39,104.00	\$1,270,009.60		\$42,026.00	\$39,016.85	\$2,058,639.45	\$1,905,569.52
NOV	\$551,500.40	\$144,855.00		\$39,104.00	\$175,920.13		\$1,008.39	\$22,574.40	\$934,962.32	\$1,002,941.75
DEC	\$566,913.40	\$144,855.00		\$39,104.00	\$78,293.03	\$152,637.50	\$501.70	\$20,646.75	\$1,002,951.38	\$1,093,473.96
JAN	\$530,221.34	\$144,855.00		\$39,104.00	\$87,793.33			\$184,738.09	\$986,711.76	\$916,428.68
FEB								\$0.00		
MAR								\$0.00		
APR								\$0.00		
MAY								\$0.00		
JUN								\$0.00		
TOTAL	\$2,695,891.14	\$724,275.00	\$0.00	\$273,728.00	\$2,209,417.03	\$152,637.50	\$43,769.22	\$352,067.04	\$8,451,784.93	\$6,404,683.89

** Fill in STATE AID, INSTRUCTIONAL SUPPORT, FOUR YEAR-OLD PRESCHOOL, STATE FISCAL STABILIZATION, AEA FLOWTHROUGH, PROPERTY TAX, INCOME SURTAXES, EXCISE TAXES and TOTAL REVENUE columns. The MISC column will automatically be filled in and transferred to the UNSPENT AUTHORIZED BUDGET CALCULATION at the right

Yellow indicates a formula)

SRICIPVR = State Replacement for Commercial and Industrial Property Valuations Reduction

MONTHLY BOARD VENDOR BILLS
 FEBRUARY 2020 AP FOR BOARD MEETING

Vendor Name	Invoice Detail Amount	Invoice Detail Description
Checking Account ID 20	Fund Number 61	SCHOOL NUTRITION FUND
ANDERSON ERICKSON DAIRY	4,317.93	HS MILK
FAREWAY STORES	56.01	Water
HEARTLAND PAYMENT SYSTEMS INC	450.00	POS SOY SERVICE
HY-VEE	697.80	SNF FOOD FOR THE FOODSERVICE PROGRAM
JAYMAR BUSINESS FORMS	142.65	SNF SUPPLIES
KECK FOODS	4,096.37	SNF FOOD FOR THE FOODSERVICE PROGRAM
MARTIN BROS DIST	30,644.78	SUPPLIES
SHENANDOAH ACTIVITY FUND	39.25	FFA FRUIT/HS
Fund Number 61	<u>40,444.79</u>	
Checking Account ID 20	40,444.79	
Checking Account ID 3	Fund Number 21	ACTIVITY FUND
AARON NORDYKE	120.00	GENERAL ATHLETICS OFFICIAL
AARON WILLIAMS	125.00	GENERAL ATHLETICS OFFICIAL
AMERICAN CANCER SOCIETY	2,825.94	SUPPLIES/SHEN GIRLS BB
BANK IOWA/CONNIE MCGINNIS	448.00	TRAVEL
BIG FRIG	404.00	SUPPLIES/GENERAL ATHLETICS
BILL GILLMAN	125.00	GENERAL ATHLETICS OFFICIAL
BRIEN MCCREADY	125.00	GENERAL ATHLETICS OFFICIAL
CHRISTOPHER JOHNSON	120.00	GENERAL ATHLETICS OFFICIAL
COLBY PEDERSEN	100.00	GENERAL ATHLETICS OFFICIAL
DAVID LUTZ	125.00	GENERAL ATHLETICS OFFICIAL
DENNY HOWARD	72.00	GENERAL ATHLETIC WORKERS
DOUG DICKINSON	250.00	GENERAL ATHLETICS OFFICIAL
DUSTY SKAHILL	36.00	GENERAL ATHLETIC WORKERS
ELI SCHUSTER	54.00	GENERAL ATHLETIC WORKERS
ERIC LESHER	125.00	GENERAL ATHLETICS OFFICIAL
FAREWAY STORES	1,308.65	MUSTANG FIELD CONCESSION SUPPLIES
HARLAN COMMUNITY SCHOOL DISTRICT	85.00	ENTRY FEE TO ANOTHER SCHOOL
HOWARD SPORTING GOODS	276.25	SUPPLIES/GENERAL ATHLETICS
IMAGE MARKET	184.07	SUPPLIES/ANNUAL
INSTRUMENTALIST AWARDS	109.00	SUPPLIES
IOWA FFA ASSOCIATION	222.00	REGISTRATION/FFA
IOWA HIGH SCHOOL SPEECH ASSOCIATION	422.00	REGISTRATION
JAYMAR BUSINESS FORMS	241.64	SUPPLIES/GENERAL ATHLETICS
JEFF LAUGHLIN	90.00	GENERAL ATHLETICS OFFICIAL
JOE NEBEL	18.00	GENERAL ATHLETIC WORKERS
JOSH MORSE	125.00	GENERAL ATHLETICS OFFICIAL
JOSH SCHUSTER	54.00	GENERAL ATHLETIC WORKERS
JOSHUA PORTER	225.00	GENERAL ATHLETICS OFFICIAL
KYLE FISCHER	150.00	GENERAL ATHLETICS OFFICIAL
MARK ROYER	250.00	GENERAL ATHLETICS OFFICIAL
MATTHEW WULK	125.00	GENERAL ATHLETICS OFFICIAL
MICHAEL IRVIN	125.00	GENERAL ATHLETICS OFFICIAL
NATE LAUGHLIN	90.00	GENERAL ATHLETICS OFFICIAL
NATIONAL FFA ORGANIZATION	303.00	FFA SUPPLIES
NICK DICKERSON	72.00	GENERAL ATHLETIC WORKERS
OSBORN, CURTIS	290.00	GENERAL ATHLETICS OFFICIAL
PEG VAN BUSKIRK	745.00	REGISTRATION
RICK PACE	65.00	GENERAL ATHLETICS OFFICIAL
RIEMAN MUSIC DES MOINES	85.00	EQUIPMENT/MS MARCHING MUSTANGS
ROCSTOP - WHITEHILLS	750.00	MUSTANG FIELD CONCESSION SUPPLIES
RON HANSEN	108.00	GENERAL ATHLETIC WORKERS
SHAWN PETERSEN	250.00	GENERAL ATHLETICS OFFICIAL
SHENANDOAH CSD	906.28	GENERAL ATHLETIC WORKERS
SHENANDOAH SCHOOL LUNCH	156.00	MAY MENTORING ACTIVITY SUPPLIES
STEVEN MARTIN	195.00	GENERAL ATHLETICS OFFICIAL

MONTHLY BOARD VENDOR BILLS
 FEBRUARY 2020 AP FOR BOARD MEETING

Vendor Name	Invoice Amount	Detail	Description
TREVOR ARGO	125.00		GENERAL ATHLETIC WORKERS
TROY NICKLAUS	125.00		GENERAL ATHLETICS OFFICIAL
TYLER COURTIER	54.00		GENERAL ATHLETIC WORKERS
WILLIAM L GILLMAN	125.00		GENERAL ATHLETICS OFFICIAL
Fund Number 21	<u>13,509.83</u>		
Checking Account ID 3	Fund Number 81		TRUST FUNDS NON EXPENDABLE
CAYLEY LORIMOR/AVEDA INSTITUTE	500.00		INGRIM SCHOLARHIP TUITION
CONNOR HENDERSON/IWCC	250.00		SCHOLARSHIPS/I&C WILSON/ROLSCREEN
DONIVAN KINGHORN/SIMPSON COLLEGE	250.00		SCHOLARSHIPS/I&C WILSON/ROLSCREEN
Fund Number 81	<u>1,000.00</u>		
Checking Account ID 3	14,509.83		
Checking Account ID 30	Fund Number 10		GENERAL FUND
ACCO BRANDS USA LLC	306.08		MS GENERAL ED SUPPLIES
ASSETGENIE, INC.	139.80		TECH REPAIR & MAINTENANCE SUPPLIES
BARBARA FARWELL	201.71		ESL TRAVEL
BROWN'S REPAIR & AUTO PARTS, INC.	440.92		VEHICLE REPAIR SERVICES
CDW GOVERNMENT	230.54		Da-Lite White T-Bar Clips
CENEX FLEET FUELING	5,599.67		MAINTENANCE GASOLINE
CENTERPOINT ENERGY	4,459.44		UTILITIES-GAS
CENTURY BANK/JEFF MCCOY	210.00		Cash Box
CENTURYLINK	400.90		BUSINESS MANAGER TELEPHONE
CHAT MOBILITY	101.89		BUSINESS MANAGER TELEPHONE
CITY OF SHENANDOAH	15,151.38		WATER-SEWER
CLAYTON RIDGE COMMUNITY SCHOOL DISTRICT	3,452.78		TEACHER LEADERSHIP OPEN ENROLLMENT
COUNCIL BLUFFS CSD	420.94		PURCHASE EDUCATIONAL/L3 IND COSTS
CULLIGAN WATER	170.00		MAINTENANCE SUPPLIES
DENNIS ROGERS	3,860.00		PURCHASED BUILDING AND GROUNDS SERVICES
DOUG MEYER CHEVROLET	260.75		VEHICLE REPAIR SERVICES
EARL MAY SEED	24.99		MS PRINCIPAL FUNDRAISER SUPPLIES
ELEVATE ROOFING	1,025.16		MAINTENANCE BUILDING REPAIR SERVICES
FELD FIRE	270.00		OTHER PURCHASED PROPERTY SERVICES
FREMONT MILLS CSD	3,531.25		TEACHER LEADERSHIP OPEN ENROLLMENT
GENERAL FIRE & SAFETY	198.00		OTHER PURCHASED PROPERTY SERVICES
GLASS GUY, THE	1,293.14		MAINTENANCE BUILDING REPAIR SERVICES
GLENWOOD CSD	8,597.39		PURCHASE EDUCATIONAL/L3 IND COSTS
IOWA ASSOCIATION OF SCHOOL BOARD	430.00		SUPERINTENDENT WORKSHOPS
IOWA CHORAL DIRECTOR	120.00		STUDENT ENTRY & REGISTRATION FEES
IOWA DEPARTMENT OF HUMAN SERVICES	3,200.06		MEDICAID DIRECT SERVICES
IOWA WESTERN COMMUNITY COLLEGE	125.00		HS VOCAL MUSIC STUDENT ENTRY & REG FEES
IRESQ	139.00		REPAIR
ISFIS	9,525.00		SUPPORT/TRAINING
JAYMAR BUSINESS FORMS	223.70		BUSINESS MANAGER SUPPLIES
JB PARTS AND SUPPLY	42.76		HS AUTO TECH EQUIPMENT
JOHN GOWING PLUMBING AND HEATING INC.	1,324.48		SINK REPAIR - ADMIN
JON WEINRICH	1,665.16		MS DEAN OF STUDENTS TUITION REIM
JULIANE LAROCK	8.86		ELEM SPED LVL III TRAVEL
L MARIES FOOD AND SNACK	196.00		FOUNDATION GRANTS SUPPLIES
MCNEILLY STEEL BUILDING	30.00		TRANSPORTATION SUPPLIES
MENARDS	168.70		SUPPLIES
MIDAMERICAN ENERGY	12,043.79		UTILITIES-ELECTRICITY
MILLER BUILDING	320.24		HS IND ARTS RESALE INVENTORY
MITEL NET SOLUTIONS	550.23		ELEM PRINCIPAL TELEPHONE
O'REILLY AUTO	414.21		TRANSPORTATION REPAIR PARTS
ORME ELECTRIC	130.00		GROUND REPAIR SERVICES
QUILL CORPORATION	1,259.27		SUPERINTENDENT SUPPLIES

MONTHLY BOARD VENDOR BILLS
FEBRUARY 2020 AP FOR BOARD MEETING

Vendor Name	Invoice Amount	Invoice Detail Description
RCB TRUCK REPAIR	1,631.65	VEHICLE REPAIR SERVICES
RED OAK HIGH SCHOOL	4,628.78	PURCHASED TRANS FROM ANOTHER LEA
RED OAK MIDDLE SCHOOL	100.00	Large Group Band Festival Registration
RED OAK WELDING	602.10	CYLINDER RENT
RIEMAN MUSIC DES MOINES	247.50	HS BAND EQUIPMENT REPAIR
ROCSTOP - WHITEHILLS	34.31	TRANSPORTATION GASOLINE
ROCSTOP CARDTRLO	57.36	TRANSPORTATION GASOLINE
ROGERS PEST CONTROL LLC	230.00	MAINTENANCE PEST CONTROL CONTRACTED
SHENANDOAH MEDICAL CENTER	75.00	BUS DRIVER PHYSICALS
SHENANDOAH SANITATION	1,071.52	MAINTENANCE GARBAGE COLLECTION
SHENANDOAH SCHOOL LUNCH	32.00	ELEM PRINCIPAL SUPPLIES
SIGNS & SHINES	10.00	MAINTENANCE SUPPLIES
SIOUX CENTRAL CSD	163.25	TEACHER LEADERSHIP OPEN ENROLLMENT
SOUTHWEST IOWA PARKING LOT	6,700.00	MAINTENANCE - SAND/SALT
STEVENSON ELECTRIC	475.32	MAINTENANCE BUILDING SUPPLIES
SUPPLYWORKS	3,562.38	CUSTODIAL SUPPLIES
TABOR HISTORICAL SOCIETY	25.00	TOUR
TIFFANY SPIEGEL	436.54	TUITION REIMBURSEMENT
TRUCK CENTER COMPANIES	103.53	TRANSPORTATION REPAIR PARTS
UPS	7.40	TECH REPAIR & MAINTENANCE SUPPLIES
VALLEY PUBLICATIONS	700.69	BOARD NEWSPAPER ADVERTISING
WELLMARK BLUE CROSS BLUESHEILD	109,561.19	HEALTH INSURANCE PAYABLE CN
WILLIAM V. MACGILL & CO	784.98	Nurse supplies PK-HS/k-8 supplies
ZIMCO SUPPLY	1,725.00	GROUNDS GENERAL SUPPLIES
Fund Number 10	<u>215,228.69</u>	
Checking Account ID 30	Fund Number 22	MANAGEMENT FUND
WELLMARK BLUE CROSS BLUESHEILD	5,228.72	EARLY RETIREES MEDICAL INSURANCE
Fund Number 22	<u>5,228.72</u>	
Checking Account ID 30	Fund Number 33	SAVE (SECURE AN ADVANCED VISION FOR ED.
CARL A. NELSON & CO	18,148.86	ARCHITECT SERVICE
DENNIS ROGERS	360.00	CONSTRUCTION SERVICES
DLR GROUP	13,796.10	SERIES 2019 BOND ARCHITECT
WILSON GROUP INC., THE	62,997.91	FURNITURE & FIXTURES
Fund Number 33	<u>95,302.87</u>	
Checking Account ID 30	Fund Number 36	PHYSICAL PLANT & EQUIPMENT
BI-STATE ELECTRONICS	1,377.84	MOTOROLA RADIOS
BLUPOINTE DRS	750.00	TECH RELATED SOFTWARE
CORVUS INDUSTRIES, LTD	3,869.00	EQUIPMENT REPAIRS
COUNCIL BLUFFS CSD	35.24	RENT OF ROOM/APEX BILLING
COUNSEL OFFICE & DOCUMENT	1,475.23	ADMIN COPIER LEASE
CULLIGAN WATER	243.47	RENTAL OF EQUIPMENT & VEHICLES
FELD FIRE	2,514.00	BUILDING REPAIR
GREAT AMERICAN FINANCIAL SERVICES	1,064.38	ELEMENTARY COPIER LEASE
ORME ELECTRIC	3,581.17	BUILDING IMPROVMENT FURNITURE&FIXTURES
Fund Number 36	<u>14,910.33</u>	
Checking Account ID 30	Fund Number 40	DEBT SERVICE
UMB BANK, N.A.	500.00	DEBT SERVICE FEE
Fund Number 40	<u>500.00</u>	
Checking Account ID 30	<u>331,170.61</u>	

First Name	Last Name	Organization	Start Date	End Date	Name of Fundraiser	What specific funds will be used for	Percentage of profit	Population
Brett	Roberts	Ten 80 Racing	1/20/2020	2/29/2020	Save Around Book Sales	Pay for our trip to nationals in Florida	50%	Staff or General Public
Amy	Toye	Shenandoah High School Speech	1/13/2020	1/24/2020	Speech Shirt Sales	Contest entry fees, speech supplies (costumes, props, scripts, etc.), travel costs, royalty fees	Less than 10%	Students
Michael	Jones	5-6 Band, 7-8 Band	Kick off would be sometime between 2-25 and 2-27	3/11/2020	Great American Fundraising - Brochure fundraiser	Money raised by the 5-6 students will go to benefit the middle school band. Buy/repair instruments, etc. The money is put into the MS Band account. The 7-8 students will go into their individual trip accounts for the trip they will take in high school.	40-45%	Staff or General Public
Mary	Peterson	Shenandoah High School	2/15/2020	2/15/2020	NHS sponsoring the Koral Dance for 7-8th grade	supplies for the Blood Drive	100%	Students
Dale	Risher	High School Band/Music Boosters	2/1/2020	2/28/2023	Donations for Disney Trip	Individual student accounts for trip to Orlando, FL	100%	Staff or General Public

Credit Requirement Recommendations Board Presentation

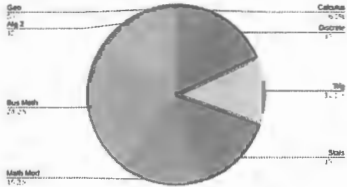


Goal: Increase SHS's average ACT composite to higher than state average

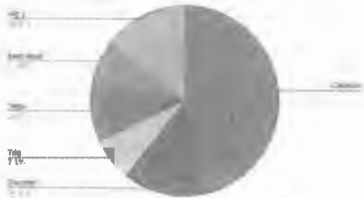
- Team
- Jason Shaffer (principal)
 - Heather Weiss (counselor)
 - Nicole Grindle (instructional coach/science rep)
 - Jenny Stephens (math rep)
 - Amy Toye (LA rep)

Highest Math Class Taken

ACT Score Below State Avg Highest Math Class



ACT Score Above State Avg High Math Class Taken



High Science Class Taken

Below State Avg Highest Science



Above State Avg Highest Science



Highest LA Class Taken

Below State Avg Highest LA



Above State Avg Highest LA



Actions

Require more core credits in math and science

Better prepare students for upper level core classes

Math

Currently

- Most students take Algebra, Geometry, & Algebra 2
- Choose semester long electives
- 6 credits required and one math every year

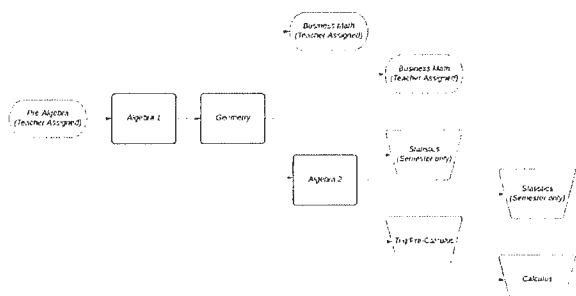
Recommendations

- After Algebra 2 students take Statistics, Business Math, or Trig/Pre-Calc
- 7 credits required and one math required every year

Math Changes

- Ensure more students take more upper level rigorous math courses
- Eliminate math electives
- Expand Trigonometry (Trig/PreCalc), Calculus, and Business Math courses to full year
- Create Pre-Algebra course to ensure all students are better prepared and supported to follow expected math progression

SHS Math Course Flowchart 2020



Science

Currently

- Most students take 9th Gr Sci, Biology
- Choose Anatomy/Physiology, Chemistry, or Physics
- 6 credits required

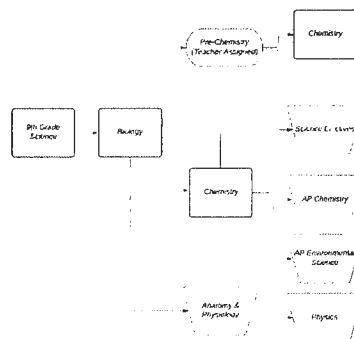
Recommendations

- All students take chemistry
- 7 credits required and one science required every year

Science Changes

- Offer more sections of chemistry
- Create a Pre-Chemistry for students that are not ready for chemistry after biology
- Offer a few 1 credit science electives (zoology, astronomy, forensic science (every other year))

SHS Science Course Flowchart 2020



Language Arts

Currently

- Most students take LA 9, LA 10, LA 11
- Choose AP Lit or AP Lang, Communications & Comp
- 8 credits required

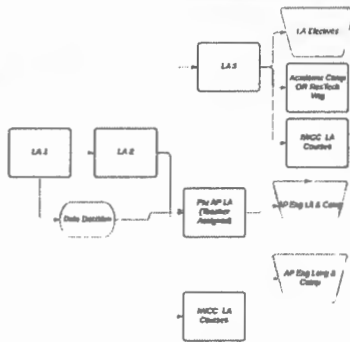
Recommendations

- Change course names to LA 1, LA 2, and LA 3
- Instead of LA 3, some students will take Pre-AP LA
- Two LA credits required every year

Language Arts Changes

- Offer less sections LA 3, to allow more students to take advanced language courses
- Require some students to take a Pre-AP LA course rather than LA 3
- Offer a few 1 credit language arts electives (creative writing and novels)
- Offer IWCC in house
- Increase explicit instruction in writing and grammar in all LA courses

SHS Language Arts Course Flowchart 2020



Credit Requirement Summary

Currently

- 8 LA, 6 Math, 6 Sci, 6 Soc Sci, 1 PCR
- Math every year
- 27 core credits & 23 elective credits

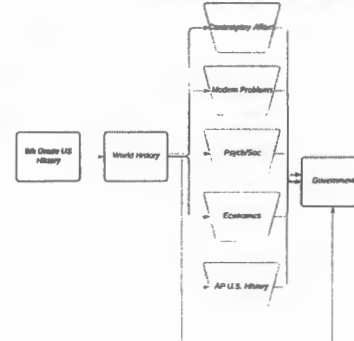
Recommendation

- 8 LA, 7 Math, 7 Sci, 6 Soc Sci, 1 PCR
- LA, math, and sci every year
- 29 core credits & 21 elective credits

Other Actions

- Assign a master scheduler for each grade level
- Better prepare students for upper level core classes
- Use data to assign some students to some courses
- Use data to guide discussions about when to take ACT exams

SHS Social Science Course Flowchart 2020



Shenandoah Community School District Preschool Program 2020-2021

Program Policies and Procedures



Shenandoah Community School District

Located at 304 West Nishna Rd

Shenandoah, IA 51601

(712) 246-1581

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A PRESCHOOL DAY	6
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FAMILY INVOLVEMENT	14
HEALTH AND SAFETY	15
STAFF	22

Shenandoah Preschool Policies and Procedures

WELCOME TO SHENANDOAH PRESCHOOL

Shenandoah Community School District has a fully inclusive preschool program. The program’s goal is to provide a high quality preschool program meeting each child’s needs, including children with disabilities and those from a diverse background. The preschool provides a rich learning environment that encourages children’s natural curiosity and supports them to take risks that lead to new skill development. It is a setting where children feel safe, respected, and cared for. This is an opportunity for three and four-year-old children to take part in planned, active learning experiences to build their foundational skills. This program also serves children on individualized education plans (IEP) that are transitioning from Early Access Services into the public school system. The preschool program has adopted and meets the Iowa Quality Preschool Program Standards, administered by the Iowa Department of Education. The Iowa Early Learning Standards are used to guide expectations for the children and instructional practices. The IGDIs, GOLD, and C4L Assessments are used as tools to align all curriculum, instruction, and assessment.

Definitions

In this handbook, the word “parent” also means “legal guardian” unless otherwise stated. An administrator’s title, such as superintendent or principal, also means that individual’s designee unless otherwise stated. The term “school grounds” includes the school district facilities, school district property, property within the jurisdiction of the school district or school district premises, school owned or school operated buses or vehicles and chartered buses. The term “school facilities” includes school district buildings and vehicles. The term “school activities” means all school activities in which students are involved whether they are school-sponsored or school-approved, whether they are an event or an activity, or whether they are held on or off school grounds.

MISSION, VISION, AND STUDENT GOALS

Mission Statement

The Shenandoah Community School District, in partnership with parents and the community, will provide an educational environment that maximizes each student’s potential to meet the challenges of an ever-changing world.

Vision Statement

It is the vision of the Shenandoah Schools, in partnership with the community that we provide: students the tools to become responsible, successful citizens and lifelong learners in an ever- changing world; a safe and caring environment that ensures the dignity of all; opportunities that stretch student and staff capabilities; and school staff that are focused and visionary, collaborative and empowered to make knowledgeable decisions.

Student Goals

- Students will listen for information and respond effectively.
- Students will use math skills to solve problems encountered as consumers and workers.
- Students will apply technology to gather and use information in real situations.
- Students will write clearly to express their own ideas and to convey information to an audience.
- Students will reason to logically solve problems, make decisions, and resolve conflicts.

- Students will speak and read to clearly express their own ideas and to communicate information using language that is appropriate for the audience.
- Students will demonstrate study skills needed to be independent, lifelong learners.
- Students will experience and recognize the value of the fine arts.
- Students will make choices leading to continuous personal growth and responsible, healthy lifestyles.
- Students will use visual communication to express and interpret ideas.
- Students will recognize the need to tolerate and cooperate with others in order to maintain harmony in their lives.
- Students will apply scientific concepts to understand self, world and universe

ENROLLMENT

Eligibility

Shenandoah Community School District Preschool offers programs for 3 year olds and 4 year olds. Their program is based on their birthdate.

Children must be three years of age on or before September 15th of the current school year to participate in the 3 year old programming. Children must be four years of age on or before September 15th of the current school year to participate in the 4 year old programming. Interested families requesting to enroll their child in the preschool program may call the elementary office at 712-246-2520.

Pre-registration will begin in the spring prior to the start of the school year. Please contact the preschool office for registration information at 712-246-1581.

Attendance

Regular attendance is mandatory for all Preschool students. Additionally, if your child is on an Individualized Education Plan (IEP), attendance ensures she/he receives the services mandated.

If your child is going to be absent, please call the preschool office at 712-246-1581. Iowa Code, Chapter 299, covers compulsory attendance for preschool age students. Students who have excessive attendance concerns will follow the districts attendance policy (see below for guidance).

If your child is late to school, the student needs to check in at the office. Students are considered late immediately following the start time of class.

The days referred to below refer to total days missed or total tardies for a student. Exceptions will be made for approved, long-term absences.

1 Day Absent – If the parent does not report a student absent, school personnel will call to confirm the absence and the child’s safety. If no phone contact is made, the school interventionist may make a home visit. If contact was not made by the school regarding an absence, a note should be sent or a telephone call made at the time of the child’s return to school giving the reason for the absence. Any absence which occurs without parental knowledge will be classified as truancy. Parents will be notified when a student is truant from school. If a student is absent 3 or more consecutive days, the school may require a doctor’s statement confirming the illness.

7 Days Absent/Tardy – A letter will be sent to the parent addressing the absences. A home visit may be made by

school personnel.

10 Days Absent/Tardy – An Attendance Cooperation meeting will be scheduled.

Tuition

3 year old program 2 days/week: \$50.00/month

3 year old program 3 days/week: \$75.00/month

4 year old program: tuition free

*Tuition is due on the 5th of each month, September through May. If the 5th falls on a weekend or school break, tuition is due the next regularly scheduled day of school.

*The three year old program may be eligible for tuition assistance. Please contact the preschool office for more information.

*The four year old program is tuition free due to state allocation for four year old programming.

Hours/Days

3 year old program: 8:00am-12:00pm

- Session A: Tuesdays and Thursdays
- Session B: Mondays, Wednesdays, and Fridays

4 year old program: 8:00am-2:30pm

- All classes: Monday-Friday

The school district will provide a yearly academic calendar. The preschool programs are on the same schedule as the district calendar.

- Preschool will participate in early out Wednesdays per district calendar.
 - 4 year old preschool participates in 2 hour early dismissal; dismissing at 12:30pm.
 - 3 year old preschool remains the same time on Early Out Wednesdays.

Breakfast and lunch are served daily for both programs. Both meals are provided free for all students through Nutrition grants.

Transportation

Transportation is available to preschool students. The school district will offer town stops and country stops. An adult rides the bus with the preschool students and driver. Transportation arrangements are made through the transportation department. To request transportation services, contact Holly Scherff at (712) 246-2815 or Jon Weinrich at (712) 246-2520.

General Information

Prior to participating in the program, health records that document the dates of service will be submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics. These health records include birth certificate, up-to-date immunizations, lead and dental screenings.

- Our programs maintain a ratio of 1 adult to 8 children for 3 year old programs and 1 adult to 10 children for 4 year old programs. Additional staff may be provided based on the individual needs of children.
- Classroom student numbers will not exceed 20 and the number of children allowed is based on usable square

footage.

- Each classroom has a licensed/certified early childhood teacher.
- All children will be within “line of sight” of adults both indoors and outdoors unless toileting.
- When toileting, students will be monitored by sound and checked visually when necessary.
- First Aid Kits are available for use in the classroom at all times.
- Adult-to-student ratios are maintained on field trips.
- The Director of Early Childhood will maintain a current list of available substitutes for both the teacher and associates. Should one of the teaching staff need to temporarily leave the room, arrangements will be made to cover the classroom to maintain the staff-to-child ratio.

Inclusion

The preschool program includes all children, including those with disabilities and unique learning needs. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff members are aware of the identified needs of individual children and are trained to follow through on specific intervention plans. It is our belief that inclusion in our program will enrich the experience for teachers, students, other children and their families. The preschool facilities meet the Americans with Disabilities Act accessibility requirements.

A PRESCHOOL DAY

Who Works In the Preschool

Program Administrator - The Director of Early Childhood is designated as the program administrator supervising the preschool program. The administrator meets all qualifications described in the Iowa Quality Preschool Program Standards.

Teacher - A full-time teacher licensed by the Iowa Board of Educational Examiners and holding an Early Childhood endorsement is assigned to the preschool programs.

Teacher Assistant/Paraeducator - A full time teacher assistant in the classroom carries out activities under the supervision of the teacher. The teacher assistant will have specialized training.

School Nurse - The preschool will have the assistance of the school nurse. She attends to the health needs of the students while they are at school. She is available for parent consultation when necessary.

Support Staff - Green Hills Area Education Agency support staff provide resources and assistance to the teacher and classroom upon request to help all children be successful in the preschool setting. Such staff may include: early childhood consultant, speech and language pathologist, occupational therapist, physical therapist, school psychologist, and others.

Daily Activities

A consistent daily schedule is planned to offer a balance of learning activities. Learning is both formal and informal. Play is planned for every day. Listening is balanced with talking, group activities with solitary time, indoors with outdoors, quiet play with noisy play. The preschool team meets daily to discuss and review student observations and anecdotal notes to enable them to plan for instruction.

Your child will have the opportunity for the following types of activities every day:

- **Large and Small Group Activities**
- **Self-directed Play**
- **Learning Center Activities:** *Art Center, Science Center, Writing Center, Fine Motor Center, Reading Center, Block Center, Dramatic Play Center, Computer Center, Music Center, Sensory Center*
- **Story Time**

- **Individual Activities**
- **Outdoor Activities / Large Motor Activities**
- **Snack Time**

Curriculum

Curriculum is a framework for learning opportunities and experiences. It is a process by which learners obtain knowledge and understanding, while developing life skills. It is continually revised and evaluated to make learning fun and exciting.

It is the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and lifestyles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnic origin, religion, and physical disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural nonsexist society.

The preschool program uses *C4L (Connected for Learning)*, *Heggerty*, and *Handwriting Without Tears*. This is research and evidence based comprehensive curriculums designed for three to five year-olds. It addresses all areas of early learning: language and literacy, math, science, physical skills, and social skills. It provides children an opportunity to learn in a variety of ways - through play, problem solving, movement, art, music, drawing, writing, listening, and storytelling. Suggestions for modifications and adaptations are an integral part of the curriculum.

Child Assessment

Specific assessment plans are available upon request from the child's teacher.

Guiding principles: It is the school district's belief that assessment of young children should be purposeful, developmentally appropriate, and take place in the natural setting by familiar adults. The results will be used for planning experiences for the children and to guide instruction. Assessment will never be used to label children or to include or exclude them from a program. A family's culture and a child's experiences outside the school setting are recognized as being an important piece of the child's growth and development. All results will be kept confidential, placed in each child's file, and stored in a secure filing cabinet.

Children are assessed in the following ways:

- *Teaching Strategies/GOLD* is aligned with the Iowa Early Learning Standards. It records student progress in all developmental areas at the beginning, middle and end of the year.
- Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
- Child portfolios are organized by the teaching staff and include the assessments, observational data, and child work samples collected on an on-going basis.

Families are asked to contribute information about their child's progress. Young children often show different skills in different settings. Working together, the teaching staff and families can gather a complete picture of a child's growth and development through the GOLD assessment tool and verbal or written communication with the teacher.

The information from above is used in the following ways:

- To provide information about children's needs, interests, and abilities in order to plan developmentally appropriate experiences for them;

- To provide information to parents about their children's developmental milestones;
- To indicate possible areas that requires additional assessment.

Assessment information will be shared formally with families during Parent/Teacher Conferences in the fall and spring. Informal conferences are always welcome and can be requested at any time.

If, through observation or information on the assessments given, the teacher feels that there is a possible issue related to a developmental delay or other special need, they will communicate this to the family during a teacher/family conference (formally or informally), sharing documentation of the concern. Suggestions for next steps may include the following, with the knowledge and consent of the parents:

- The teacher requests assistance from the Area Education Agency (AEA) as an early intervention process. This team and special education teacher engages in problem identification, planning interventions, providing support, and making outside resources available to those individuals requesting assistance. The AEA team is available and functional for all students and teachers in the building.
- A request made to Green Hills Area Education Agency for support and additional ideas or more formalized testing can be made.

The preschool staff, AEA, and Director of Early Childhood will follow the Student Assistance Team (SAT) process. The preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated.

If a child is determined to need special accommodations, those accommodations are included in the materials, environment, and lesson plans for that child. Examples include sign language and visuals for children with hearing impairments or language delays and behavior plans for children whose behavior does not respond to the typical strategies used by teaching staff in the classroom.

- The program provides families with information about programs and services from other organizations, such as Green Hills AEA, DHS, Child Care Resource and Referral, *Parents as Teachers* programs, and medical professionals, etc...

Program Assessment

Shenandoah Community School District implements the Iowa Quality Preschool Program Standards. Administrators, families, staff, and other routinely participating adults will be involved annually in a program evaluation that measures progress toward the program's goals and objectives. The annual evaluation process includes gathering evidence on all areas of program functioning, including policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.

Supervision Policy

Before children arrive at school, the preschool staff will complete the following daily safety check indoors and outdoors:

- All safety plugs and electric outlets covered, heat/AC, water temperature, and toilets, etc. in working order.
- All cleaning supplies/poisons out of children's reach and stored properly.
- Classroom and materials checked for cleanliness/broken parts, etc. including playground.
- Supplies checked - first aid kit, latex gloves, soap, paper towels, etc.
- Daily monitoring of environment - spills, sand, etc. Other serious problems reported to Director of Early Childhood.
- Upon arrival, each child is observed by the teacher for signs of illness or injury that could affect the

child's ability to participate in the daily activities.

No child will be left unsupervised while attending preschool. Staff will supervise primarily by sight. Supervision for short intervals by sound is permissible as long as teachers check every two to three minutes on children who are out-of-sight (e.g. those who can use the toilet independently, who are in the library area, etc.) Indoor and outdoor spaces will be zoned by teaching staff with special attention given to areas where injury could occur.

Child Guidance and Discipline

Preschool staff will equitably use positive guidance, redirection, and planning ahead to prevent problems. They will encourage appropriate behavior through the use of consistent clear rules, and involving children in problem solving to foster the child's own ability to become self disciplined. Where the child understands words, discipline will be explained to the child before and at the time of any disciplinary action. Preschool staff will encourage children to respect other people, to be fair, respect property and learn to be responsible for their actions. Preschool staff will use discipline that is consistent, clear, and understandable to the child. They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, learn turn taking, and respect and use property appropriately.

Challenging Behavior

The Preschool staff are highly trained, responsive, respectful, and purposeful. The staff anticipates and takes steps to prevent potential challenging behaviors. They evaluate and change their responses based on individual needs. When children have challenging behaviors, staff promotes pro-social behavior by:

- interacting in a respectful manner with all children.
- modeling turn taking and sharing as well as caring behaviors
- helping children negotiate their interactions with one another and with shared materials.
- engaging children in the care of their classroom and ensuring that each child has an opportunity to contribute to the group.
- encouraging children to listen to one another and helping them to provide comfort when others are sad or distressed

Preschool staff will guide children to develop self-control and orderly conduct in relationship to peers and adults. Children will be taught social, communication, and emotional regulation skills. If a child displays persistent, serious, and challenging behavior, the Preschool staff, parents, principal, and AEA support staff will work as a team to develop and implement an individualized plan that supports the child's inclusion and success.

Aggressive physical behavior toward staff or children is unacceptable. Preschool staff will intervene immediately when a child becomes physically aggressive to protect all of the children and encourage more acceptable behavior.

Permissible Methods of Discipline:

For acts of aggression and fighting (biting, scratching, hitting), staff will set appropriate expectations for children and guide them in solving problems. This positive guidance will be the usual technique for managing children with challenging behaviors rather than punishing them for having problems they have not yet learned to solve. In addition, staff may: (1) Separate the children involved; (2) Immediately comfort the individual who was injured; (3) Care for any injury suffered by the victim involved in the incident; (4) Notify parents of children involved in the incident; (5) Review the adequacy of the teaching staff supervision, appropriateness of program activities, and administrative corrective action if there is a recurrence.

Prohibited Practices

The program does not, and will not, employ any of the following disciplinary procedures:

1. harsh or abusive tone of voice with the children nor make threats or derogatory remarks.
2. physical punishment, including spanking, hitting, shaking, or grabbing.
3. any punishment that would humiliate, frighten, or subject a child to neglect.
4. withhold or threaten to withhold food as a form of discipline.

Water Activities

There is a water table in the classroom for children to engage in learning activities through play. During water play children are involved in active experiences with science and math concepts. Children with sores on their hands are not allowed to participate with others in the water table to ensure that no infectious diseases are spread. Children are not allowed to drink the water during water play activities. When the activity period is complete, the water table is drained and refilled with fresh water before a new group of children comes to participate. Outdoor water play is limited to tubs and buckets or containers as well as the water table. We do not participate in swimming pool activities. Staff supervises all children by sight and sound in all areas with access to water in tubs, buckets, and water tables.

Snacks/Foods and Nutrition

Attitudes about food develop early in life. The food children eat affects their well-being, their physical growth, their ability to learn, and their overall behavior. We have an opportunity to help children learn about foods, to enjoy a variety of foods from their own culture and others, and to help them begin to appreciate their bodies need to be strong, flexible, and healthy. Eating moderately, eating a variety of foods, and eating in a relaxed atmosphere are healthy habits for young children to form.

A snack is served daily at a regularly scheduled time, two hours apart and not more than three hours apart, keeping in mind breakfast/lunch times outside of the preschool setting.

The preschool serves a wide variety of nutritional snacks and encourages children to expand their tastes by at least trying a portion of the food offered.

All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines. Snacks brought from home must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. Clean, sanitary drinking water (city water source) is available to children throughout the day. Staff discards any foods with expired dates. Foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served.

For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider should provide the program an individualized care plan prepared in consultation with family members and specialist involved in the child's care. Children with food allergies will be protected from contact with the problem food. Children with food allergies must have the food allergy form completed by their physician. This form can be obtained at the elementary office. With family consent, the program posts information about the child's allergies in the food preparation area and in areas of the facility the child uses to serve as a visual reminder to all adults who interact with the child during the day. Program staff will keep a daily record documenting the type and quantity of food a child consumes when any child with a disability has special feeding needs and provide parents with that information.

High risk foods, often involved in choking incidents, will not be served. For students in the three year old program, these include hotdogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.

The school district does not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages as a punishment, nor will teaching staff ever threaten to withhold food as a form of discipline.

Outside Play and Learning

We have daily opportunities for outdoor play as the weather permits and provided the weather air quality and environmental safety conditions do not pose a threat. This allows children the opportunity to develop their large muscle skills, get exercise, and be active. We use the Child Care Weather Watch guidelines produced by Healthy Child Care Iowa to determine if the Wind Chill Factor or Heat Index is safe for outdoor play. If the wind chill is 15 degrees or colder or if the heat index is 90 degrees or warmer, all activities will be indoors.

In cases when we cannot go outside, children are given the opportunity to use indoor equipment for similar activities inside and are supervised at the same level as outdoor equipment.

In order to make sure that your child can play comfortably outside, it is important to dress him/her according to the weather. When it is cold outside he/she needs a warm coat, mittens or gloves, and a hat (labeled with your child's name). When it is snowing or snow is on the ground, your child needs snow pants and snow boots in addition to cold weather gear. Students are expected to have indoor shoes in addition to their snow gear. For the warmer days, dressing your child lightly is just as important. For those in-between days, dressing your child in layers is a practical idea. It is expected that all students will go outside unless there is a doctor's note indicating the reason why the child cannot go outside.

There are areas on the playground for children to be in the shade and still be active. We encourage you to bring a hat or other clothing for your child to wear as another protection from the sun.

Clothing

Your child will be learning through creative, active play that can sometimes be messy. Your child should wear comfortable, washable clothing as well as comfortable shoes to school. While we encourage the use of paint smocks or shirts during art projects, we can't guarantee that spills or stains will not occur. Clothing should be free of words, graphics, or pictures that are profane, immoral, illegal, or disruptive in nature. Families will be asked to provide an extra set of clothing for their child in case of an "accident" or messy play. Please clearly label the clothing with your child's name or place in a gallon size baggie with your child's name to reduce the possibility of mistakes. If your child is sent home in school clothes, please return the clothes to the school.

Toilet Learning

Children are encouraged to be potty trained or in the process of being potty trained before entering preschool. The following toileting procedures are in place:

1. Diapering will only be done with a changing mat in the designated diaper area.
2. Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Programs Standards:
 - Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
 - Staff check children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours. Diapers are changed when wet or soiled.
 - Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
 - At all times, caregivers have a hand on the child if being changed on an elevated surface.
 - Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.

- Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed and are inaccessible to children. The container will be clearly labeled to show its intended use.
3. Potty chairs will not be used due to the risk of spreading infectious diarrhea.
 4. Families are asked to provide an extra set of clothing as described under “Clothing” above.

Objects From Home

Because the preschool program provides ample toys and learning materials for your child, we ask that you do not bring toys from home. If your child brings an “attachment” item from home, we ask that it is small enough to fit inside his/her backpack. Please do not allow children to bring gum, candy, money, or toy guns to school. The school will not be responsible for lost or broken toys brought from home.

Weapon Policy

No student shall carry, have in his or her possession, store, keep, leave, place or put into the possession of another student any real weapon or a look-alike weapon on any school premises, in any school vehicle or any vehicle used by the school or for school purposes, in any school building or other buildings or premises used for school functions, whether or not any person is endangered by such actions. "Look-alike weapon" means any item that resembles or appears to be a weapon.

Animal and Pet Policy

No animals are allowed in the preschool. If you have questions regarding this, please contact the Director of Early Childhood.

Birthdays

Birthdays are an important and significant event in the life of a child. They afford the opportunity for children to be given special recognition. Accordingly, students who wish to bring treats for the class on their birthday may do so. Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. Teachers will work with families to ensure that foods brought from home meet the USDA’s Child and Adult Care Food Program guidelines. Those who have summer birthdays are welcome to celebrate their summer birthday on their half birthday. Invitations to parties outside of school that do not include the entire class will not be distributed at school.

COMMUNICATION WITH FAMILIES

The program will promote communication between families and staff by using written notes, daily folders, informal conversations, or e-mail. Families are encouraged to send written notes with important information so all the staff who work with the child can share the parent’s communication. Staff will inform families about the child’s experiences, accomplishments, behavior, and other issues that affect the child’s development and well-being. Parents are encouraged to maintain regular, on-going, two-way communication with the teaching staff in a manner that best meets their needs - email, in person, notes, or phone calls.

Arrival and Departure of Children

Parents are required to remain with their child/children until a staff member is present. The same procedure will be reversed with the staff member handing the child/children off to the parent at dismissal time. We will meet and dismiss in the preschool classrooms. No child will be permitted to leave the building without an adult. Adults will be responsible for the children coming in and out of the building at arrival and departure. Please keep the hallway outside of the office free from preschool traffic.

Other than parents, only persons with prior written authorization will be allowed to pick up a child from the school.

Students that are picked up late will remain with the preschool associate or teacher until the designated person picks them up from the teacher or associate in the classroom. An attempt will be made to contact the parent or an emergency contact. If no contact is made, a home visit may occur. If no contact is able to be made, the student will be transported to the police department.

Field Trips

An important learning opportunity can take place in the form of a field trip that is relevant and reinforces what has been taught in the classroom. The Shenandoah Community School District buses are used for these field trips. Parents will be informed of each field trip well in advance. A parent must sign an informed consent form for trips for each child before each trip. Adult family members may be asked to volunteer to go on these trips to provide increased supervision and adult/child ratios.

Chaperones attending field trips must be approved by the Director of Early Childhood. Chaperones are to follow all school policies. This includes no smoking cigarettes or e-cigarettes, using any other form of tobacco, staying within reach of the children being supervised, no alcohol, etc. Pictures will not be taken by chaperones. Chaperones may only take a picture of their child, not pictures of any other students on the field trip.

A first aid kit, emergency contact information, and emergency transport authorization information for the children in the group will be taken on all trips. Children may only use a public restroom if they are accompanied by a staff member. Children will never be left alone in a vehicle or unsupervised by an adult.

Ethics and Confidentiality

Staff follow an important code of ethics to guide their involvement with children and families. It is essential to protect the confidentiality of all information concerning children and their families. Maintaining a professional attitude includes being responsive to the needs of children and their families while balancing the need for confidentiality. Children are people who deserve respect. One way we demonstrate this respect is to refrain from talking about the children in their presence unless the child is part of the conversation and to refrain from labeling a child negatively or positively. No information regarding any particular child will be shared with another child's parent. We continually strive to model such qualities as patience, tolerance, cooperation, acceptance, understanding of others, and enthusiasm for children as well as for other adults.

Children's Records

Student records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who have a legitimate educational interest, are allowed to access a student's records without the parent's permission. Parents may access, request amendments to, and copy their child's records during regular office hours. Student records are kept at the K-8 Building.

Parents will be asked to sign a release of information form should they or the school request information be shared with another agency, stating to whom the information is to be released, the reason or purpose for the release of information, when it expires, and ways parents can withdraw permission if they choose to do so.

Preschool Advisory Committee

Shenandoah Elementary is striving to implement a Preschool Advisory Committee, a sub-group of the School Improvement Advisory Committee, composed of parents, school staff, and community members. This group

would meet quarterly to provide input and feedback on services for preschool and elementary age children. Please let the Director of Early Childhood know if you are interested in being part of the Preschool Advisory Committee.

Grievance Policy

Open and honest communication between families and the preschool program is an essential component of a high quality early childhood program. We want you to be confident that your child is being well cared for and is having a quality experience. If there is ever a time you have a concern regarding your child, we want to encourage you to address your concern to your child's teacher. If additional help is needed, either party may ask for assistance from the Director of Early Childhood.

If you have a concern regarding some aspect of the program or policy, please contact the Director of Early Childhood who is the program administrator for the preschool. If you remain dissatisfied, you may contact the Superintendent.

As part of our program assessment, in the spring of each year, we will offer each family the opportunity to provide written input which will help us evaluate our program. This information helps us to assess how the program is meeting the needs of families and children, as well as to identify strengths and weaknesses.

FAMILY INVOLVEMENT

Parents are always welcome to visit the preschool classroom. If you would like to visit, please arrange a time with the Director of Early Childhood. Visitors are asked to please use discretion with regard to bringing babies and toddlers to school as young children may disrupt class sessions.

Program staff use a variety of formal and informal ways to become acquainted with and learn from families about their family structure and their preferred means of child-rearing practices and communication; and information about their socioeconomic, linguistic, racial, religious, and cultural backgrounds as they wish to share. Program staff members communicate with families regarding children's activities and developmental milestones, shared care-giving issues, and other information that affects the well-being of their children. At least one Family Event is held during the year.

Shenandoah Community School District values the time spent talking and interacting with families and developing strong, reciprocal relationships. As the teacher learns from the families' expertise regarding their child's interests, approaches to learning, and developmental needs, goals for your child's growth and development can be incorporated into ongoing classroom planning. Families are encouraged to share any concerns, preferences or questions with the preschool teacher or administration at any time.

Although in-person daily contact cannot be replaced, preschool staff also rely on notes home, emails, phone calls, and newsletters as alternative means to establish and maintain open, two-way communication.

We invite you to become involved in one or all of the following ways, and welcome other ideas as well.

1. Support your child's daily transition to school by sharing information about your child's interests and abilities;
2. Keep the teacher informed of changes and events that might affect your child, allowing the teacher to be more responsive to your child's needs;
3. Attend family meetings;
4. Return all forms, questionnaires, and other paperwork promptly;

5. Attend Parent/Teacher conferences;
6. Check your child's backpack and folder each day;
7. Participate in field trip activities;
8. Share some of your talents in your child's class through activities such as: reading or storytelling, cooking, art, preparing visuals, music, sewing, crafts, hobbies, your profession, or artifacts from trips you have taken;
9. Share any of your families' cultural traditions, celebrations, or customs;
10. Read the material sent home with your child;
11. Help with special events. Helping takes many different forms such as preparation of materials at home, making telephone calls, preparing or posting flyers, recruiting other volunteers, collecting donations or prizes, run errands, photography, setup before the event, or clean afterwards;
12. Volunteer to be a PTO member or a Preschool Advisory Committee member.

The school district will, to the extent possible, provide full opportunities for meaningful participation of families with children with limited English proficiency, families with children with disabilities, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent possible, in a language families understand.

The school district believes that families should be supported in making decisions about services that their children may need. The teaching staff will provide information to families about available community resources and assist as requested in helping the family make connections.

Parent/Teacher Conferences

The preschool program will have formal parent/teacher conferences in the fall and spring. These dates are indicated on the district calendar. During the conference the teacher will share results of classroom assessments and samples of your child's work. Together you can make a plan to continue to encourage your child's growth and development.

Transitions

Home-school connections are crucial to the transition to kindergarten or any other program, such as special education. The child's family provides the consistency and continuity necessary for a young child to be successful. Making a change from one program to another can sometimes be difficult for a young child whether the transition is within the same building or in another location. Teaching staff will partner with the family to make the transition as smooth as possible by connecting family members with the next program's staff. Preschool staff will provide information about enrollment policies and procedures, program options, and arrange for a classroom visit whenever possible.

Preschool Round-Up is held every spring. Transitional information is shared at this time. Round-Up consists of a presentation by staff and a sign-up session for preschool screenings for the preschool student. If a student has been screened by school personnel, they will not need to be screened again.

HEALTH AND SAFETY

Shenandoah Preschool is committed to promoting wellness and safeguarding the health and safety of children and adults who participate in our program. In order to provide a safe and secure environment for every child and adult, we follow guidelines required by the Quality Preschool Program Standards, regulatory agencies and pediatric authorities in the field.

Emergency Procedures

Emergency procedure plans are available upon request from the program administrators. Emergency procedures are also posted in each classroom.

Health and Immunization Certificates

Before a child begins the program, health records that document the dates of service will be submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics.

When a child is overdue for any routine health services, parents provide evidence of an appointment for those services before the child's entry into the program and as a condition of remaining enrolled in the program, except for immunization for which parents are using religious exemption.

Records that are needed for Shenandoah Preschool include copy of child's birth certificate, up to date immunizations, dental screening, and lead screening. The school needs updated records yearly.

Health and Safety Records

Health and safety information collected from families will be maintained on file for each child in the school nurse's office. Files are kept current by updating as needed. The content of the file is confidential, but is immediately available to administrators or teaching staff who have consent from a parent for access to records; the child's parent; and regulatory authorities, upon request.

Child Health and Safety Records will include:

1. Current information about any health insurance coverage required for treatment in an emergency;
2. Results of health examination, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results;
3. Current emergency contact information for each child, that is kept up to date by a specified method during the year;
4. Names of individuals authorized by the family to have access to health information about the child;
5. Instructions for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes);
6. Individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions; conditions that require regular medication or technology support; and
7. Supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family's beliefs. Staff implement a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

General Health and Safety Guidelines

- All staff must be alert to the health of each child, known allergies, or special medical conditions.
- Under the supervision of the preschool teacher, all staff must be alert to the whereabouts of all children. Systems are in place for accounting for children at regular intervals, especially during periods of transition.
- All staff follow proper procedures for hand washing, using disinfectant, and following universal

precautions to prevent infections.

- All staff are familiar with evacuation routes and procedures.
- All staff complete “Occupational Exposure to Bloodborne Pathogens” annually.
- At least one staff member who has a certificate of satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. When a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present in the program at all times.

Illness Policy and Exclusion of Sick Children

In the case of serious illness or injury, the school will attempt to notify the parents according to the information on the registration form. If the student is too ill to remain in school, the student will be released to the student’s parents or, with parental permission, to another person directed by the parents.

If a child’s activity must be limited following an illness, parents are asked to notify the office.

For the health and safety of all the children, it is mandatory that sick children not be brought to school. In order to prevent the spread of disease, please keep your child home from school if he or she displays any of the following symptoms within a 24 hour period:

- fever greater than or equal to 100.4 degrees F
- vomiting
- diarrhea
- pink eyes with drainage
- cough with congestion and excessive nasal discharge
- cold sores or lesions

If your child displays any of the above symptoms at school, parents will be notified and required to pick up their child. The district’s established policy for an ill child’s return:

- Fever free for 24 hours
- Chicken pox: one week after onset (or when lesions are crusted)
- Strep: 24 hours after initial medication
- Vomiting/Diarrhea: 24 hours after last episode
- Conjunctivitis: 24 hours after initial medication or when without drainage
- Cold sores or lesions shows signs of healing (scabbed over)

If an illness prevents the child from participating comfortably in activities or creates a greater need for care than the staff can provide without compromising the health and safety of the other children, or if a child’s condition is suspected to be contagious and requires exclusion as identified by public health authorities, then the child is made comfortable in a location where he or she is supervised by a familiar caregiver.

Preschool staff will inform the school nurse and elementary secretary of any symptoms or concerns. The school nurse or elementary secretary will contact the parents of the student.

Reporting Communicable Diseases

Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that the families should implement at home. The program has documentation that it has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on

relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

Medication Policies and Procedures

Policy: The school will administer medication to children with written approval of the parent and an order from a health provider for a specific child. Because administration of medication in the school is a safety hazard, medication administration will be limited to situations where an agreement to give medicine outside preschool hours cannot be made. Whenever possible, the first dose of medication should be given at home to see if the child has any type of reaction.

Procedure: The school nurse coordinates and/or administers medication during school hours only if the parent has provided written consent and the medication is available in an original labeled prescription or manufacturer's container that is child-resistant. Any other person who would administer medication has specific training and a written performance evaluation, updated annually by a health professional on the practice of the five right practices of medication administration: (1) verifying that the right child receives the (2) right medication (3) in the right dose (4) at the right time (5) by the right method with documentation of each right each time the medication is given. Medication errors will be controlled by checking and recording these five right practices each time medication is given. Should a medication error occur, the Regional Poison Control Center and the child's parents will be contacted immediately. The incident will be documented in the child's record at the school.

For prescription medications, parents will provide the school with the medication in the original, child-resistant container that is labeled by a pharmacist with the child's name, the name and strength of the medication; the date the prescription was filled; the name of the health care provider who wrote the prescription; the medication's expiration date; and administration, storage, and disposal instructions. Over-the-counter medications are only given with parental consent.

All medications are kept in a locked container and stored at the temperature recommended.

Medication will not be used beyond the date of expiration on the container or beyond any expiration of the instructions provided by the physician or other person legally permitted to prescribe medication. Instructions which state that the medication may be used whenever needed will be renewed by the physician at least annually.

A medication log will be maintained by the school staff to record the instructions for giving the medication, consent obtained from the parent, amount, the time of administration, and the person who administered each dose of medication. Spills, reactions, and refusal to take medication will be noted on this log.

Cleaning and Sanitization

The facility will be maintained in a clean and sanitary condition. When a spill occurs, the area will be made inaccessible to children and the area will be cleaned immediately.

Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion is either to be washed by hand using water and detergent, and rinsed, sanitized, and air dried or washed and dried in a mechanical dishwasher before it can be used by another child.

All toys and surfaces will be disinfected according to the Cleaning and Sanitation Frequency Table. Toys that cannot be cleaned and sanitized will not be used.

Staff will be trained in cleaning techniques, proper use of protective barriers such as gloves, proper handling and disposal of contaminated materials, and information required by the US Occupational Safety and Health

Administration about the use of any chemical agents.

Routine cleaning will be supervised by the preschool teacher and will follow the Cleaning and Sanitation Frequency Table in Section III, page 47 of the QPPS manual.

Facility cleaning requiring potentially hazardous chemicals will be scheduled when children are not present to minimize exposure of the children. All cleaning products will be used as directed by the manufacturer's label. Nontoxic substances will be used whenever possible. Staff are trained yearly prior to the start of the school year.

Hand Washing Practices

Frequent hand washing is key to preventing the spread of infectious diseases. Teachers teach children how to wash their hands effectively. Posters of children using proper hand washing procedures are placed by each sink. The program follows these practices regarding hand washing:

- Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
- Hand washing is required by all staff, volunteers, and children when hand washing reduces the risk of transmission of infectious diseases to themselves and to others.
- Staff assist children with hand washing as needed to successfully complete the task.

Children and adults wash their hands:

- upon arrival for the day;
- after diapering or using the toilet (use of wet wipes is acceptable for infants);
- after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit);
- before meals and snacks, preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry);
- after playing in water that is shared by two or more people;
- after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals

Adults also wash their hands:

- before and after feeding a child;
- before and after administering medication;
- after assisting a child with toileting
- after handling garbage or cleaning.

Proper hand-washing procedures are followed by adults and children and include

- using liquid soap and running water;
- rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water).

Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute, for hand washing in any situation listed above.

- Staff must wear gloves when contamination with blood may occur.
- Staff do not use hand-washing sinks for bathing children or removing smeared fecal material.

In situations where sinks used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

First Aid Kit

Fully equipped first-aid kits are readily available and maintained for each group of children. Staff take at least one kit to the outdoor play areas as well as on field trips and outings away from the site.

Fire Safety

A fire extinguisher is installed in the preschool classroom with a tag indicating its annual service date. The fire alarm system is serviced annually. Smoke detectors, fire alarms, and carbon monoxide detectors are tested monthly. A written log of testing dates and battery changes is maintained and available upon request. Fire drills are conducted routinely and recorded on a log.

Disaster Preparedness and Emergency Evacuation Policies and Procedures

Shenandoah Community School District has a “Crisis Response Manual” booklet in place that describes the following situations and procedures to follow:

- Emergency phone numbers
- Fire procedures
- Utility failures (electric power failure, water line break, gas line break)
- Severe weather
- Bomb threats
- Physical threats/armed intruder
- Evacuations
- Crisis intervention plan, crisis intervention steps, and media procedures
- Accidental injury or illness procedures for life threatening and non-life threatening situations
- School crisis team members

Medical and/or Dental Emergencies and Notification of Accidents or Incidents

In the event that your child receives a minor, non-life threatening injury during their time at preschool, the preschool staff will assess the situation and apply first aid as needed. Minor cuts and scrapes will be treated with soap and water and bumps will be treated by applying ice to the injured area. Any major incident or injury will be documented on an “Accident Report” form and a copy will be given to the parent within 24 hours of the incident.

All staff will have immediate access to a telephone that allows them to summon help in an emergency. Emergency contact information for each child and staff member will be kept readily available. The list of emergency telephone numbers and copies of emergency contact information and authorization for emergency transport will be taken along anytime children leave the facility in the care of facility staff.

Inclement Weather

In the event that Shenandoah Community School District must be closed due to bad weather, we will notify school patrons through the district’s SchoolMessenger automated communication system. This will be done by email and phone messaging. Local radio stations and the school website will also have this information available.

If there is a late start for the elementary, there will be no three-year-old preschool. However, the four-year-old program will start at 10:00am. If there is an early out due to weather, the four-year-old program will dismiss as the district indicates.

It is vital that current and up to date contact information is given to the elementary secretary so the school is able to reach parents for various reasons.

Protection from Hazards and Environmental Health

Program staff protect children and adults from hazards, including electrical shock, burns, or scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping or slipping.

The preschool classroom building has been tested for lead, radon, radiation, asbestos, fiberglass, and other hazards that could impact children's health with documentation on file. Custodial staff maintain the building's heating, cooling, and ventilation systems in compliance with national standards for facility use by children.

The program maintains facilities so they are free from harmful animals, insect pests, and poisonous plants. Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not at the facility and in a manner that prevents skin contact, inhalation, and other exposure to children. The program uses the techniques known as Integrated Pest Management (IPM) so that the least hazardous means are used to control pests and unwanted vegetation.

Smoke Free Facility

In compliance with the Iowa Smokefree Air Act of 2008, Shenandoah Community School District buildings, grounds, and vehicles are smoke-free. A "No Smoking" sign meeting the law's requirements is posted at the entrance to school buildings to inform people that they are entering a non-smoking place. Smoking cigarettes/e-cigarettes is not allowed on the school grounds or within sight of any children. This includes field trips and school parking lots.

Child Protection Policies

The health and well being of every child in our care is of the utmost importance and the protection of children is our responsibility. An applicant for temporary or permanent employment or volunteer with the preschool program that involves direct interaction with or the opportunity to interact and associate with children must submit to a background check. In addition no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children.

The program has written school board policy for reporting child abuse and neglect as well as procedures in place that comply with applicable federal, state, and local laws. The policy includes requirements for staff to report all suspected incidents of child abuse, neglect, or both by families, staff, volunteers, or others to the appropriate local agencies. Staff who report suspicions of child abuse or neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone unless it is proven that the report is malicious. All district staff complete a Mandatory Reporter course in Child Abuse and Dependent Adult Abuse at least as prescribed by the certificate of completion and within six months of employment.

The school district does not tolerate employees physically, or sexually abusing or harassing students. Students who are physically or sexually abused or harassed by an employee should notify their parents, teacher, principal, or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical or sexual abuse of students by employees.

Substance Abuse

Persons under the influence of drugs or alcohol will not be permitted on the premises of the Shenandoah Community School District. At no time will children be released to a person under the influence of alcohol or drugs.

Volunteers

Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of

the children. Please contact the Director of Early Childhood if you would like to be a school volunteer. For safety's sake, if a volunteer will be working with children, he/she will be expected to submit to a background check. In addition, no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children. If a volunteer works more than 40 hours per month with children, he/she will also need to provide a current health assessment, not more than one year old. People interested in volunteering should contact the Elementary Secretary at 712-246-2520.

STAFF

General Information

Shenandoah Community School District has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. The policies outline nondiscriminatory hiring procedures and policies for staff evaluation. Policies detail job descriptions for each position, including reporting relationships; salary scales with increments based on professional qualification, length of employment, and performance evaluation; benefits; and resignation, termination, and grievance procedures. The policies are provided to each employee upon hiring.

Orientation

Employees must know their role and duties. New preschool teaching staff will be required to participate in an initial orientation program that introduces them to fundamental aspects of the program operation including:

- Program philosophy, mission, and goals;
- Expectations for ethical conduct;
- Individual needs of children they will be teaching or caring for;
- Accepted guidance and classroom management techniques;
- Daily activities and routines of the program;
- Program curriculum;
- Child abuse and reporting procedures;
- Program policies and procedures;
- Iowa Quality Preschool Program Standards and Criteria;
- Regulatory requirements.

Follow-up training expands on the initial orientations.

The employee's immediate supervisor should provide the new employee with a review of the employee's responsibilities and duties. Each new employee will be required to attend a New Employee Orientation. Administration Office staff will present information regarding our time clock and leave systems, technology information, staff resources, payroll procedures, and employee benefit programs. Regular employees ineligible for the school district's group health plan will be given information regarding where they can obtain health care or health care insurance.

Staffing patterns and schedule

The preschool program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing for Iowa's Quality Preschool Program Standards of maintaining an adult/child ratio of at least 1:10 at all times. The program administrator will maintain lists of current substitutes for both the preschool teacher and preschool teaching assistant in case of absence.

Staff are provided space and time away from children during the day. Should staff work directly with children for more than four hours, staff are provided breaks of at least 15 minutes in each four-hour period. In addition, staff

may request temporary relief when they are unable to perform their duties.

Staff development activities

All teaching staff continuously strengthen their leadership skills and relationships with others and work to improve the conditions of children and families within their programs, the local community, and beyond. Teaching staff are encouraged to participate in informal and formal ways in local, state, or regional public-awareness activities. They may join an early childhood group or organization, attend meetings, or share information with others both at and outside the program.

Teaching staff will be informed of professional development activities provided by Child Care Resource and Referral, the local Empowerment areas, and the Green Hills Area Education Agency. Staff are expected to attend all district staff trainings and meetings as assigned throughout the year. Trainings will focus on early childhood topics relevant to the program and community.

Evaluation and Professional Growth Plan

All staff are evaluated at least annually by an appropriate supervisor or, in the case of the program administrator, by the superintendent. Staff also evaluate and improve their own performance based on ongoing reflection and feedback from supervisors, peers, and families. From this, they develop an annual individualized professional development plan with their supervisor and use it to guide their continuous professional development.

Retirement Incentive Plan

Eligible staff members must be at least age **55 or older**, have been **continuously employed** by the district for at least **ten (10) years**, and cannot be on Tier III Awareness or Tier III Improvement Plan (Teacher) or improvement plan (Support Staff).

Eligible Licensed Staff (teachers, principals, supervisors) will receive a total of \$16,000.00 over a two-year period. There will be two payments of \$8,000.00 made once a year in January using a **Special Pay Plan**. Payments will be made in January of 2021 and January of 2022. The District will pay for a single insurance policy for up to 4 years.

Eligible Support Staff will receive a total of \$10,000.00 over a two-year period. There will be two payments of \$5,000.00 made once a year in January using a **Special Pay Plan**. Payments will be made in January of 2021 and January of 2022. The District will pay for a single insurance policy for up to 4 years.

A maximum of **ten employees** will receive the incentive.

Application for retirement will be considered made when the employee states in writing to the superintendent, no later March 2, 2020. The **letter must state the employee's desire to retire** and be **witnessed by another party other than the principal or the superintendent**. Applications made after the date set by the board for the return of the employee's contract to the board may be considered by the board if special circumstances exist. It is within the **discretion of the board** to determine whether special circumstances exist.

Board action to approve a licensed employee's application for the retirement incentive is **final** and such action constitutes nonrenewal of the employee's contract for the next school year. This includes extra duty contracts.

Employees who retire under this policy may qualify for retirement benefits through the Iowa Public Employees Retirement System. It is the responsibility of the employee to work directly with the Iowa Public Employees Retirement System to determine eligibility for these benefits. The District is not responsible for determining eligibility.

Employees and their spouse and dependents are **allowed to continue coverage in the school district's group health insurance program** at their **own expense** by meeting the requirements of the insurer.

The **application and resignation letter** must be received at the Administration Building **no later than March 2, 2020**. It should be noted the Board does not intend to use the retirement incentive option for a number of years. However, such retirement incentives will be used at the discretion of the Board when it is deemed in the best interest of the district.

What is a Special Pay Plan?

The [Special Pay Plan](#) is designed to handle special forms of compensation in a tax-advantaged manner. This can include retirement incentives. There are some benefits to the employer and the employee that are further described in the attached document that is also linked [here](#).

The Employer obtains the intangible benefits of providing a valuable new tax-deferral program to Employees. Further, the Employer permanently saves the 7.65% FICA taxes (Social Security and Medicare) on contributions (subject to annual limits). The Employee's contributions are made on a pre-tax basis. The Employee also saves the 7.65% FICA taxes (Social Security and Medicare). Please refer to the attached document for more information on the [Special Pay Plan](#).

Retirement Incentive Acknowledgement Form

The undersigned employee is applying for early retirement pursuant to board policy 407.4, Licensed Employee Early Retirement. The Shenandoah Board of Education has authorized the use of a Retirement Incentive for both licensed and support staff employees for this school year at the January 14, 2019 Board meeting. Please complete the following information:

(Full Legal Name of Licensed Employee)

(Social Security Number)

(Current Job Title)

(Date of Birth)

(Years of Service)

Please attach a **letter of resignation** effective **June thirtieth of the year** in which the undersigned employee intends to retire.

The undersigned employee acknowledges that application and participation in the early retirement plan is entirely voluntary.

The undersigned employee acknowledges that Licensed Staff (teachers, principals, and supervisors) will receive a total of \$16,000.00 over a two-year period. There will be two payments of \$8,000.00 made once a year in January using a [Special Pay Plan](#). Payments will be made in January of 2019 and January of 2020.

The undersigned employee acknowledges that eligible Support Staff will receive a total of \$10,000.00 over a two-year period. There will be two payments of \$5,000.00 made once a year in January using a [Special Pay Plan](#). Payments will be made in January of 2019 and January of 2020.

The undersigned employee acknowledges that the school district recommends that the licensed employee contact legal counsel and the employee's own personal accountant regarding participation in the early retirement plan. It is also recommended that the undersigned employee directly contacts IPERS for information related to their eligibility for benefits under the IPERS plan. The district is not able to consult in these areas.

Should the undersigned employee die prior to full payment of an early retirement benefit, the undersigned employee designates either the following individual as beneficiary or the undersigned employee's estate. The undersigned employee will need to designate this beneficiary when establishing a [special pay account](#) also to make it a valid designated beneficiary.

Beneficiary

_____ Estate

Beneficiary

Beneficiary Address

Licensed Employee

Date

Witness

Date

February 5, 2020

Dear School Board,

The Shenandoah Middle School Student Council would like to propose adding a sculpture of a horse to the Shenandoah Middle School Campus.

The horse would be created by artist, Susan Woodford. Susan, along with other artists, has a studio located at 2175 C Avenue in Shenandoah. She attended Shenandoah high school and creates art using fire and metal into sculptures and other art forms. Susan created the butterfly sculpture at Rapp Park and another sculpture located Shenandoah Dental Associates on Nishna Road.

For more information about Susan, her website is <https://susanwoodford.com/>.

After contacting Susan she has provided some specifics about creating the sculpture for our school. This project could possibly be a two year project depending upon money collected through the Penny War this year. I am including Susan's ideas and time frame in regards to funds collected.

The student council has also presented information to the K-8 PTO to gain partnership for funding. PTO was interested in contributing to the sculpture as well.

Thank you for your consideration in assisting the Student Council reach its goal not only with this Penny War, but also in other goals of the Student Council. Student Council works to help increase school spirit, they volunteer in school and community events, and they participate with fundraising activities. This year's 8th grade Student Council officers include Sophia Adkins, Jenna Burdorf, Camden Lorimor, Maci Slater, and Cassidy Stephens.

Regards,

Carleen Perry
Student Council Sponsor

Shenandoah Middle School- Sculpture outside of School

Kids want to have horse sculpture- Mustang Logo?

Timeline- tbd dependant upon funds

\$1000/yr average

Possible multi-year project

Work in stages

1st year 4 foot sculpture

2nd year add base to create 8+ foot sculpture

West Entrance- less winds

1st year- 1000 budget- ¼ inch steel cutout with oval base

Can do something like take piece to school and have kids work on patina

Clear coat at school- by dumpster?

2nd year oval form with negative space horse cut out on 2 sides- see through the base?

similar budget. Similar plan- kids work on patina & I clear coat

